Unit 1: Clever Ideas

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fourth Grade ELA/Writing

Unit 1: Clever Ideas

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Rebecca Rotino

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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Unit Overview

Within Unit One, students will explore why confronting challenges bring out the best in people. This unit will focus on stories and text that present the concept of problem-solving in a variety of ways. Students will explore through reading and writing how to persevere through obstacles that seemingly stand in the way, and how our actions will positively affect others. The comprehension strategies that will be covered are Making Predictions and Rereading, while the skills will cover: Sequencing; Problem and Solution; Compare and Contrast; Cause and Effect; and Main Idea and Details. Students will also be working through the writing process; focusing specifically on writing Friendly Letters and Personal Narratives.

Enduring Understandings

Students will understand that...

- when people are faced with challenges they use problem-solving and cooperation which are skills that are essential to survival.
- great ideas come from solving problems that arise within everyday life.
- how people think and act can positively and negatively affect others around them.
- natural disasters bring communities together to help problem-solve so normalcy can be restored.
- science can help us learn and grow because it is intertwined with everything we do.
- starting a business helps community members attain goods that are helpful to them.

Essential Questions

- How can challenges bring out the best in us?
- Where do good ideas come from?
- How do your actions affect others?
- How do people respond to natural disasters?
- How can science help us learn how things work?
- How can starting a business help others?

Exit Skills

By the end of Unit 1: Clever Ideas, students should be able to...

- identify character, setting, problem, solution, plot: Sequence.
- analyze the text before reading to create predictions about the plot.
- determine text structure: Compare and Contrast.
- determine text structure: Cause and Effect.
- cite relevant evidence from text that supports answers.
- expand on knowledge of vocabulary.
- determine the key details that identify the main idea.
- describe how the author supports opinions in the text.
- demonsrate understanding of idioms.
- demonstrate understanding of multiple meaning words.
- utilize suffixes as clues to the meaning of a word.
- utilize context clues to understand the meaning of a word.
- conduct short research on effects of human actions; preparing for natural disaster; forces and motion; famous entrepreneurs.
- write sentences/complete paragraphs about the topic/text that has been read.
- use commas before coodinating conjunctions in compound sentences.
- write with few grammatical errors that are connected to the learning.
- generate, Draft, and Revise a Friendly Letter and Personal Narrative.

New Jersey Student Learning Standards (NJSLS)

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.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
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.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize 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.RF.4.3.A	Use combined 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.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
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.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.3.B	Choose punctuation for effect.
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.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Interdisciplinary Connections

- History/Social Sciences (Ethical Literacy): "Think of Others"
- History/Social Sciences (Economic Literacy): "Putting Ideas to Work" **--Financial Literacy**
- Science (Earth and Space Sciences): "Take Action"
- Science (Physical Sciences): "Ideas in Motion"

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

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.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.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
PFL.9.1.4.A.2	Identify potential sources of income.
PFL.9.1.4.A.3	Explain how income affects spending and take-home pay.
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.
SCI.4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
SCI.4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
SCI.4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.
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-PS3-3	Ask questions and predict outcomes about the changes in energy that occur when objects collide.
SCI.4-PS3-4	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
SCI.4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.

SOC.6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.
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.

Learning Objectives

By the end of the Unit 1: Clever Ideas, students will be able to...

- 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.
- devise 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).
- devise 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.

Suggested Activities & Best Practices

Research and Inquiry: Research Roadmap Activities

Research and Inquiry lessons provide students with opportunities to collect, analyze, and evaluate information, which are critical 21st Century Skills. Students will work collaboratively to extend their unit knowledge, practice written and oral presentations, and

apply research skills.

- *Research Roadmap Project 1* has the students working collaboratively in a group to create and develop an oral presentation about a common product or food that came about from work on something else.
- *Research Roadmap Project 2* has the students collaboratively creating a multimedia presentation that researches a famous person whose positive actions have affected others. If the students focus on a Hispanic Hero, this project could then be utilized in the Hispanic Heritage Festival.
- *Research Roadmap Project 3* has the students collaboratively creating a newscast covering a community that has recently responded to a natural disaster.
- *Research Roadmap Project 4* has the students complete an activity or an experiment to demonstrate a science-based topic to their class.

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)
- Friendly Letter & Personal Narrative (Summative)
- Common Benchmark #1 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Results (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 (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

- Edconnect.mcgraw-hill.com
- Interactive digital ebooks
- Interactive vocabulary
- IXL.com

- Google Classroom
- Educational technologies that check for understanding throughout the lesson (Plickers, etc.)



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.

PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
PFL.9.1.4.A.2	Identify potential sources of income.
PFL.9.1.4.A.3	Explain how income affects spending and take-home pay.
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.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
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.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.5.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.5.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.5.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
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

21st Century Skills

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

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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.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.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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.

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.

Additional specific strategies are listed below:

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 1, Week 1:

Comprehension Strategy: Make, Confirm, or Revise Predictions T19

Comprehension Skill: Character, Setting, Plot: Sequence T21

Genre: Fairy Tale T23

Vocabulary Strategy: Synonyms T25

Phonics/Fluency: Short 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.

The following in an example within Unit 1, Week 1:

Comprehension Strategy: Make, Confirm, or Revise Predictions T19

Comprehension Skill: Character, Setting, Plot: Sequence T21

Genre: Fairy Tale T23

Vocabulary Strategy: Synonyms T25

Phonics/Fluency: Short 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

Teaching (5 min)

- "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 ……

- 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…..

Active Engagement (3 min)

Allows for guided practice

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

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.

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

Link (1 min)

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

Linking mini lesson to their independent work

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.

Share

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

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…."