

Using the Common Core Standards with Gifted Students



A presentation by
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The Common Core Standards: The Basics

The Common Core Standards are the result of an initiative begun by the states and coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). These standards have been developed by teachers, postsecondary educators, administrators and other educational experts with the goal of providing an understandable and coherent framework for educating American children.

The Common Core Standards are based on the most effective standards from states throughout the country and from other countries around the world. They provide guidelines about what students throughout the United States are expected to know and be able to do as a result of their schooling. The biggest advantage of such standards is that they are consistent for all students no matter where they live. In an age of globalization and when many students are highly mobile and move from one state to another, such standards seem quite essential.

The Common Core Standards are more general and broader in application and can potentially lead to higher level thinking rather than lower level test-prep answers. The Common Core Standards do not focus on content mastery. Instead they rely on major concepts, ideas and skills that direct students to use the content to examine questions, look at multiple issues and find a variety of ways to solve problems.

Common Core Standards and Gifted Students:

- ✓ Common Core Standards align with and validate gifted education best practices such as concept-based learning, integration of disciplines and inquiry-based options.
- ✓ These standards are in two categories. There are the broad standards that span grade levels called Anchor Standards. There are also more specific standards that are broken down by grade level. The Anchor Standards are particularly appropriate for gifted students because they apply across a range of grade levels.
- ✓ As educators of the gifted, we need to remember that these standards are only the essentials and need to be supplemented and differentiated for gifted students.
- ✓ These standards generally require a depth of learning that is best reflected through performance tasks, projects, product differentiation, creative and critical thinking activities and the development of research skills. This may require teachers of the gifted to act as mentors for their colleagues because these are skills we know how to teach and implement.

CURRICULUM COMPACTOR

Grammar Skills – Parts of Speech

Anchor Standard: LA/Language: Conventions of Standard English

Common Core Standard:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Student's Name _____

Skill/Knowledge/ Content	Documentation of Mastery	Student Choice Alternate Activities
Identify the part of speech of a word as used in a given sentence.	95% correct on parts of speech the pre-test	<p>1. Create a Mad Lib (a story with blanks for words that are different parts of speech). Try out your Mad Lib with the class filling in the blanks. Have several classmates read theirs aloud. Listen carefully to make sure they have used the correct parts of speech in each blank.</p> <p>2. Find a book that has strong and exciting verbs. Write at least 20 of these verbs on a piece of paper along with another verb that you could use to express the same idea. Read your favorite paragraph to the class, emphasizing the verbs.</p> <p>3. For nouns, verbs, adjectives, and adverbs, make a list of 10 boring words using each of these parts of speech. Beside each boring word write an exciting word that has a similar meaning.</p> <p>4. Make a list of 20 words. Look up each one in the dictionary to see what part or parts of speech they are. When a word can be used as more than one part of speech, write a sentence showing each way it can be used. If it can be only be used as one part of speech, show how you can change it to make it another part of speech.</p>

** Perpetual alternate activity: Read a book at or above your reading level. Keep a list of words that you don't know. Look them up, and write the definition, part of speech, and an example sentence.*

Note: This standard is a Common Core Anchor Standard and covers all grammar instruction K-12. Use this format with any grammar skills and give higher-level alternate activities to the students who have already mastered the skills.

CURRICULUM COMPACTOR ASSESSMENT

Alternate Activities Grammar Skills – Parts of Speech

Alternate Activities should be more challenging than those done by students who are learning the skills or material. You may incorporate points into this assessment or use it as feedback to the student without points. Remember, students working on Alternate Activities in a Compactor have already demonstrated mastery of the skills. Their final grade should reflect that mastery plus the work done on the Alternate Activities.

1. Mad Lib

- ☐ Story has a plot with a beginning, middle and end
- ☐ Has at least 2 blanks for each part of speech
- ☐ Shares Mad Lib with class
- ☐ Gives accurate feedback to classmates about their uses of parts of speech

Comments:

2. Paragraph Reading

- ☐ Has a total of 40 verbs, 20 from the book and 20 synonyms
- ☐ Accurate choice of synonyms
- ☐ Oral reading is understandable, well articulated, and has expression
- ☐ Verbs are emphasized throughout your reading

Comments:

3. List

- ☐ Has a list of 10 boring nouns, 10 boring verbs, 10 boring adjectives, and 10 boring adverbs
- ☐ Has a corresponding word for each with a similar meaning
- ☐ Synonym or similar words are accurate
- ☐ Synonyms are more exciting words

Comments:

4. List with Sentences

- ☐ Has a list of 20 words
- ☐ Identifies parts of speech for each word
- ☐ Sentences show ways words can be used when they are more than one part of speech
- ☐ Sentences show how words can be changed to be different parts of speech

Comments:

Primary ILP™ - Title: Fact and Fiction in Books

Anchor Standard: LA/Reading: Key Ideas and Details

Anchor Standard: LA/Reading: Literature: Craft and Structure

Common Core Standards:

- 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.
- Explain major differences between books that tell stories and books that give information.

Required: All students will read (or have read to them) a fairy tale and an informational text. The subject of the two should be linked in some way; for example, *Cinderella* and a book about castles.

<p style="text-align: center;">Visual</p> <p>1. Drawings</p> <p>Draw three things found in the fairy tale that are real. Explain why you think they are real.</p>	<p style="text-align: center;">Kinesthetic</p> <p>2. Skit</p> <p>Act out a part of the fairy tale that shows it is <u>not</u> real. Include the setting as well as words and actions. Explain why this shows the story is not real.</p>
<p style="text-align: center;">Technological</p> <p>3. Internet Facts</p> <p>Look on the Internet and find out three more facts about the topic of your true story. Write them on the computer, and print them out.</p>	<p style="text-align: center;">Auditory/Verbal</p> <p>4. Oral presentation</p> <p>Do an oral presentation explaining three differences between a true story and a fantasy story. Give examples from the two books you read.</p>

Primary ILP™ Assessment: Fact and Fiction in Books

<p style="text-align: center;">Visual</p> <p>1. Drawings</p> <ul style="list-style-type: none"> • Draws three real things from the fairy tale • Accurate explanation of why they are real • Follows Drawing criteria card <p><i>Extension: Includes text from the fairy tale with the drawing and evidence from the real world that these things could be true.</i></p>	<p style="text-align: center;">Kinesthetic</p> <p>2. Skit</p> <ul style="list-style-type: none"> • Skit has both actions and words • Setting explained or indicated through props and scenery • Accurate explanation of why this part of the fairy tale is not real <p><i>Extension: Compares this fairy tale to another fairy tale that also has parts that are not real.</i></p>
<p style="text-align: center;">Technological</p> <p>3. Internet Facts</p> <ul style="list-style-type: none"> • Facts are different from the facts learned from reading the true story • Facts relate to the topic • Written in complete sentences • Printed from the computer <p><i>Extension: Find facts about parts of the fairy tale that show some of it could be true.</i></p>	<p style="text-align: center;">Auditory/Verbal</p> <p>4. Oral Presentation</p> <ul style="list-style-type: none"> • Follows Oral Presentation criteria card • Accurately explains 3 differences between a true story and a fantasy story • Gives examples from the books read <p><i>Extension: Has a visual aid to use with the presentation.</i></p>

TIERED LESSON PLAN: MONEY AND TAX
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Math Domain: Number and Operations in Base Ten

Math Domain: Measurement and Data: Work with Time and Money

Common Core Standards:	1. Use place value understanding and properties of operations to add and subtract. 2. Solve word problems involving money.	
Whole Class Activities 1. Show pictures of items students might like to buy and determine reasonable prices for each item. Record on white board or chart paper using appropriate symbols and decimal notation. 2. Discuss tax and how it is added to the total. Share a chart showing actual tax rates that are for their town. Demonstrate and have students practice adding the original price and the tax. <u>NOTES</u>		Assessment Realistic prices written correctly using dollar sign and decimal. Participate in the discussion about money and tax.
Level 1 Activities 1. Choose 3 items, and add the prices together. Take the same three items, and add the tax for each. The teacher will give these students the correct tax for each item. 2. Solve word problems where the tax is subtracted from the total. <u>NOTES</u>		Assessment Correctly adds amounts using dollar sign and decimal. Accurate computation of prices without tax.

<p>Level 2 Activities</p> <p>1. Choose 5 items and add the prices together before tax. Assume two of the items are not taxed and the other three are. Add the tax to the taxable items. The teacher will give these students the correct tax for each item. Compute the total cost of all the items including the tax.</p> <p>2. Solve word problems where the tax is subtracted from certain items in the problem but not subtracted from other items.</p>	<p>Assessment</p> <p>Correctly adds the items together using dollar sign and decimals.</p> <p>Accurate computation of all prices including those with tax and those without tax.</p>
<p>Level 3 Activities</p> <p>1. Choose 7 items, three with tax and four without tax. Add a 10% tax on the three items, and find the total cost for all 7 items.</p> <p>2. Solve word problems where some items are taxed and others are not. The tax is given as a percentage of the items' amount and students need to figure out what the tax actually is.</p>	<p>Assessment</p> <p>Correctly adds the items together using dollar sign and decimals.</p> <p>Students take the total and add the tax from the percent given.</p>

<p>Whole Class Culminating Activities</p> <p>1. Students are in heterogeneous groups and are given prices of items to add together. This can be done as a game with different teams.</p> <p>2. Give each group of students a certain amount of money and have them subtract to make change. This can be done on paper or with cardboard money.</p> <p>3. Whole group discussion: Why are some items taxed? Who decides how much the taxes are? What are the pros and cons of taxes?</p>	<p>Assessment</p> <p>Correctly adds the items together using dollar sign and decimals.</p> <p>Students need to subtract correctly using dollar sign and decimals.</p> <p>All Students Participate in Discussion.</p>
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