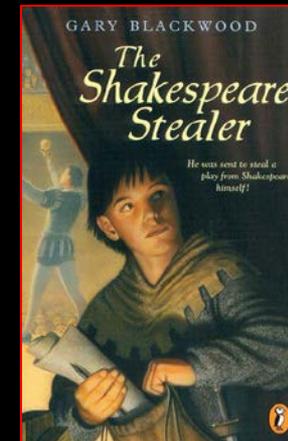
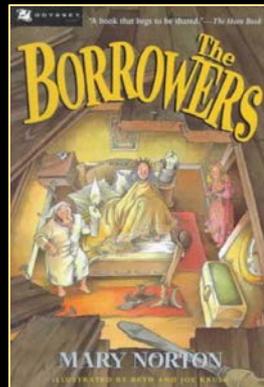


*Differentiating the English Language Arts
College and Career Ready Standards
for Advanced/Gifted and Talented Students
Elementary Grades 3 - 5*

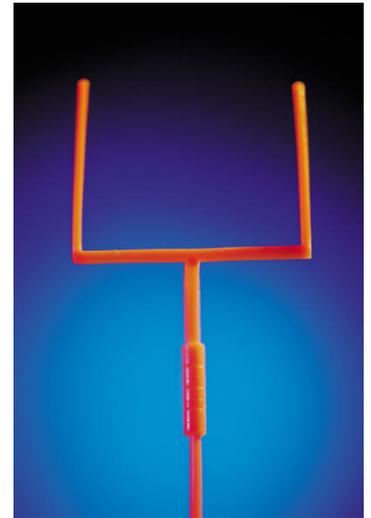


Maryland College and Career Readiness Conference
2014

<https://msde.blackboard.com>

Session Goals

1. Provide an overview of gifted and talented education in Maryland.
2. Introduce Maryland's design principles for differentiating instruction for advanced/gifted and talented students.
3. Apply the GT design principles to differentiate MSDE grade-level ELA lessons
4. Review the MSDE differentiated units which model the design principles for gifted and talented students
5. Learn differentiated instructional strategies that can be applied to other units.



Session Part 1. Differentiation

“We practice what we preach.”

CHOICE A. “Truth or Fiction?”

Take time to explore the links to learn more “truth.”

CHOICE B. “Retrofit.”

Go to the Blackboard site and select a grade level lesson of interest. Apply the design principles to begin your retrofit

CHOICE B. “New Construction”

See the Design Principles in action by walking through the lessons seeds in one of the GT ELA units on Blackboard.

CHOICE D. GT Education PD Opportunities (last slide)

Explore the links to plan your next professional learning!

Gifted and Talented Education in Maryland



TRUTH OR FICTION?

1. Let's regroup.
2. Work with your group to decide if each statement is **TRUTH** or **FICTION**.
3. Record your answers.

What Does the Research Say?

Top Ten Myths In Gifted Education



[Top Ten Myths in Gifted Education](#)

Gifted and Talented Education in Maryland



TRUTH OR FICTION?

1. Let's regroup.
2. Work with your group to decide if each statement is **TRUTH** or **FICTION**.
3. Record your answers.

What Does the Research Say?

Top Ten Myths In Gifted Education



[Top Ten Myths in Gifted Education](#)



TRUTH or FICTION?

1. All Maryland school systems must identify and serve gifted and talented students.

http://marylandpublicschools.org/NR/rdonlyres/047CAC81-DEBA-42FE-A058-0C5C45947512/32797/COMAR_13A0407_GT_Education.pdf

2. Acceleration can be beneficial for gifted students.

<http://nagc.org/index.aspx?id=383>

3. Gifted students learn better in heterogeneous classrooms.

http://www.davidsongifted.org/db/Articles_id_10691.aspx

4. Funding for gifted students is commensurate with their existence in the general population.

http://blogs.edweek.org/edweek/speced/2010/08/federal_funding_for_gifted_edu_1.html



TRUTH or FICTION?

5. Maryland schools can apply for the designation “Excellence in Gifted and Talented Education” (EGATE) school.

http://marylandpublicschools.org/MSDE/programs/giftedtalented/docs/2010_2013_Excellence_GT_Ed_Schools.pdf

6. Advanced Placement courses meet the needs of gifted high school students.

<http://www.gifted.uconn.edu/nrcgt/hertcall.html>

7. Appropriate enrichment for gifted students consists of field trips, speakers, and after school activities such as drama club.

<http://education.wm.edu/centers/cfge/curriculum/index.php>

8. Teachers require specialized training in order to meet the needs of gifted students.

http://marylandpublicschools.org/NR/rdonlyres/047CAC81-DEBA-42FE-A058-0C5C45947512/20852/COMAR_Gifted_Talented_Ed_Specialist.pdf



TRUTH or FICTION?

9. Maryland has a professional organization for educators of gifted students.

<http://www.megsonline.net/>

10. Gifted and talented students have unique social and emotional needs

<http://www.sengifted.org/>

11. Environmental circumstances such as poverty can mask giftedness.

<http://www.nagc.org/index.aspx?id=656>

12. Students who are gifted may also have learning difficulties.

<http://www.2enewsletter.com/>

What do these objects have in common?



Universal Design (UD)

Universal Design is the design of all products and environments to be **as usable as possible** by as many people as possible regardless of age, **ability**, or situation.

UD...

- originates from the belief that **the broad range of human ability is ordinary**, not special.
- accommodates people with disabilities, older people, children, and **others who are non-average**.
- has accessible features **integrated into the overall design** rather than added on later (**retrofit**).

What is Universal Design for Learning? (UDL)

- A framework for designing curriculum that provides ALL individuals with **equal opportunities to learn**.
- Grounded in research of **learner differences** (neuroscience).
- Designed (up front) to remove **barriers to learning** for ALL students.
- *Change the materials and not the student.*

I. Provide Multiple Means of Representation

II. Provide Multiple Means of Action and Expression

III. Provide Multiple Means of Engagement

Barriers for Gifted Students

- A barrier is anything that restrains or obstructs progress or access, such as....



A UDL-Based Framework for GT Differentiation

Our Goal is to... produce qualitatively differentiated Common Core units/lessons for Advanced/Gifted and Talented Students.

Differentiation is *deliberate* adaptation and modification to respond to the needs of gifted learners.

Key approaches are **acceleration, depth and complexity, creative thinking and production.**

**"The Common Core is the point of departure
for gifted students."**

Joyce VanTassel Baska

Did you know?

Gifted and talented students are defined in Maryland law as

“having outstanding talent and performing, or showing the potential for performing, at remarkably high levels when compared with their peers (§8-201).”



Did you know?

- State regulations require local school systems to provide ***different services beyond the regular program*** in order to develop gifted and talented students' potential.
- Appropriately differentiated programs and services will ***accelerate, enrich, and extend instructional content, strategies, and products to apply learning*** (COMAR 13A.04.07 §03).



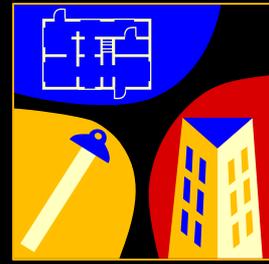
An Advanced Learner in English Language Arts*

1. Enjoys language/verbal communication
2. Engages in intellectual play, enjoys puns, has good sense of humor.
3. Suspends judgment, entertains alternative points of view.
4. Is original and creative—has unique ideas in writing or speaking
5. Is sensitive to social, ethical, and moral issues.
6. Likes independent study and research in areas of interest.
7. Uses these qualities in writing; paradox, parallel structure, rhythm, visual imagery, melodic combination, reverse structure, unusual adjectives/adverbs, sense of humor, philosophical bent.

*Johnsen, S.K. (2004). *Identifying Gifted Students: A practical guide*. Waco, Texas: Prufrock Press.

A Framework for Differentiation

15 Design Principles for GT Learners

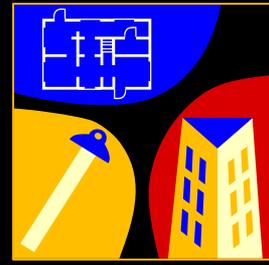


Content Differentiation for GT learners

1. Pre-assess to determine the starting point.
2. Provide complex texts.
3. Extend with above grade-level standards.
4. Accelerate the pace through compacting.
5. Organize around overarching concepts.
6. Explore interdisciplinary connections.
7. Study differing perspectives.
8. Explore patterns/relationships.

A Framework for Differentiation

15 Design Principles for GT Learners



Process/Product Differentiation

9. Design learning around ill-structured problems.

10. Develop the processes of professionals.

11. Increase the level of complexity.

12. Engage in goal-setting, planning, and self-monitoring.

13. Focus on inquiry and research.

14. Design authentic (real-world) performance tasks.

15. Provide authentic audiences /expert evaluators.

Removing Barriers for GT Learners

- All students have access to rigor, but advanced students require greater *frequency*, *intensity*, or *complexity* of the design principles.



Greater frequency and intensity



More than the CORE:

What is NOT covered in the standards*

- **How** teachers should teach
- **All** or even most of the *content* students should learn.
- **All** that can or should be taught
- **Limits** or restrictions
- The nature of **advanced work** for students who meet the standards early
- **the whole** of what is defined as college and career readiness

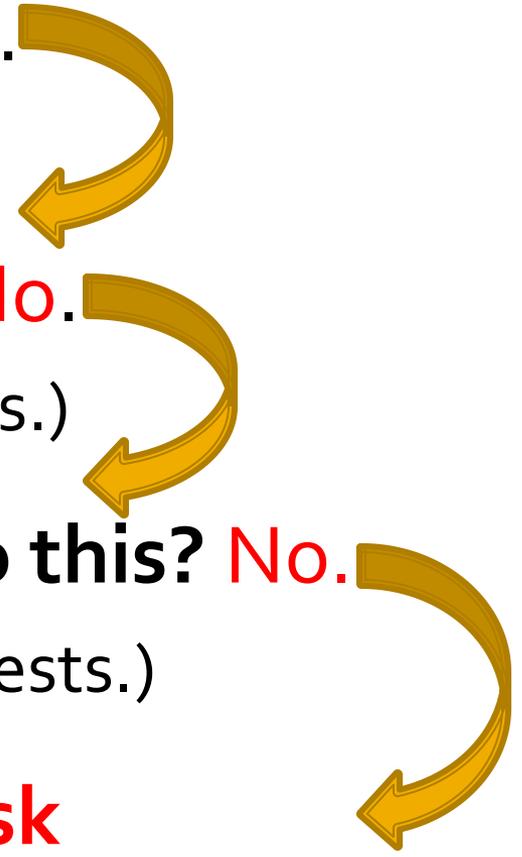


* Introduction, p. 6. *CCSS for ELA & Literacy in History/Social Studies, Science, and Technical Subjects.*

Evaluate Differentiated Tasks*

*Joseph Renzulli

At this time, under these conditions:

- **COULD** all students do this? **No.**
 - (Pre-assess readiness levels.)
 - **SHOULD** all students do this? **No.**
 - (Align instruction to identified needs.)
 - **WOULD** all students want to do this? **No.**
 - (Align instruction to aptitudes/interests.)
 - **Appropriately differentiated task**
- 

Applying the Design Principles:

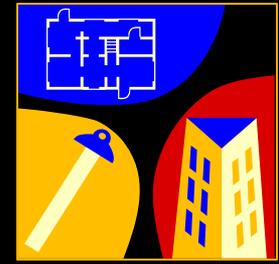
What if I live in “This Old House”?

Part I.

“Retrofit” a grade level lesson to remove barriers for gifted learners



Apply the 15 Design Principles to differentiate these lessons



- [Grade 3 ELA](#)
- Unit: Determination
- Author's Message
- in *Ruby's Wish*

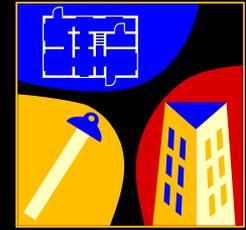


- [Grade 5 ELA](#)
- Unit: *Earth-A Fine Balance*
- Unit Closure



- Revisit the **15 Design Principles** (handout).
- **Read the excerpt** from the Grade Level Plan
- **Identify potential “barriers”** for advanced learners
- Based on the D.P.: ***How might you remove barriers for gifted learners in ELA?***
- **Suggest modifications.**

In what ways do these lessons apply the GT Design Principles?



GRADE 3 GT Replacement Lesson for *Determination* Lesson 1

Students will explore the concept of ***determination*** through reading multiple texts by the author Shirin Yim Bridges. The anchor text is *Ruby's Wish*, with additional texts *Isabella of Castile* and *The Umbrella Queen*.

Students will determine the author's message as related to the essential question, "*Why is determination necessary in achieving a goal?*"

Grade 5 GT ELA GT Replacement Lesson for *Earth-* *A Fine Balance* Unit Closure

Students will analyze the issue of *fracking* from multiple perspectives in order to determine environmental, political, social, geographical, ethical, health, and economical impacts on the balance and harmony of nature.

Students will compose an argument:
"Based on what you have learned, as a landowner, would you lease your land to an energy company for the purpose of fracking? Would you unearth the treasure in your backyard?"

Applying the Design Principles “New Construction”

Part II.

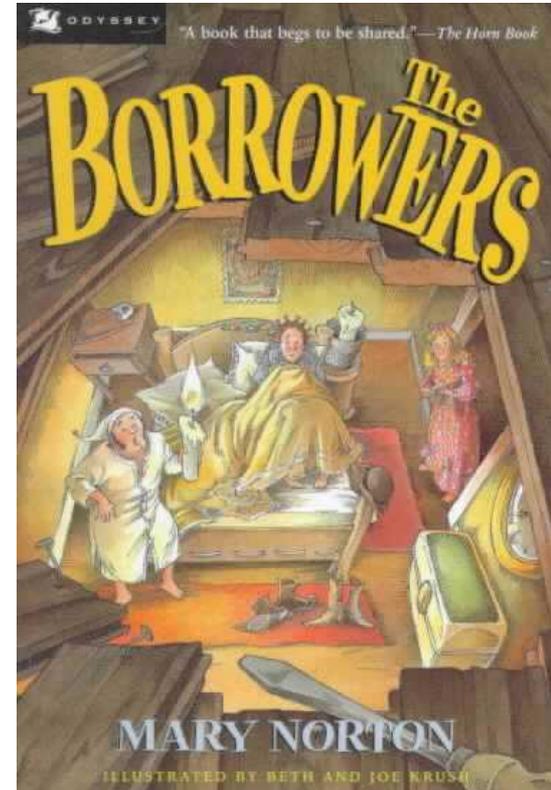
Design a stand-alone unit that is differentiated for advanced/gifted and talented learners



Grade 3 GT ELA:

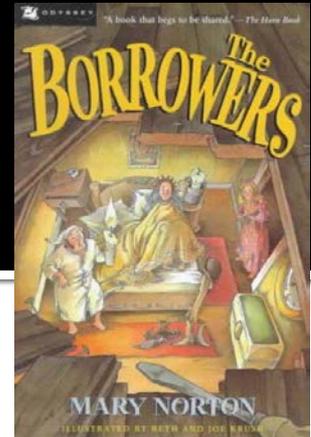
The Concept of Change

Students will explore the concept of change in the core text, *The Borrowers* by Mary Norton. Based on a close reading of the text and informational text on the invention process, students will create the prototype of an invention that repurposes everyday objects to fulfill a need of the Borrowers.



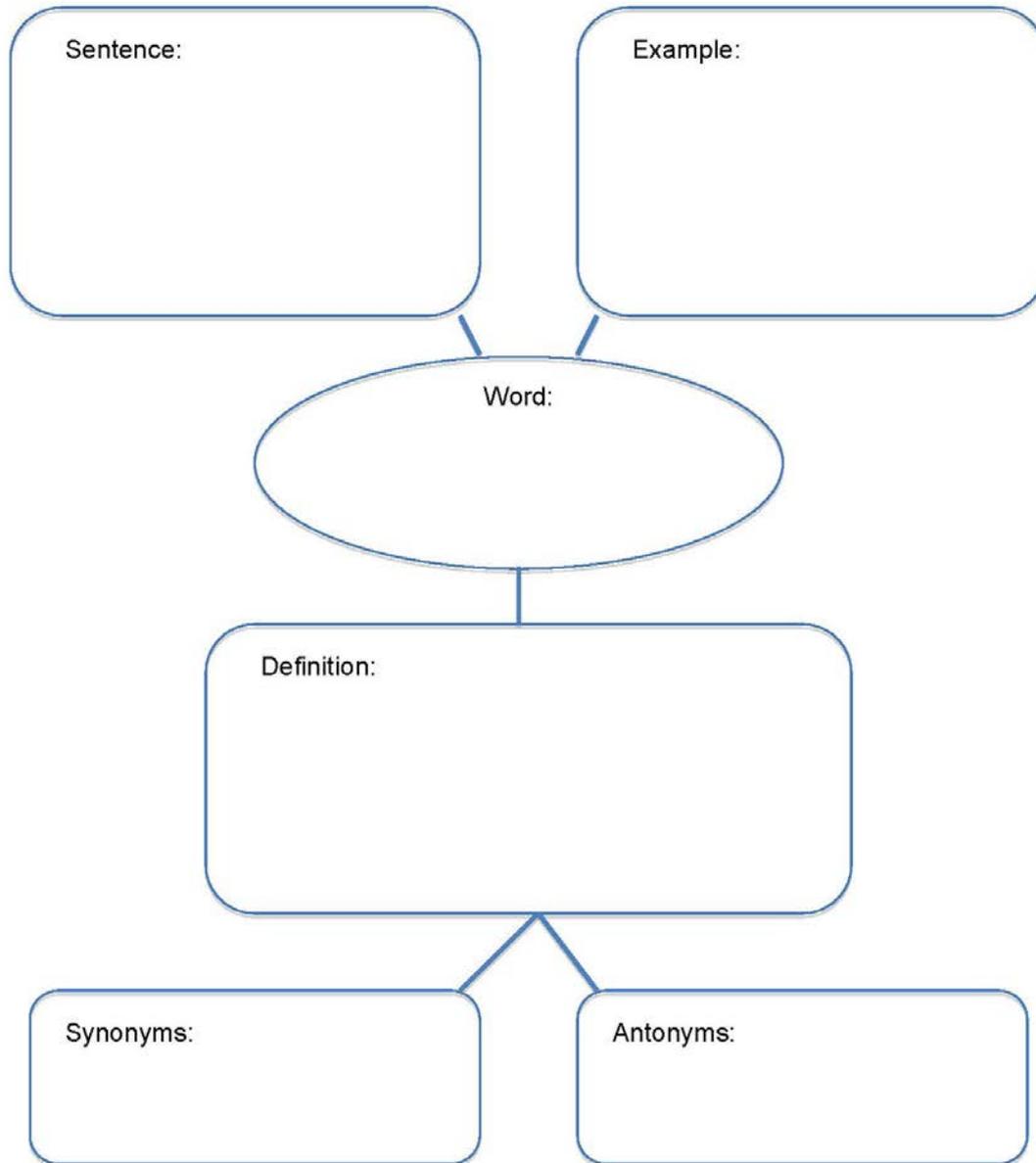
Grade 3 GT ELA: *The Concept of Change*

Why is change necessary?



- LS. 1: *The Concept of Change*
- LS. 2: *Who are Inventors and How Do They Invent?*
- LS. 3: *Menu of Writing Tasks*
- LS. 4: *Vocabulary Web*
- LS. 5: *Close Read of Chapter Nine*
- LS. 6: *Determining Point of View*
- LS. 7: *Innovation Strategy*
- LS. 8: *Character Motivation*
- LS. 9: *Borrowers Performance Task*

Lesson Seed 4. **The Vocabulary Web**



- Enhances critical thinking
- Explores words in depth
- Focuses on word families
- Research-based

Lesson 7. Innovation Strategy

What causes change to happen?

- Students are introduced to the brainstorming technique of SCAMPER in order to generate ideas for repurposing an object.
- Students are introduced to the summative performance task for the unit which requires them to collect objects, brainstorm ways they might be repurposed, and create an “invention” that would prove useful to one of the characters in *The Borrowers*.

Substitute
Combine
Adapt
Magnify/Modify
Put to other uses
Eliminate/Minify
Rearrange



Let's try SCAMPER!

(<http://youtu.be/e4jMend3u1U>).

Substitute
Combine
Adapt
Magnify/Modify
Put to other uses
Eliminate/Minify
Rearrange



S

C

A

M

P

E

R

**Bob Eberle (1971) developed the
acronym SCAMPER**

**for a self-questioning technique
originated by**

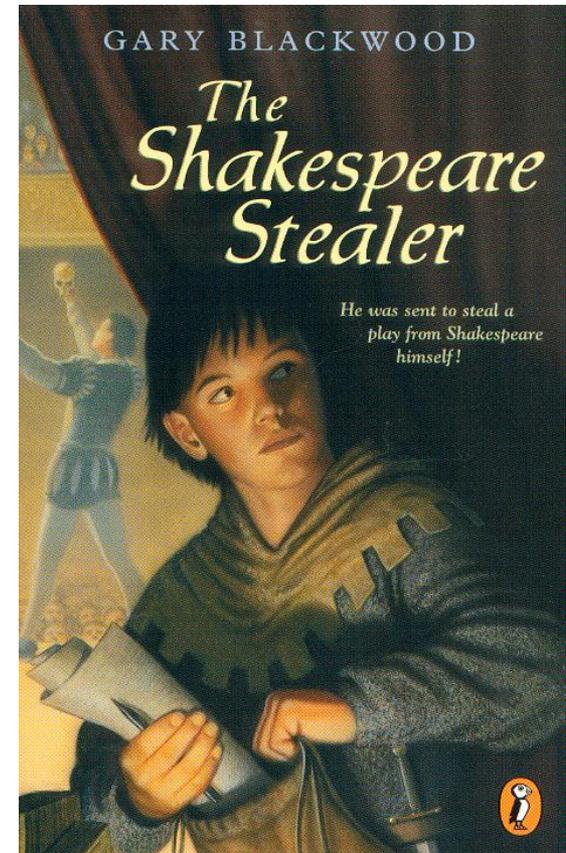
Alex Osborn (1963)

**PowerPoint by: Margene Versace,
Enrichment Teacher**

Grade 5 GT ELA: The Search for Authenticity



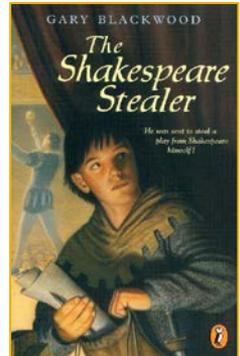
Students will explore the concept of authenticity through a close reading of the text *The Shakespeare Stealer* and informational text on its historical setting, Elizabethan England. They will analyze and evaluate the authenticity of the novel's portrayal of Elizabethan theatre, life, and times. Students will synthesize the concept of authenticity by creating a historically authentic character in a new mini-scene for *The Shakespeare Stealer*.



How do we determine authenticity?

What does it mean to be an authentic person?

- ***LS. 1. The Concept of Authenticity***
- ***LS. 2. Short Research on the Elizabethan Time Period***
- ***LS. 3. Authenticity Shared Inquiry Discussion***
- ***LS. 4. The Hero's Journey Archetype***
- ***LS. 5. Close Reading of Polonius' Monologue***
- ***LS. 6. Performing a Shakespearean Monologue or Soliloquy***
- ***LS. 7. Analyzing an Artist's Interpretation of Shakespeare's Work***
- ***LS. 8. Unit Closure: Creating Authenticity***



What Are Your Take-Aways?

1. Provide an overview of gifted and talented education in Maryland.
2. Introduce Maryland's design principles for differentiating instruction for advanced/gifted and talented students.
3. Apply the GT design principles to differentiate MSDE grade-level ELA lessons
4. Review the MSDE differentiated units which model the design principles for gifted and talented students
5. Learn differentiated instructional strategies that can be applied to other units.



More GT Education PD Opportunities

- Earn [MD certification](#) as Gifted and Talented Education Specialist (JHU, Notre Dame, McDaniel have programs)
- [Attend the NAGC conference in Baltimore November 12-16, 2014](#)
- Take [MSDE online CPD](#) courses in gifted and talented education
- Join [MEGS](#) and [MCGATE!](#)

