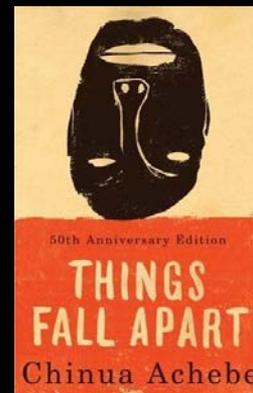
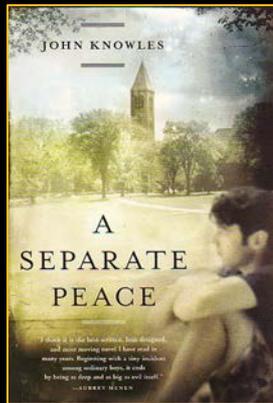


*Differentiating the English Language Arts
College and Career Ready Standards
for Advanced/Gifted and Talented Students
High School Grades 9 - 12*

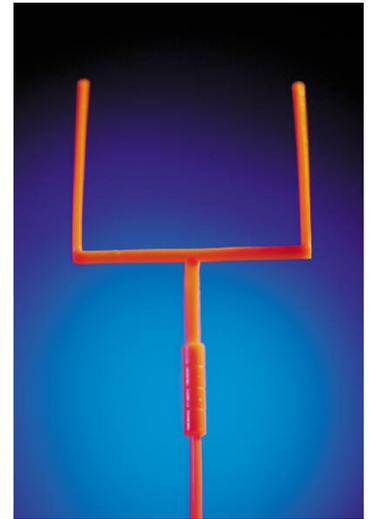


Maryland College and Career Readiness Conference
2014

<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.



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).



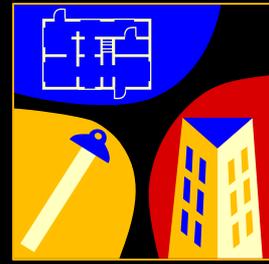
An Advanced Learner in English Language Arts*

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

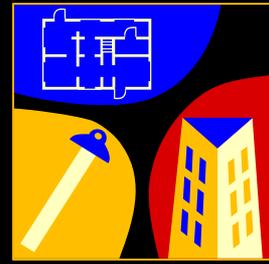


Content Differentiation for GT learners

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

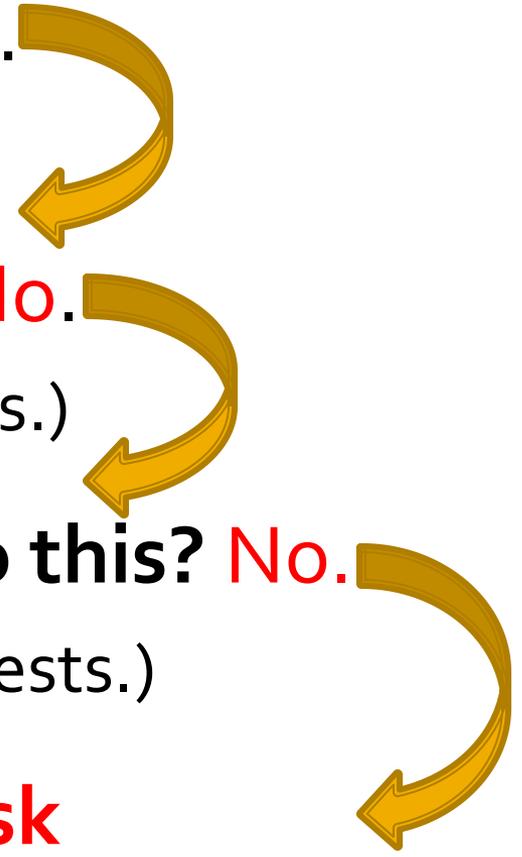


* Introduction, p. 6. *CCSS for ELA & Literacy in History/Social Studies, Science, and Technical Subjects.*

Evaluate Differentiated Tasks*

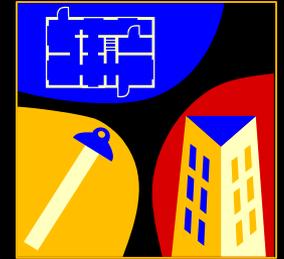
*Joseph Renzulli

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”?

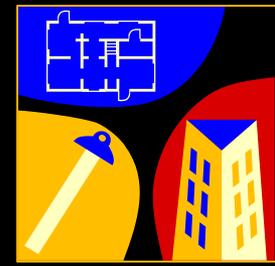


Part I.

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



How would you apply the 15 Design Principles to differentiate these lessons?



- **Grade 10 ELA**
- [Unit: A World of Words](#)
- Lesson: Close Reading: Mandela Nobel Prize Speech



- **Grade 12 ELA**
- Unit: [Dramatic and Philosophical Journeys](#)
- Lesson: Symbolism in "The Hollow Men"



- 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.**

“Retrofit”

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



GRADE 10 GT ELA



Students participate in a Syncon in which they analyze speeches representative of global movements of change in order to prepare to compose and present their own speeches promoting change. Students will evaluate each other's speeches on a digital platform.

Grade 12 GT ELA



Students analyze allusions in T.S. Eliot's "The Hollow Men" as one of the experimental techniques used in the Modernist movement.

Students will read excerpts of Eliot's critical essay "Tradition and the Individual Talent" and create a hypertext for the poem. They will write an essay analyzing how Eliot uses elements such as allusion, figurative language, and tone to convey his complex response to the modern world.

Key Strategy : Rhetorical Language SYNCON

Explain the strategy and how it is integrated into the lesson performance task.

Key Strategy : LITERARY CRITICISM JIGSAW

Explain the strategy and how it is integrated into the lesson performance task.

Applying the Design Principles “New Construction”

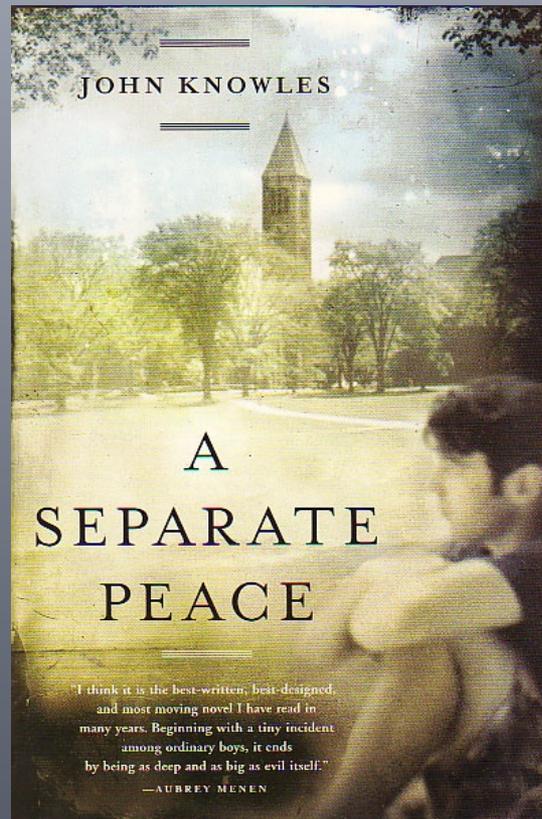
Part II.

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



Grade 9 Advanced/Gifted and Talented (GT) English Language Arts

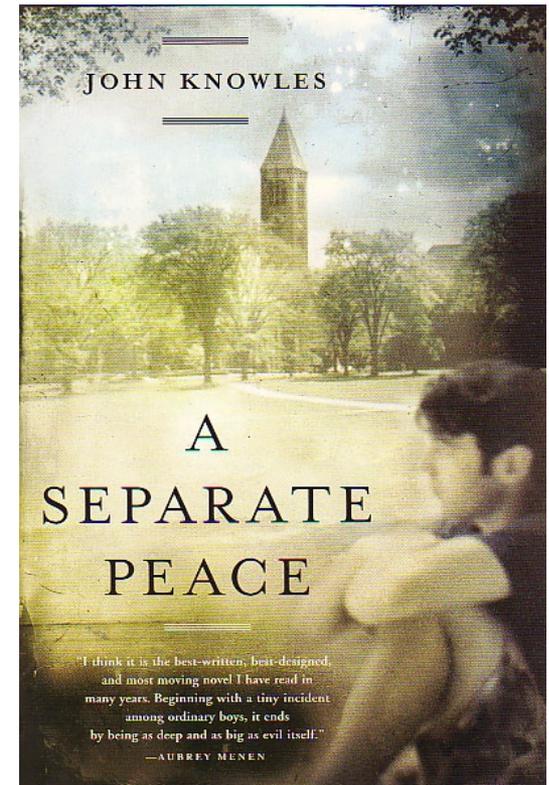
Approaches to
Literary Criticism:
*The Concept of
Identity*



What shapes
our identity?

What Shapes Our Identity?

- **The Historical/Biographical Approach**
 - World War II
 - logical fallacies
 - media propaganda
- **The Archetypal Approach**
- **The Psychological Approach**
 - Motivation: Maslow's Hierarchy
 - Kohlberg's Moral Reasoning

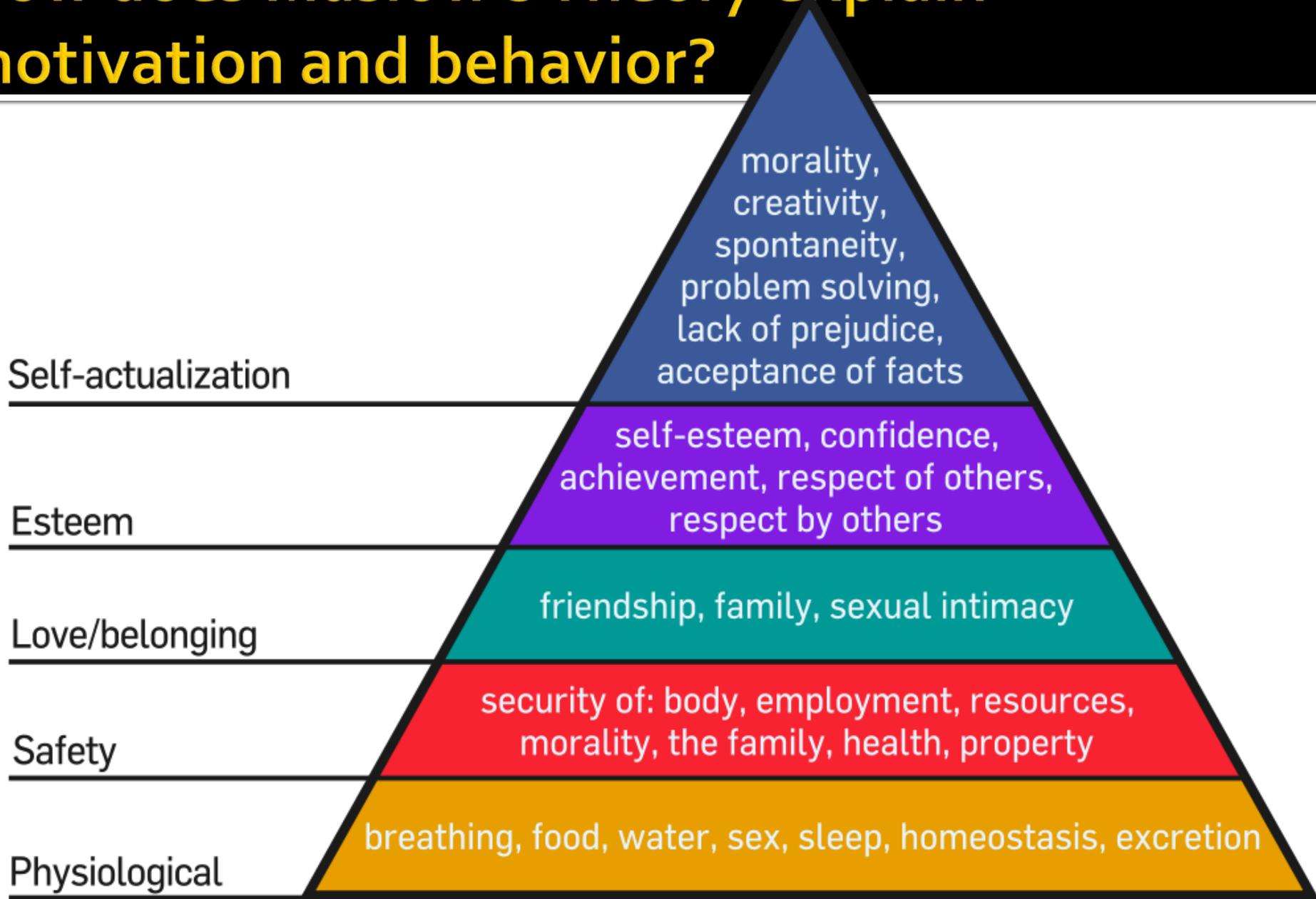


What Shapes Our Identity?

The Psychological Approach

- *LS. 5. Maslow's Hierarchy of Needs*
- Students will use Maslow's theory as a framework to analyze and evaluate the motivations and choices of a character and present their findings in multimedia product using a resource such as Power Point or Prezi.
- As a culminating activity, students will discuss how psychological theory can illuminate the motivations behind our choices, and therefore, shape our identity.

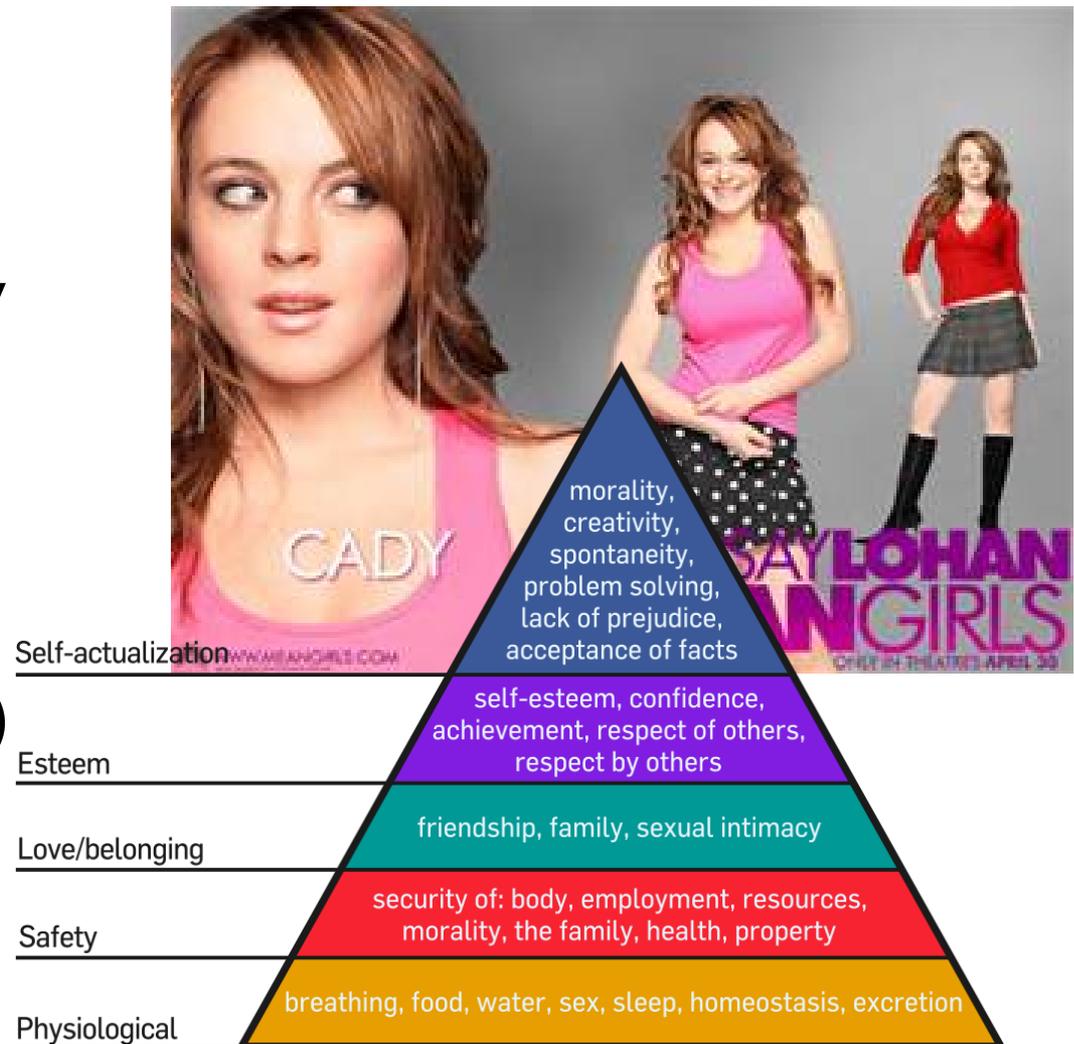
How does Maslow's Theory explain motivation and behavior?



L.S. 5. Maslow's Hierarchy of Needs in *Mean Girls*

Rate them on the Hierarchy:

- The "Out Crowd" (Janis, Damian)
- The "In Crowd" (Plastics Regina, Gretchen, Karen)
- Cady
- Aaron



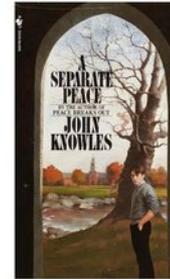
L.S. 4 Maslow's Hierarchy of Needs



1. <http://www.youtube.com/watch?v=OXJH6-pTGPE>
2. http://www.youtube.com/watch?v=akbCmxb_w8s
3. http://www.youtube.com/watch?v=_5g8tjWwAeg
4. <http://www.youtube.com/watch?v=6ovOboVwB7g>
5. <http://www.youtube.com/watch?v=VZpMIm4xYG4>
6. <http://www.youtube.com/watch?v=sT8wMBeVffk>

LS 9. Unit Performance Task: Mock Hearing

- Students will conduct a mock-hearing into the death of Finny in *A Separate Peace*. This open-ended role-play allows gifted students the ability to be original and creative in their thinking.
- Students will revisit the unit essential question “What shapes our identity” and the unit concepts of **historical events**, environment, **archetypal themes**, **psychology**, moral reasoning, motivation, and logical fallacies/propaganda as they analyze the novel’s narrative elements and prepare their roles.



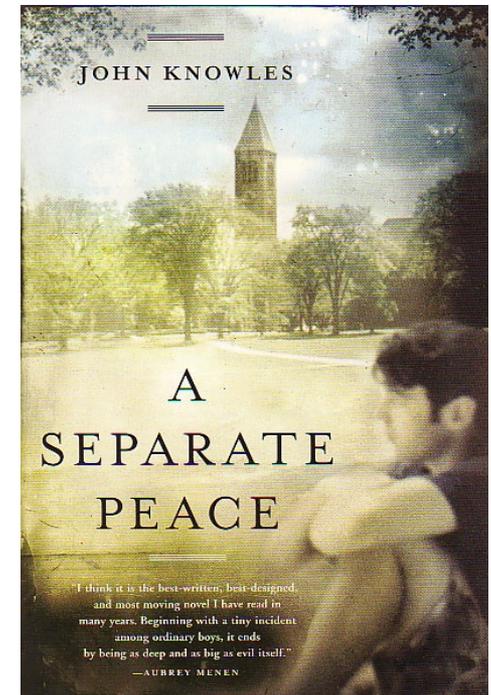
I WILL
NEVER
ACCEPT THE
ENDING!!!



In what ways might you use this unit?

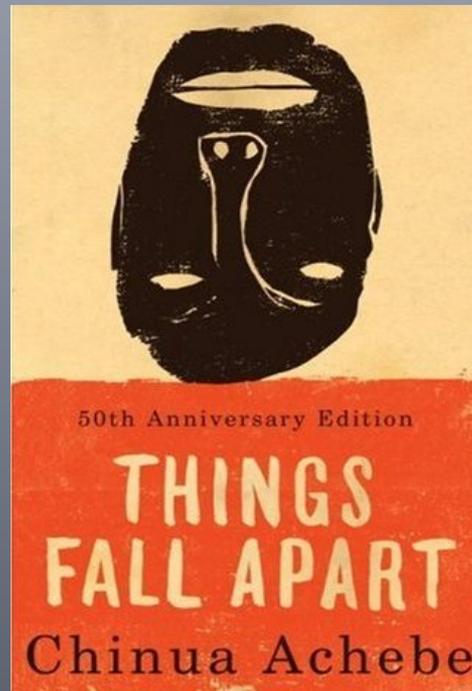
What Shapes Our Identity?

- **The Historical/Biographical Approach**
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 - Kohlberg's Moral Reasoning



Grade 10 Advanced/Gifted and Talented (GT) English Language Arts

The Concept of Diversity in World Literature



How does literature convey culture?

What is universal across cultures?

In what ways does this Lesson Seed: *Develop the Essential Questions?* *Model the 15 Design Principles?*

LS 1. Unit Introduction – Essential Questions

LS 2. “The Second Coming”

LS3. Igbo Culture (research)

LS. 4. Proverbs

LS. 5. Archetypal Approach: The Tragic Hero

LS. 6. Culture Clash

LS. 7. Cultural Commentary

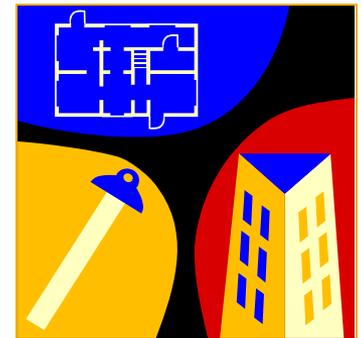
LS.8. Nonfiction Close Reading

LS.9. Debating Imperialism

LS. 10. Author’s Purpose Seminar

LS. 11. Historical/Biographical Approach: Achebe’s bio

LS. 12 Close Reading “The Second Coming”



Let's try it! LS 4. Proverbs

- Students will develop a deep understanding of the nature and content of proverbs and their connection to the cultures from which they come.
- They will analyze a nonfiction article about the history of proverbs and their significance in communication which introduces the terms *aphorism* and *epigram*.
- Students will identify key characteristics of and classify the types of proverbs included in *TFA* and will demonstrate their learning as they compose an original narrative proverb in the Igbo style.

Proverb

- A simple and short saying, **widely known**, often **metaphorical**, which expresses **a basic truth** or practical precept, based on common sense or wisdom, or **culturally-based life experience** or folk wisdom. Example:

"You catch more flies with honey than with vinegar."

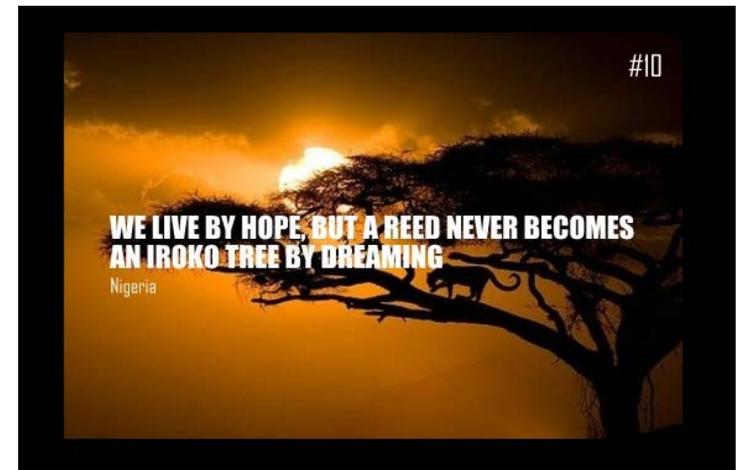
**“The Tropical Landscapes of Proverbialia:
A Crossdisciplinary Travelogue”
by Paul Hernadi and Francis Steen**

“...proverbs are needed to give us brief, memorable, intuitively convincing, and ***socially sanctioned guidelines.***

They are compact packets of information whose effect, in actual use, is to ***frame the way you look at a situation, prompting you to adopt a certain cognitive perspective.***”

Igbo Proverbs Discussion Groups

1. Identify characteristics of Achebe's African proverbs:
 - What is the message, lesson, symbolism, and cultural values?
2. **How are the African proverbs similar and different from those of our culture?**



Igbo Proverbs: Author's Purpose

- *Achebe deliberately has the characters speak in a complex language full of proverbs and other literary and rhetorical devices*, and these proverbs are often passed down from generation to generation, often by the oldest, wisest, and often most revered members of the society.
- Achebe's translation of the Igbo language into English retains the cadences, rhythms, and speech patterns of the language without making them sound "primitive," as some European authors had characterized them in the past; *he purposefully contradicts stereotypical depictions of Africans as savages.*

Unit Performance Task



- Introduce students to symposia and panels by examining a variety of call for papers and presentations. Discuss the characteristics, tone, etc., of such an event, and explain expectations for participants.
- One example is <http://call-for-papers.sas.upenn.edu/>

How to make an essay *authentic*:

Modern literary critics and African authors will explore aspects of African literature at a ***symposium entitled "African Literature in Global Perspectives"*** to be held at the local university.

Due to your expertise and knowledge, you have been asked to ***compete for a spot on a symposium panel discussion of Chinua Achebe's works.***

As a literary scholar, your studies have focused on *Things Fall Apart* and Achebe's purpose in writing the novel; however, because fellow Achebe critics have also conducted similar analyses, ***you must craft a compelling essay to the following prompt as an audition to earn a position on the panel.***

What is the Author's Purpose?

Chinua Achebe often wrote purposefully about his own life and work as an author. For example, in his critical essay, "The Role of the Writer in a New Nation," he wrote, "The worst thing that can happen to any people is the loss of their dignity and self-respect. The writer's duty is to help them regain it by showing them in human terms what happened to them, what they lost."

Is this the purpose for Achebe's novel *Things Fall Apart*? Is Achebe helping his people regain their dignity and self-respect, or is he writing for another purpose? Discuss how *Things Fall Apart* accomplishes Achebe's purpose, and defend this claim with appropriate, synthesized support and adequate logic and reasoning. As an original work of scholarly literary criticism, your essay should contain references to both primary and secondary sources, and should contain internal citations, a Works Cited page, and a Bibliography that follows the MLA style requirements.

The Concept of Diversity in World Literature

**How does
literature convey
culture?**

**What is universal
across cultures?**



What are your Take-Aways?

Debrief Session Goals

1. Provide an overview of gifted and talented education in Maryland.
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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!](#)



NAGC 61st Annual Convention and Exhibition
November 13-16, 2014 > Baltimore, MD
National Association for Gifted Children

