Unit 5: Figure It Out

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fourth Grade ELA/Writing

Unit 5: Figure It Out

Belleville Board of Education

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Unit Overview

Within Unit Five, students will focus on understanding the world around them and questioning the process of figuring this out. In doing this, students will discover how people show they care for one another. Additionally, students will dive into the past to examine the reasons why people traveled west in the 1800s and discuss the importance of this event. Additionally, students will read about archeologists and understand why we study the past to understand the world that presently surrounds them.

The comprehension strategies will focus on Visualizing and Summarizing, while the comprehension skills will cover Problem and Solution, Cause and Effect, and Sequencing. Students will also practice various vocabulary strategies such as Similies and Metaphors, Homographs, Greek Roots, Context Clues: Antonyms, and Proverbs and Adages.

Additionally, students will cover both informative and explanatory forms within separate, three week writing process lessons over the course of the unit. Students will utilize expert models to model the writing process, while creating their own artifacts within each genre of writing.

Enduring Understandings

Students will understand that...

- in addition to physically helping others, people often express, or show, their emotions toward each other. An emotion is a strong feeling such as love and happiness. Showing an emotion is one of the biggest ways people show they care about each other.
- people in the cities moved west to start settlements in the new territories where they could live, farm, and build new towns.
- inventors think of ways to solve or fix problems within the world. Inventions can make a task much easier to people to complete.
- when you look at something closely, you can magnify the small details of that object.
- archaeologists go on expeditions to find artifacts and these artifacts teach us about the way people lived long ago. We can study the past to learn how it has shaped the world we live in today.
- when we understand the world that surrounds us we can make informed and educated decisions to best suit our lives and the lives of our fellow community members.

Essential Questions

- In what ways do people show they care about each other?
- What are some reasons people moved west?
- How can inventions solve problems?
- What can you discover when you look closely at something?
- How can learning about the past help you understand the present?
- What helps you understand the world around you?

Exit Skills

By the end of Unit 5: Figure It Out, students should be able to...

- utilize textual details to create visualizations during the reading process.
- create predictions before, during, and after reading to promote comprehension.
- determine character, setting, plot: problem and solution.
- determine text structure: problem and solution.
- determine text structure: sequence.
- summarize both fictional and nonfictional texts.
- expand on knowledge of vocabulary.
- demonstrate an understanding of similies and metaphors; homographs; greek roots; antonyms; and proverbs/adages.
- order adjectives within sentences according to conventional patterns.
- form and use comparative superlative adjectives and adverbs.
- use adjectives with more and most to compare.
- engage in collaborative discussions about various topics each week.
- write sentences/complete paragraphs about the topic/text that has been read.
- write with few grammatical errors that are connected to the learning.

New Jersey Student Learning Standards (NJSLS)

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LA.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
LA.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.4.2.E	Provide a conclusion related to the information or explanation presented.
LA.W.4.9.A	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LA.L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
LA.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
LA.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Interdisciplinary Connections

- Historical/Social Sciences (Historical Literacy): "On the Move"
- Historical/Social Sciences (Historical Literacy): "Digging up the Past"
- Science (Engineering, Technology, and Applications of Science): "Inventions"
- Science (Physical Sciences): "Zoom In"

SCI.4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
SCI.4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and

	that waves can cause objects to move.
SOC.6.1.4.A.13	Describe the process by which immigrants become United States citizens.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
SOC.6.1.4.B.CS1	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
SOC.6.1.4.B.CS4	Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
SOC.6.1.4.B.CS5	Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
3-5-ETS1-2.6.1	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.
4-PS3-1.5.1	Energy can be transferred in various ways and between objects.
4-PS3-3.PS3.A.1	Energy can be moved from place to place by moving objects or through sound, light, or electric currents.
4-PS3-2.PS3.A.1	Energy can be moved from place to place by moving objects or through sound, light, or electric currents.
4-PS3-2.PS3.B.2	Light also transfers energy from place to place.

Learning Objectives

In Unit 5: Figure It Out, students will be able to...

- develop and describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- summarize parts of a biography, identifying the key details.
- form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*
- integrate ideas and engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts,* building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.
- paraphrase portions of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- create and build background on clever ideas.
- produce dialogue and description to develop experiences and events or show the responses of characters to situations.
- create a variety of transitional words and phrases to manage the sequence of events.
- develop and use concrete words and phrases and sensory details to convey experiences and events precisely.

- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- choose punctuation for effect (distinguish sentences and sentence fragments, identify sentence types, capitalize and punctuate sentences correctly).
- justify how details and examples in a text explain what the text says explicitly when drawing inferences from the text.
- combine knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- develop experiences and events or show the responses of characters to situations using dialogue and description.
- predict future events using text clues and illustrations within a selection and identify events that confirm or challenge predictions.
- comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- determine the main idea of a text and explain how it is supported by key details; summarize the text.
- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text (listen for a purpose and identify characteristics of narrative nonfiction).
- provide a concluding statement or section related to the information or explanation presented.
- interpret information presented visually, orally, or quantitatively (e.g, in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- determine when to use dialogue and description to develop experience and events or show the responses of characters to situations.
- illustrate the understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Suggested Activities & Best Practices

Research and Inquiry

Weekly Projects: Each week student will produce a project related to the Essential Question. They will then develop one of these projects more fully for the Unit Research Project. Through their research, students will focus their attention on: 1. creating a bibliography, 2. primary and secondary resources
Shared Research Board: You may wish to develop a Shared Research Board. Students can post questions, ideas, and information that they research about the unit theme. Students can post articles, illustrations, or information they gather as they do their research. They can also post notes with questions they have as they read the text.

Weekly Projects: Students work in groups or in pairs

Week 1: Research an Aid Organization

Week 2: Map the Oregon Trail

Week 3: Research an Inventor

Week 4: Research the Hubble Space Telescope

Week 5: Research the Job of an Archaeologist

Week 6: Students work in small groups to complete and present one of the following projects

- Produce a Television Commercial
- Write a Blog
- Create an Encyclopedia Entry
- Present a Slide-show
- Conduct an Interview

Assessment Evidence - Checking for Understanding (CFU)

Each week within Wonders!, Selection Tests and Weekly Assessments are available to monitor students' understanding of the skills and strategies taught. There are also multiple points within the week where specific questions can lead to flexible grouping opportunities. At the end of the unit, the Summative Assessment will provide information on the following areas: Comprehension; Vocabulary; English Language Conventions; and Writing. Additionally, teachers may decide to conduct fluency assessments and running records to help determine the reading levels of each child which can then dictate independent book choice for the Reader Writing Workshop model.

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Expository Letter & Research Report Writing (Summative)
- Common Benchmark #3 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Recoreds (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- Anticipation Guide (Formative)
- Common Benchmarks (Benchmark)
- Create a Multimedia Poster (Alternative)
- Entrance Tickets (Formative)
- Exit Tickets (Formative)
- Fist- to-Five or Thumb-Ometer (Formative)
- Illustration (Alternative)
- KWL Chart (Formative)
- Learning Center Activities (Formative)
- Multimedia Reports (Alternative)
- Newspaper Headline (Alternative)
- Outline (Formative)
- Quickwrite (Formative)
- Quizzes (Summative)
- Readers/Writers Notebooks (Formative)
- Red Light, Green Light (Formative)

- Self-Assessments (Formative)
- Socratic Seminar (Formative/Summative)
- Study Guide (Formative)
- Surveys (Formative)
- Think, Pair, Share (Formative)
- Think, Write, Pair, Share (Formative)
- Top 10 List (Formative)
- Unit Tests (Summative)
- Web-Based Assessments (Alternative)
- Written Reports (Alternative)

Primary Resources & Materials

- Wonders Anthology
- Reading/Writing Workshop
- Close Reading Companion
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Visual Vocabulary Cards
- Retelling Cards
- Sound Spelling Cards
- Leveled Workstation Activity Cards
- Leveled Readers
- Interactive Read Aloud Cards

Ancillary Resources

- SmartTV or SmartBoard
- Student laptops
- Decodable readers
- Leveled readers
- Literacy centers

Technology Infusion

- ConnectEd Platform
- Google Classroom
- Interactive digital ebooks
- Adaptive learning software
- Digital research platforms

- GSuite
- Shared documents
- Shared digital presentations
- Educational videos and tutorials



Alignment to 21st Century Skills & Technology

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge

	and develop innovative products and process using technology.
TECH.8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.1.5.E.CS1	Plan strategies to guide inquiry.
TECH.8.2.5.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the

	use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
CAEP.9.2.4.A.2	Identify various life roles and civic and work related activities in the school, home, and community.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Content:Content will be differentiated through use of multilevel readers for Basic Skills students, Special Education students, Talented and Gifted students, as well as ELL students. The readers are all focused upon the same content, however the lexiles differ depending upon the abilities of the student.

Process:The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners. Additionally, students will be supplied with sentence stems and differentiated student

workbooks to foster student success of the established goals.

Product:The product will be differentiated because student work will be based upon their reading levels and lexiles. Students will be given choice for projects that appeal to their various learning styles to promote confidence and success amongst the students.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups

- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Teachers should utilize the Quick Checks to assess students' needs and select the appropriate small group instructional focus.

The following in an example within Unit 5:

Comprehension Strategy:Visualize T19

Comprehension Skill: Character, Setting, Plot: Problem and Solution T21

Genre:Realistic Fiction T23

Vocabulary Strategy: Figurative Language T25

Phonics/Fluency: Closed Syllables T27

Reteaching Pages: Approaching Levels T40-T47

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Small Group Instruction: Use the ELL small group lessons in the Wonders Teacher's Edition to provide focused instruction.

Language Development: Vocabulary preteaching and review, additional vocabulary building, and vocabulary strategy lessons

Close Reading: Interactive Question-Response routines for scaffolded text dependent questioning for reading and rereading the Shared Read and Leveled Reader

Writing: Focus on the weekly writing trait, grammar skills, and spelling words

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Teachers should utilize the Quick Checks to assess students' needs and select the appropriate small group instructional focus.

The following in an example within Unit 5:

Comprehension Strategy:Visualize T19

Comprehension Skill: Character, Setting, Plot: Problem and Solution T21

Genre:Realistic Fiction T23

Vocabulary Strategy: Figurative Language T25

Phonics/Fluency: Closed Syllables T27

Reteaching Pages: Approaching Levels T40-T47

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be

determined prior to giving the test.

- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

If students can read their leveled text fluently and answer comprehension questions, then work with the next level up to accelerate students' reading with more complex text. Utilizing the Green Leveled readers will expose students to higher lexile levels and textual questions that will challenge the students

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Lesson Focus: Good readers can identify the narrator's point of view.

Unit of Study: Grade 4, Unit 3: That's the Spirit! Lesson #: Week 1

"Remember when we learned stories are told with narrators being in first-person or third-person narrative. You all did a great job in finding the pronouns in the story to help identify first or third person narrative. As you know, good readers do many things while they read."

Connection (1 minute)

"Today I'm going to teach you how good readers identify the narrator's point of view to better understand what they're thinking and feeling."

Give Students a Brief Description of Strategy and Why It's Important

- "Boys and girls, whenever I read a text, I know that there's a narrator or a person that tells a story. The narrator's point of view tells how the narrator feels or thinks about the characters or events. If a narrator uses pronouns such as I, we, and me, the story has a first-person narrator."

- "Also, if the narrator uses pronouns such as he, she, or they, the story has a third-person narrator. I keep that in my mind while I'm reading so that I can focus on the narrator's point of view and understand what they are thinking and feeling."

Teaching (5 min)

Let me show you what I mean ……

- Teacher: Use the story from the Literature Anthology book called, "The Cricket in Times Squares." Display page 180 (T25C).

- Teacher: Reread the first paragraph from page 180 to point out the pronouns.

- "Hmmm...What are some of the pronouns that are used? I see that the narrator uses the pronouns he and they to describe the characters. We can tell from this that this story has a third-person

narrator."

- "I can also use the details to help identify the narrator's point of view."
- Continue to read page 180 (T25C).
- "Hmmm...I know that the character is eavesdropping or listening in on humans which is what he enjoyed the most. I know that Tucker likes to explore the Times Square Subway Station. I also know that Tucker asks Chester who he is and introduces himself. These details tell me that Tucker is curious and social."

Model additional examples as needed i.e. pages 182 (T25E); 185 (T25G-H); etc...

Recap ….. Did you see what I did?

"Did you see how I used pronouns to identify that the narrator was third-person and used the details from the story to figure out the narrator's point of view?"

Now it's your turn to try this…..

Teacher: Instruct students to turn to page 167 in Reader's/Writer's Workshop, "At the Library" (T21):

Active Engagement (3 min)

Allows for guided practice

Teacher: "Read page 167 to find some pronouns and details to figure out the narrator's point of view? Turn and talk to your partner."

After 2 minutes, purposefully choose two readers to share the pronouns and details that they identified as the narrator being third-person and their point of view which was he understands that Rick misses his old friends and wants new friends.

Link (1 min)

"Today, I just taught you how good readers identify the narrator's point of view."

Linking mini lesson to their independent work

"When you go off to read today, you're going to practice

identifying the narrator's point of view in your own independent books. Now that you know this is something that good readers do, you can use this skill whenever you read."

*Note: Add this strategy to your Unit anchor chart.

Independent Reading

- Students are reading independently.

Suggested time: Build to 30 minutes over the school year.

- Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.

End of workshop - Whole Group Share

Options:

- Have students share how they were able to identify the narrator's point of view by using pronouns and details from the story while reading their books independently.

- Praise behaviors that were observed during students' independent reading.

Share

Sample talk: "Suzie, I really loved how you quickly identified the narrator's point of view while reading your story. I could tell that you were hard at work! Way to go!"

- Review previously taught strategies and skills.

Sample talk: "You all did such a great job identifying the narrator's point of view today. I want to remind all of you that good readers continue to practice all of the skills and strategies that they have learned such as…."