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.

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 connected 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

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

Elements and Structure for Every Reader

Genre
Informational text

Text Structure
- Decoding challenges
- Some new terms explained in text

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 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.

**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. 783.

**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. 784, 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.

**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.

<table>
<thead>
<tr>
<th>Noticings</th>
<th>Connections</th>
<th>Wonderings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

- 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

**Choose Your Book**
- Rickshaw Girl by Mitali Perkins
- Wonder by R. J. Palacio
- Indian Shoes by Cynthia Leitich Smith
- How To Lola Came In (We’ll) Stay by Julia Alvarez
- Tallchief: America’s Prima Ballerina by Maria Tallchief with Rosemary Wells
- Same Sun Here by Silies House
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

Leveled Research Articles

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

<table>
<thead>
<tr>
<th>Animals in Zoos</th>
<th>280L, 340L, 400L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools Need Bird-Watching Clubs</td>
<td>280L, 320L, 400L</td>
</tr>
<tr>
<td>Safari Adventure</td>
<td>280L, 320L, 400L</td>
</tr>
</tbody>
</table>

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

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.

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.

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Visit us at PearsonSchool.com/myViewLiteracy for more information.
Contact your representative for questions and personal assistance.

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