

Gifted and Talented Support in *myView Literacy*

myView Literacy and *miVisión Lectura* provide educators with a variety of scaffolding strategies that extend learning to challenge gifted and talented students.



SMALL GROUP

Within the *myView Literacy* and *miVisión Lectura* Teacher's Editions, activities for On and Advanced Level learners are found during small group instruction, indicated with yellow-bordered pages.

On Level and Advanced Activities in Small Group challenge students to go beyond the text.

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the map on pp. 14–15 to generate questions about new places to visit and then choose a new place they would like to visit to research. Throughout the week, have students conduct research about the weekly question. See *Extension Activities* pp. 38–42 in the *Resource Download Center*.

Match Students to Texts with Leveled Readers

myView Literacy and *miVisión Lectura* feature leveled readers written to connect to the unit themes and genres. Challenge and extend learning with extended writing and independent reading options.



Complete Online Access to the Leveled Reader Library

Titles and audio in English and Spanish

Elements and Structure for Every Reader

LEVEL L

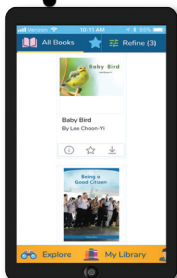
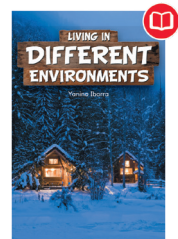
Genre
Informational text

Text Elements

- Decoding challenges
- Some new terms explained in text

Text Structure

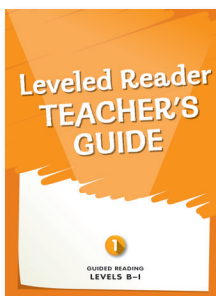
- Compare and Contrast



Reading Spot App

Access thousands of additional leveled readers and texts on the Reading Spot App! Teachers can search for titles by:

- Lexile® level
- Guided Reading level
- Language
- Student interests
- Grade level and genre



Leveled Reader Teacher's Guide

Use leveled reader lesson plans to support:

- Guided Reading groups
- Model and teach skills and strategies
- Possible Teaching Points for differentiation with DOK levels of complexity

BOOK CLUB

Independent Reading

- Students can
- read a self-selected trade book.
 - read and listen to a previously read leveled reader or selection.
 - begin reading their Book Club text or one of the books from the suggested titles on p. T383.

Literacy Activities

- Students can
- write about their reading in a reading notebook.
 - summarize a text to a partner.
 - play the myView games.
 - work on activity in the Resource Download Center.

BOOK CLUB

- See Book Club, p. T384, for
- ideas for launching Book Club.
 - suggested texts to support the unit theme and Spotlight Genre.
 - support for groups' collaboration.
 - facilitating use of the trade book *Animal Camouflage*.

Book Club sets aside time for students to discuss the unit trade book or a **self-selected text** with friends. It gives students a sense of ownership and creates **independent readers** who enjoy talking about books with their classmates. Students form **Collaborative Groups** where they can have **meaningful conversations** about their Book Club book.

myView
Digital



Each Day

DISCUSSION CHART Display a sample of the Discussion Chart and ask students to create something similar in their notebooks. Explain that they will fill in their charts with details they **notice**, **connections** they make, and things they **wonder** about as they read to prepare for their Book Club conversations.

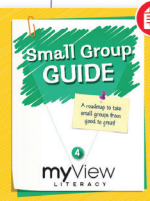
Noticings	Connections	Wonderings

TEACHER'S ROLE Since Book Club is a time for students to get their own enjoyment out of reading, the teacher's role should be as an occasional facilitator, helping to start conversations or direct groups to understandings.

When groups sit down for their conversations each day, they might have trouble sustaining a meaningful conversation about the book. If so, ask groups questions to spark collaborative discussion of the book.

COLLABORATION An important part of Book Club is students' ability to effectively share their ideas and build on those of others. Offer them examples of how to phrase their ideas productively and respectfully. **SEL**

- I don't agree with _____ because _____.
- Why do you say that?
- What can we agree on?



Book Club Options

- See the Small Group Guide for help with
- Book Club roles and responsibilities
 - Book Club routines
 - guiding a student-led Book Club

READING WORKSHOP

SMALL GROUP

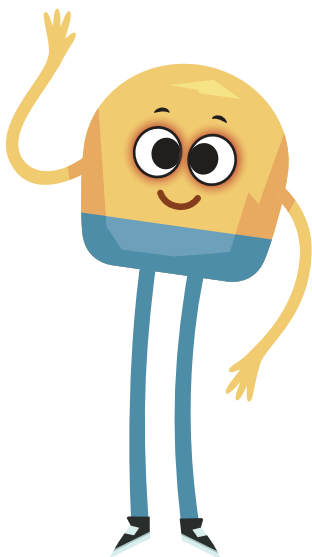


CHOOSE YOUR

BOOK

- ☒ **Rickshaw Girl** by Mitali Perkins
- ☐ **Wonder** by R. J. Palacio
- ☐ **Indian Shoes** by Cynthia Leitich Smith
- ☐ **How Tia Lola Came to (Visit) Stay** by Julia Alvarez
- ☐ **Tallchief: America's Prima Ballerina** by Maria Tallchief with Rosemary Wells
- ☐ **Same Sun Here** by Silas House

Preview these selections for appropriateness for your students.



PROJECT-BASED INQUIRY

Each unit culminates with Project-Based Inquiry. The project embeds the unit theme and standards in a creative, rigorous, and authentic way.

- Combines inquiry and research skills
- Requires collaboration and teamwork
- Builds 21st century skills, like innovation and creativity
- Supports social-emotional development
- Serves as a unit performance assessment
- Develops speaking and listening skills



RESEARCH ARTICLES

Animals in Zoos	280L, 340L, 400L
Schools Need Bird-Watching Clubs	280L, 320L, 400L
Safari Adventure	280L, 320L, 400L

See the *Small Group Guide* for additional information on how to distribute the articles.

Leveled Research Articles

Three levels of each article help every student in class participate and use evidence for understanding.



Integrate Your Instruction

myView Literacy and **miVisión Lectura** help you plan, assess, and guide project-based inquiry. It identifies the standards and outcomes as well as **content-area connections**. For Gifted and Talented learners, Quests and uEngineer It! activities offer alternative projects for more challenge and connections to the content areas.

English Language Arts

- Write opinion pieces.
- Participate in shared research and writing projects.
- Gather information from provided sources to answer a question.

For alternative inquiry projects with a science focus, go online to PearsonRealize.com.

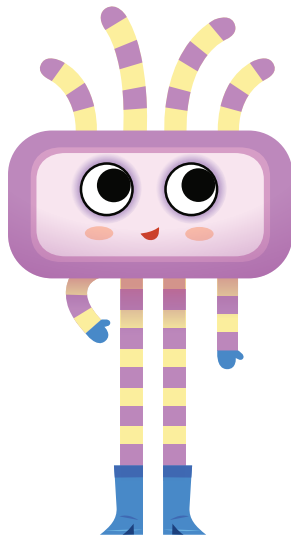
Science

- Use science knowledge to understand the world.
- Ask questions to begin investigations.

EXTENSION ACTIVITIES

There are four types of Extension online resources to support work with advanced, gifted, and talented learners.

- **Record Keeping Templates:** Easy-to-use tool for genre reading logs, fiction and nonfiction bookmarks, tips for choosing books, and more.
- **Creative Reading (Invention, divergent thinking, discovery):** Creative response activities for fiction, nonfiction and vocabulary extension.
- **Critical Reading (Asking questions, making judgments, hypothesizing):** Prepare questioning of the author/text, noticing and connecting, analyzing words, and more.
- **Inquiry Reading (Conducting research in an area of interest):** Develop inquiry questions, plans, documentation, and sharing of ideas.



14 Primary, Record Keeping

Reading Log Name _____

Date	Book Title	Book Author	How Many Minutes I Read	How Many Pages I Read

My Signature _____
Parent Signature _____

Name _____

Fiction and Nonfiction Vocabulary Response
Choose one activity.

Make a word poem (acrostic). Start with a word that tells the main idea of the text. Write the word down the page. Then think of a word starting with each letter that tells more about the word. Write the words across.	Choose five important words from the text. Write at least one word that means the same thing as each. Then write at least one word that means the opposite of each.	Make a poster using important words from the text.
Make a special words you is.	Make a word web. Put the name of a character in the middle. Add words the author used to describe the character. Then add other words that the author could have used.	Choose a character from the story. Create a poster that tells at least five things about the character. Label the pictures.
I am but one.	Make a mobile for one of the.	Come up with your own way to practice.

Name _____

Inquiry Plan

This Week's Topic _____

Reread and mark the text with questions that you have. Then write three questions worthy of further research.

- _____
- _____
- _____

Good inquiry questions:

- are worth answering.
- will be engaging to others.
- need more than one source to be answered.

Decide which question you will research. Write it here.

190 Intermediate, Inquiry Reading
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Name _____

As I Read

Tell what you read. Then tell what you thought.

In the Text	In My Head

188 Primary, Critical Reading
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