

**PA ENGLISH LANGUAGE ARTS
CORE STANDARDS and
GIFTED/ADVANCED LEARNERS**

March 10, 2014

What are the new PA Standards?

- Designed by teams across states in math and language arts.
- Aligned with 21st Century Skills and college and work expectations.
- Informed by research and reports from TIMSS, PISA, NAEP, etc.
- Emphasize thinking, problem-solving, collaboration, and communication.

Alignment to 21st Century Skills

- Collaboration
- Communication
- Critical Thinking
- Creative Thinking
- Problem Solving
- Technology Literacy
- Information Media Literacy
- Cross-cultural Skills

PA Core Standards

1.1 Foundational

1.2 Reading Informational Text

1.3 Reading Literature

1.4 Writing

1.5 Speaking & Listening

What is differentiation?

The process of differentiation is the deliberate adaptation and modification of the curriculum, instructional processes, and assessments to respond to the needs of gifted learners.

Gifted Differentiation

- Acceleration
- Complexity
- Depth
- Creativity

Differentiation Strategies

- Critical and Creative Thinking
- Problem-solving
- Inquiry
- Research
- Concept Development

Impact of PACC on Instruction

Standards

Instruction

Assessment

Vertical Alignment

Benchmark Curriculum

- Text Complexity
- Literature
 - Theme, Characters, Figurative Language & Symbolism
- Informational text
 - Ideas, Claims, Reasoning, & Evidence
- Types of texts
 - Persuasive versus Opinion/Argument

Grade 5 Standards

- Uses specific details from the text to determine theme, point of view, author's purpose, and main idea. Compares and contrasts text elements and provides a summary of the text.
- Uses text evidence to support inferences, synthesis, and evaluation of information within and across text.

Strand and Number: Key Ideas and Details #1

Grade-Level Outcomes in Knowledge and Skills: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade and Standard	Typical Learners	Advanced Learners
Grade 3 RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Students will ask and answer student- and teacher-created questions regarding the plot of Patricia MacLachlan's <i>Sarah, Plain and Tall</i> , explicitly referring to the text to form the basis of their answers.	Advanced students will ask and answer student- and teacher-created questions regarding what the plot of Patricia MacLachlan's <i>Sarah, Plain and Tall</i> says about courage and the life of women in the 19th century, using textual references. They will create a multimedia project that characterizes Sarah as a person of courage.

RI Standard 9 Grade 8

Grade and Standard	Typical Learners	Advanced Learners
<p>Grade 8 RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Students will read contradictory accounts in two texts of a current event in the news and analyze how the two authors vary in their view of the facts and the interpretation of the events.</p>	<p>Students will read The Declaration of Independence, “I Have a Dream” by Martin Luther King, Jr. (1963/1990), and Margaret Chase Smith’s “Remarks to the Senate in Support of a Declaration of Conscience” (http://www.senate.gov/artandhistory/history/resources/pdf/SmithDeclaration.pdf). Students will analyze how King and Smith challenge existence of freedom and independence as articulated by the writers of the Declaration.</p> <p>Students will write argumentative speeches in which they take a position and defend it on the concept of either freedom or independence. They will include text evidence from all three texts in their speeches.</p> <p>Students will deliver argumentative speeches based on the speeches they wrote. Furthermore, students in the class will pose questions to the speakers connecting the ideas between speakers and texts.</p>

Determination of AR Participation for new students

Fall Determination

- Data driven
- Levels of screening
- Availability of Standardized Assessment Results
- Current Data

Resources

- a. [Common Core State Standards and Gifted Education](#)
- b. [Gifted Education, Common Core Standards, & 21st Century Skills](#)
- c. [Common Core State Standards: Resources for Gifted Education](#)

National Association for Gifted Children