# Unit 3: Community Spirit

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Fourth Grade ELA/Writing

# Unit 3: Community Spirit

**Belleville Board of Education**

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## Unit Overview

Within Unit Three, students will focus on friendship, community, and leadership. This unit expresses the importance of friendship and how to build and maintain the friendship. Many of those same traits are extended into building and maintaining their community as well. Students will learn that when you believe strongly in something, it is important to stand up for what you believe in because everyone has the ability to make a difference.

Throughout this unit, students will focus on the comprehension strategies of Visualizing and Rereading. The comprehension skills will address Point of View as well as Author's Point of View through the following genres: Fantasy; Realistic Fiction; Biography; and Persuasive Article. Students will also work on developing and writing Opinion Pieces through various stages of the writing process and then peer conference with their peers and teacher for editing and revising.

## Enduring Understandings

Students will understand that...

- it is very important to always make new friends feel welcome by being respectful and kind.
- a citizen can help their community by volunteering for certain activities and becoming members of any local organizations.
- one person can make a difference for standing up for what they believe in and becoming a leader in a movement of change.
- words can lead to change because words can lead to inspiration and action.
- advances in science can be helpful but also harmful.
- showing your spirit in your community by being proud of where you live and taking care of your property and community members is important.

## Essential Questions

- How can you make new friends feel welcome?
- In what ways can you help your community?
- How can one person make a difference?
- How can words lead to change?
- In what ways can advances in science be helpful or harmful?
- How can you show your community spirit?

## Exit Skills

By the end of Unit 3: Community Spirit, students should be able to...

- determine point of view of a text.
- utilize textual details to create visualizations to better comprehend the content.
- implement the strategy of rereading when necessary while monitoring comprehension.
- expand on knowledge of vocabulary.
- engage in collaborative discussions about friendship, helping the community, and liberty and justice.
- describe how the author supports opinions in the text.
- demonstrate understanding of synonyms and antonyms.
- use Latin and Greek suffixes as clues to the meaning of a word.
- use Greek roots as clues to the meaning of a word.
- 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)

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| 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.4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| 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.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
| LA.W.4.1.B | Provide reasons that are supported by facts from texts and/or other sources. |
| LA.W.4.1.C | Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). |
| LA.W.4.1.D | Provide a conclusion related to the opinion presented. |
| 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.L.4.1.B | Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. |
| LA.L.4.1.C | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. |
| LA.L.3.1.D | Form and use regular and irregular verbs. |
| LA.L.3.1.F | Ensure subject-verb and pronoun-antecedent agreement. |
| 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). |

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| 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). |
| LA.4.W.4.1.A | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer's purpose. |

## Interdisciplinary Connections

- History/Social Sciences (Historical Literacy): "Powerful Words"
- History/Social Sciences (Sociopolitical Literacy): "Liberty and Justice"
- History/Social Sciences (Civic Values, Rights, and Responsibilities): "Helping the Community"
- Science (Engineering, Technology, and Applications of Science): "Feeding the World"

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| SCI.3-5-ETS1-2 | Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. |
| SCI.4-ESS3-2 | Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. |
| SCI.4-ESS3-1 | Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. |
| SOC.6.1.4.A | Civics, Government, and Human Rights |
| SOC.6.1.4.C.CS1 | People make decisions based on their needs, wants, and the availability of resources. |
| SOC.6.1.4.D.15 | Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. |
| SOC.6.1.4.D.16 | Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. |
| SOC.6.1.4.D.19 | Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. |
| SOC.6.1.4.D.20 | Describe why it is important to understand the perspectives of other cultures in an interconnected world. |
| SOC.6.1.4.D.CS8 | Prejudice and discrimination can be obstacles to understanding other cultures. |
| SOC.6.3.4.D.1 | Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. |
| SOC.K-4.1.1.2 | Explain how the present is connected to the past. |
| SOC.K-4.1.4.1 | Use evidence to support an idea in a digital, oral and/ written format. |
| 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.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. |
| TECH.8.1.5.A.3 | Use a graphic organizer to organize information about problem or issue. |
| TECH.8.1.5.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.1.5.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |

## Learning Objectives

In Unit 3: Community Spirit, students will be able to...

- compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- 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.

## Suggested Activities & Best Practices

**Inquiry Space: Take a Stand - Protect the Environment**

Opinion Performance Task: Each week the students will complete one level of a six-week opinion performance task in a digital environment. Via game-like interface, students are assigned a task and work independently to: 1. Plan and conduct research; 2. Synthesize information; 3. Communicate ideas in writing and presentation.

Resource Toolkit: At each level, a toolkit of resources is available to students. These point-of-use resources include a variety of animated tutorials, videos, and slide presentations that students can view (and review) to help them at each level. Tools are designed

to be viewed independently, with the option to be utilized in small group instructions if needed.

## 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)
- Book Review and Opinion Essay Writing (Summative)
- Common Benchmark #2 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (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/Summative)
- Red Light, Green Light (Formative)
- Self-Assessments (Formative)
- Socratic Seminar (Formative/Alternative)
- Study Guide (Formative)

- Surveys (Formative)
- Think, Pair, Share (Formative)
- Think, Write, Pair, Share
- 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

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;

- World languages;
- Technology;
- Visual and Performing Arts.

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| 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.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| 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 |

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| | 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. |
| CAEP.9.2.4.A.2 | Identify various life roles and civic and work  related activities in the school, home, and community. |
| 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.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.5.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.5.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.5.C.CS4 | Contribute to project teams to produce original works or solve problems |
| TECH.8.1.5.F.CS1 | Identify and define authentic problems and significant questions for investigation. |

## 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

## 21st Century Skills

- Civic Literacy
- Environmental 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 3:

Comprehension Strategy: Visualize T19

Comprehension Skill: Point of View T21

Genre: Fantasy T23

Vocabulary Strategy: Context Clues T25

Phonics/Fluency: r-Controlled Vowels 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:

Comprehension Strategy: Visualize T19

Comprehension Skill: Point of View T21

Genre: Fantasy T23

Vocabulary Strategy: Context Clues T25

Phonics/Fluency: r-Controlled Vowels 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

| | |
|---|---|
| Connection (1 minute) | "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."

"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."

Let me show you what I mean ……

Teaching (5 min)

- 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…."