



LEVERAGING THE SCIENCE OF READING

**TO ACCELERATE GIFTED AND
HIGHLY-SKILLED READERS**



FACILITATOR

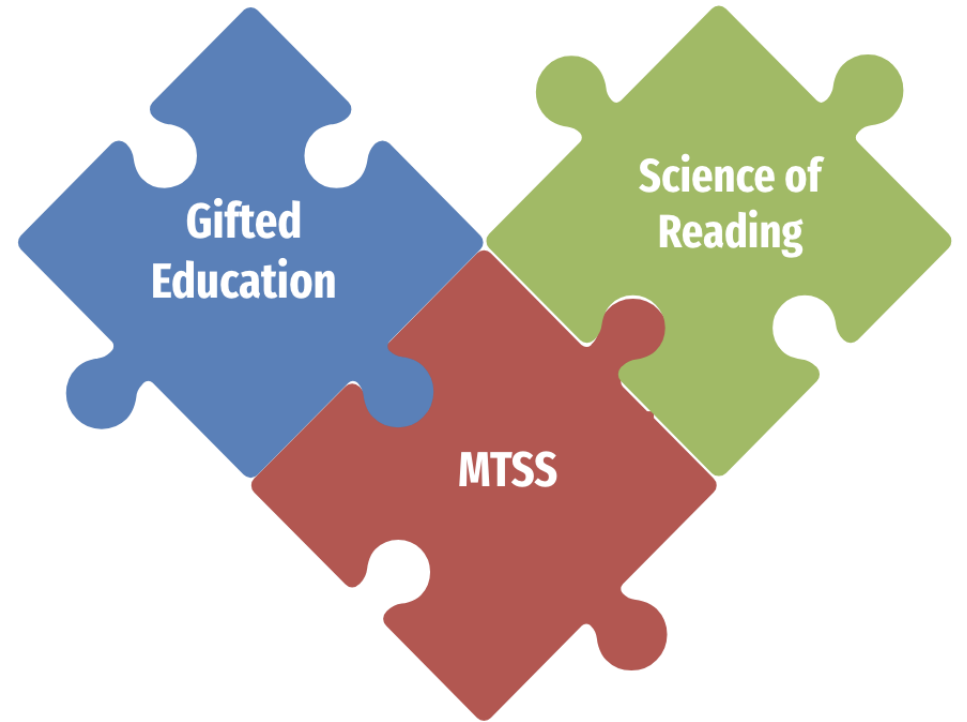


Amanda Nickerson, Ed.D.

*Ohio CLSD Technical
Assistance Specialist*

GIFTED EDUCATION AND READING SCIENCE

 What do we **know**?
 What can we **learn**?









OBJECTIVES

Examine MTSS for gifted and 2e learners

Provide a brief overview of reading science

Consider how to intensify core instruction for gifted and 2e learners

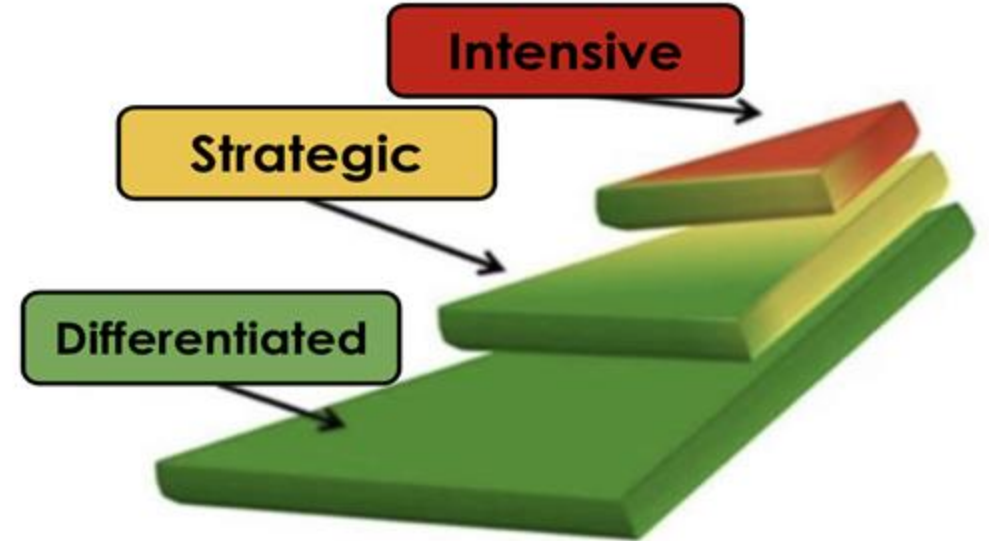
GLOWS & GROWS

Glow	Grow
	
	
	

MTSS for Gifted & 2e Readers

MTSS: THE PURPOSE

“The **multi-tiered system of supports** structure provides a framework for supporting learners based on their unique needs. It can guide staff in designing effective instruction and appropriate interventions as *part of school improvement efforts*. A multi-tiered system of supports for reading includes **full access** to grade-level instruction **for all learners** that is differentiated and designed to meet the needs of all learners (Tier 1) and additional targeted (Tier 2) and/or intensive intervention (Tier 3) for learners experiencing difficulties” (Ohio’s Plan to Raise Literacy Achievement, 2018).



MTSS AND GIFTED EDUCATION

In 2009, the Association for the Gifted (TAG), a division of the Council for Exceptional Children (CEC), released a position paper asserting that the RtI model should be expanded to encompass the needs of gifted and twice-exceptional students.

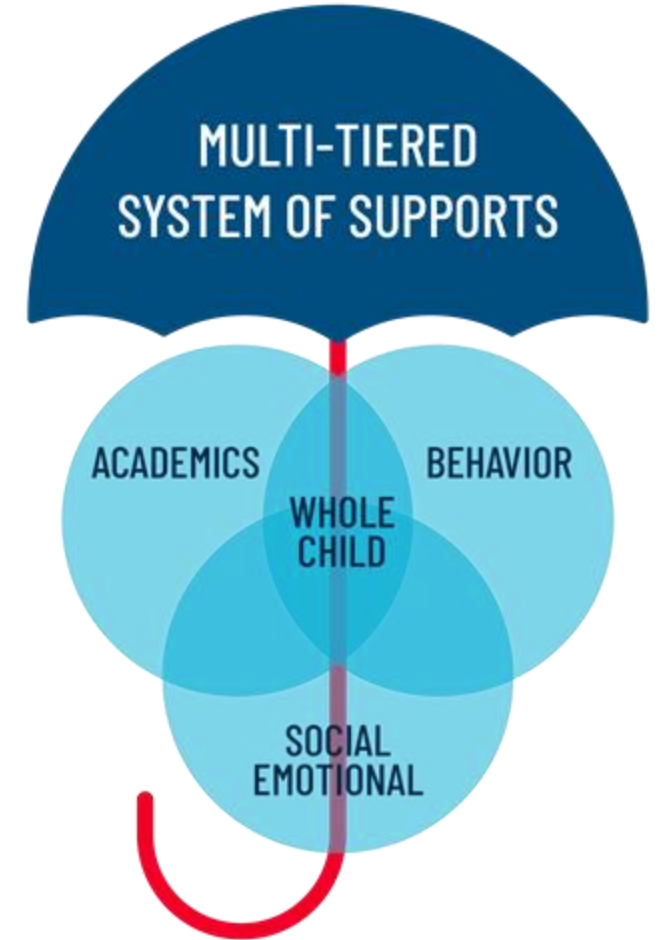
Recommendations:

- screening for strengths
- progress monitoring
- collaborative problem-solving
- standard protocols
- strong, differentiated core instruction
- access to advanced curricula
- tiered supports and services
- data-driven decision-making
- strengths-based professional development

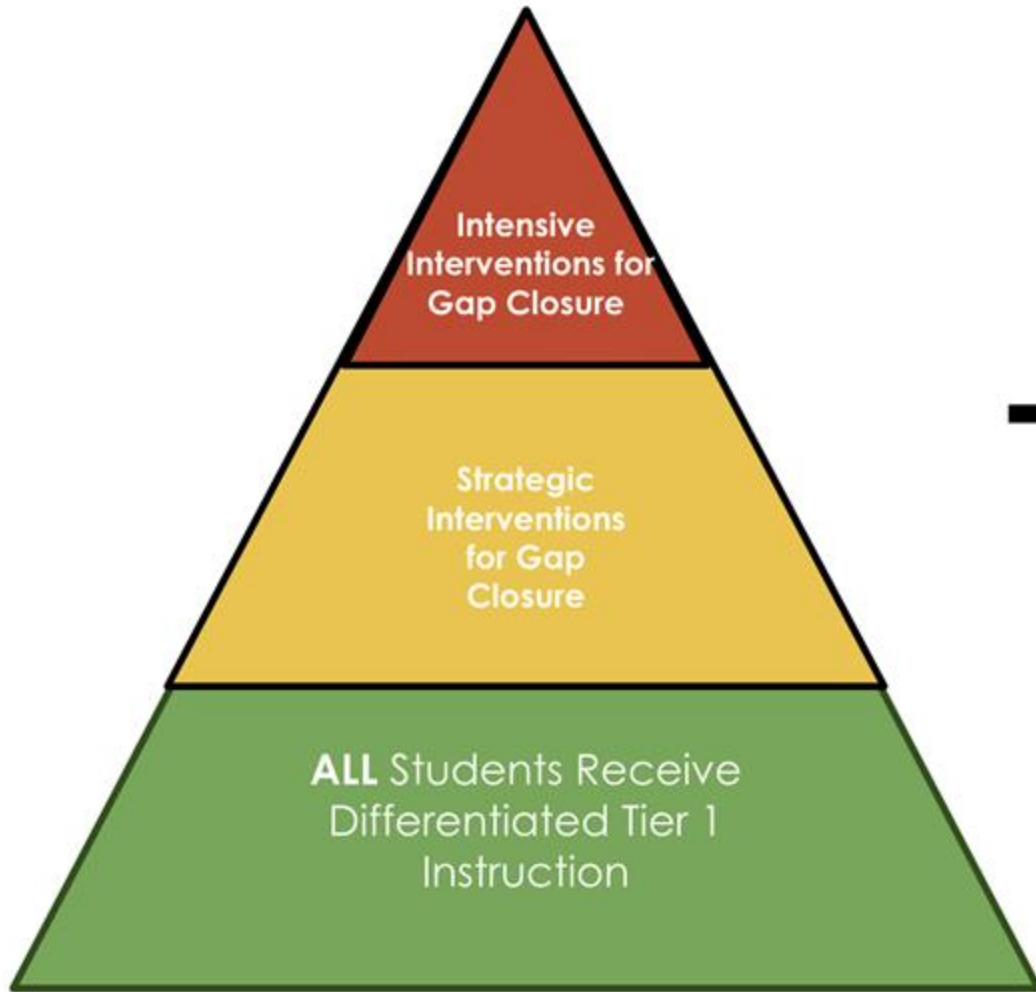
WHY MTSS?

Opportunities to:

- focus on services rather than labels.
- differentiate instruction and intensify enrichment.
- improve services for students with complex strengths and needs.
- close opportunity gaps and reduce disproportionality.
- maximize growth and prevent underachievement.



OUR CURRENT REALITY

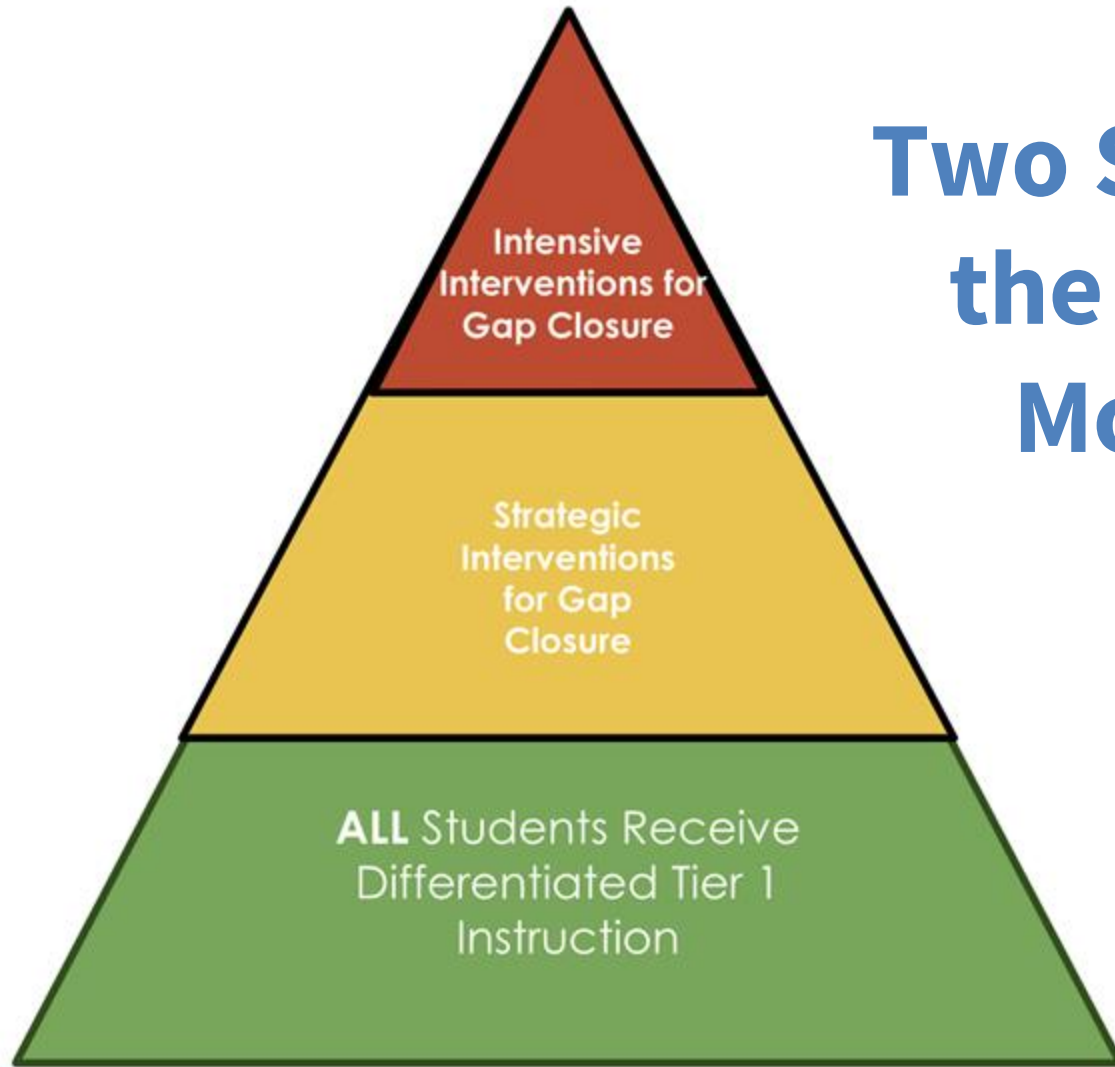


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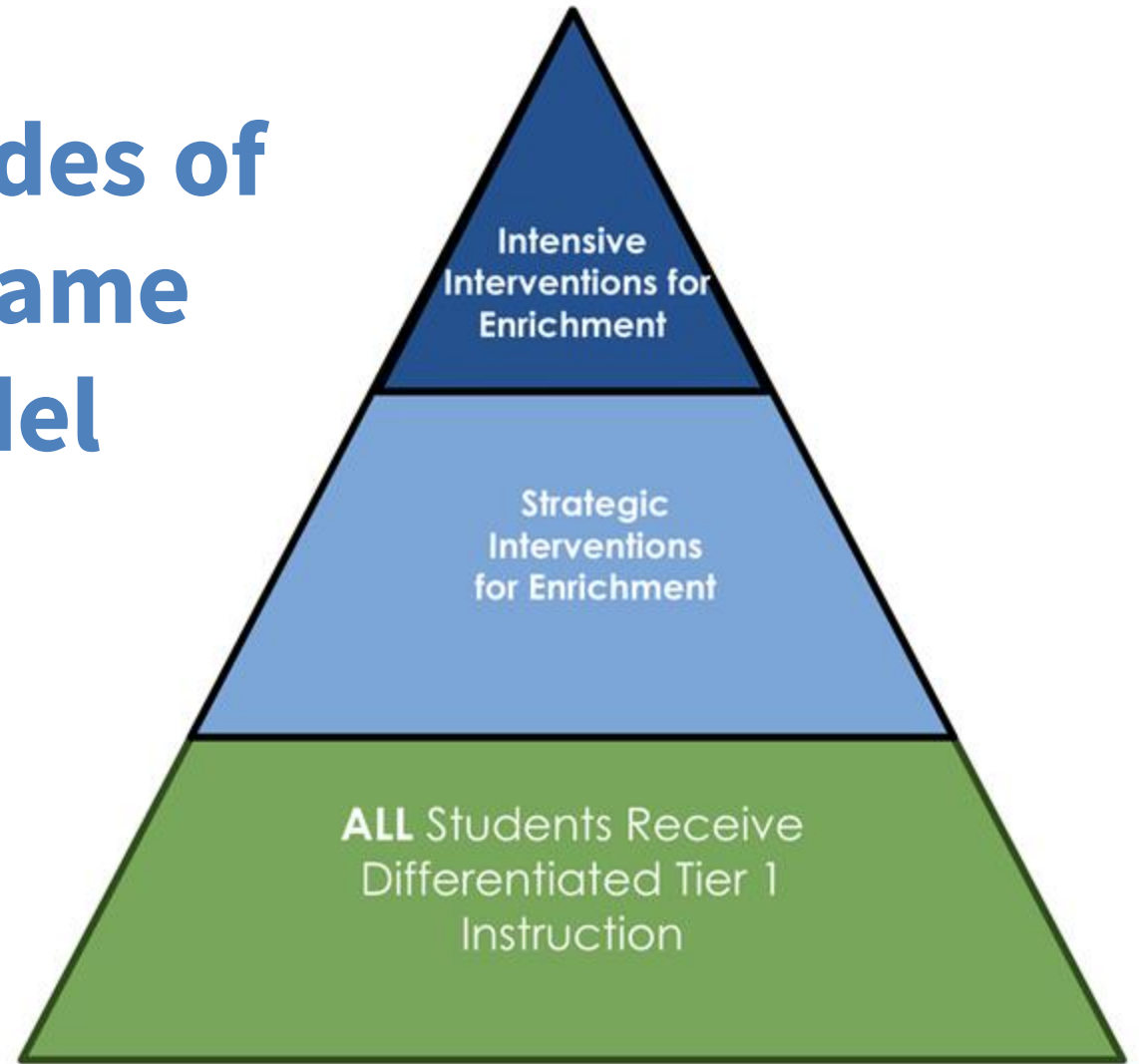


Gifted Education
Island

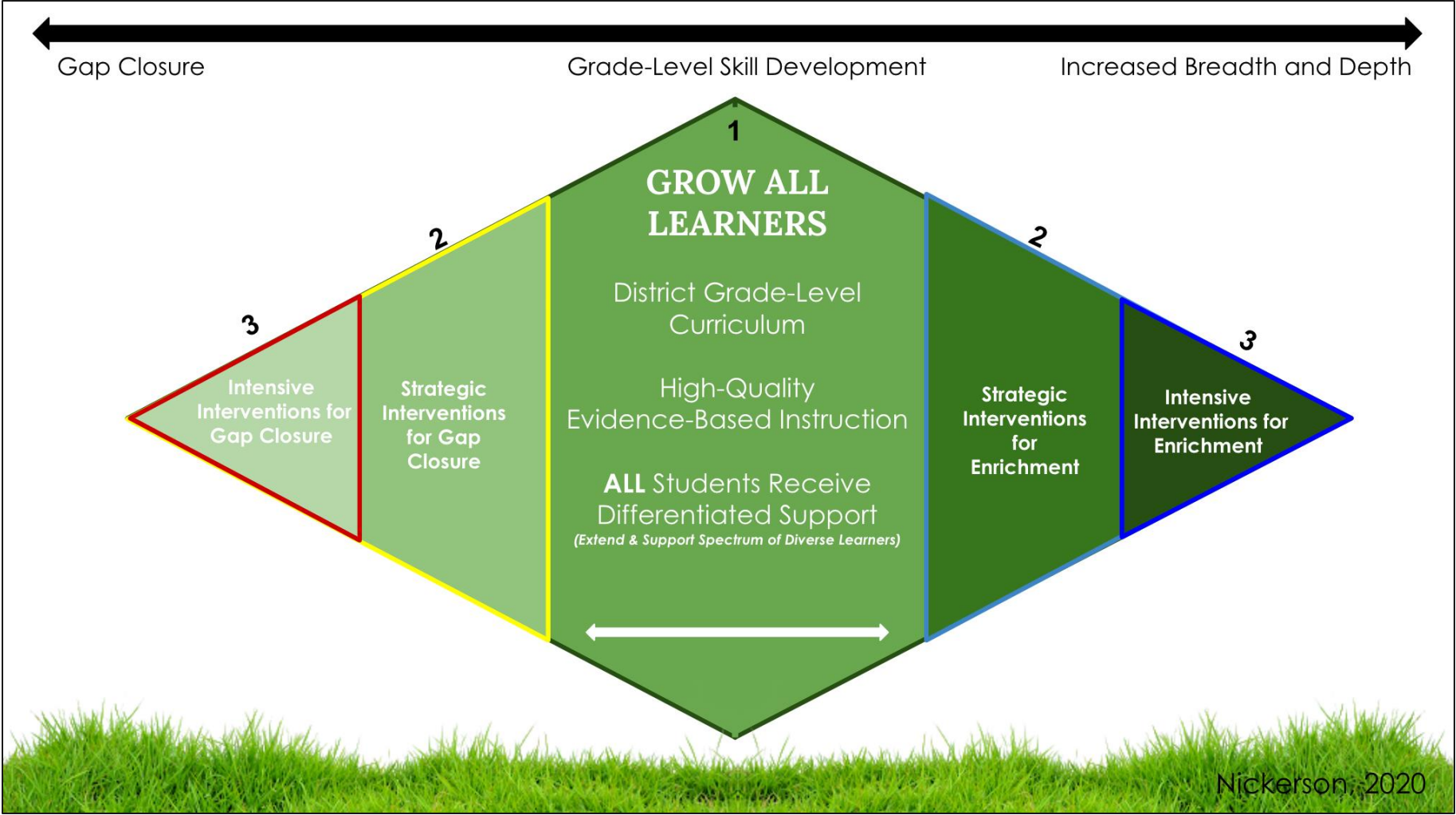
CHALLENGING THE STATUS QUO



Two Sides of the Same Model



THE GOAL = COMPREHENSIVE MTSS



Nickerson, 2020



TIERS OF ENRICHMENT

In gifted education, strength-based interventions and strength-based programming are used to describe tiered instruction.

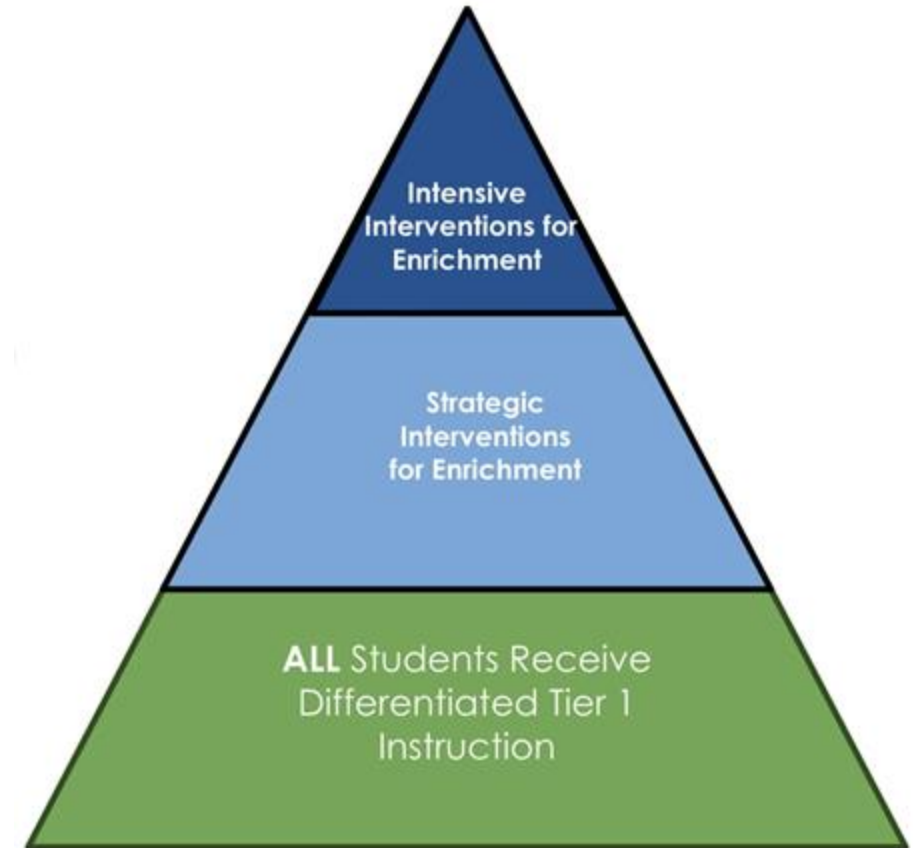
Tier 1: Differentiated Core Instruction	Tier 2: Strategic Enrichment	Tier 3: Intensive Enrichment
<p>WHO: general education teacher</p> <p>DO: use assessment data to select and provide appropriate scaffolds and extensions</p>	<p>WHO: general and/or gifted intervention specialist</p> <p>DO: provide additional enrichment and/or accelerative options within specific content areas, such as English Language Arts.</p>	<p>WHO: gifted intervention specialist</p> <p>DO: formally identified students receive more significant acceleration and/or gifted group activities</p>



TIER 1: DIFFERENTIATED CORE INSTRUCTION

Tier 1 services might include:

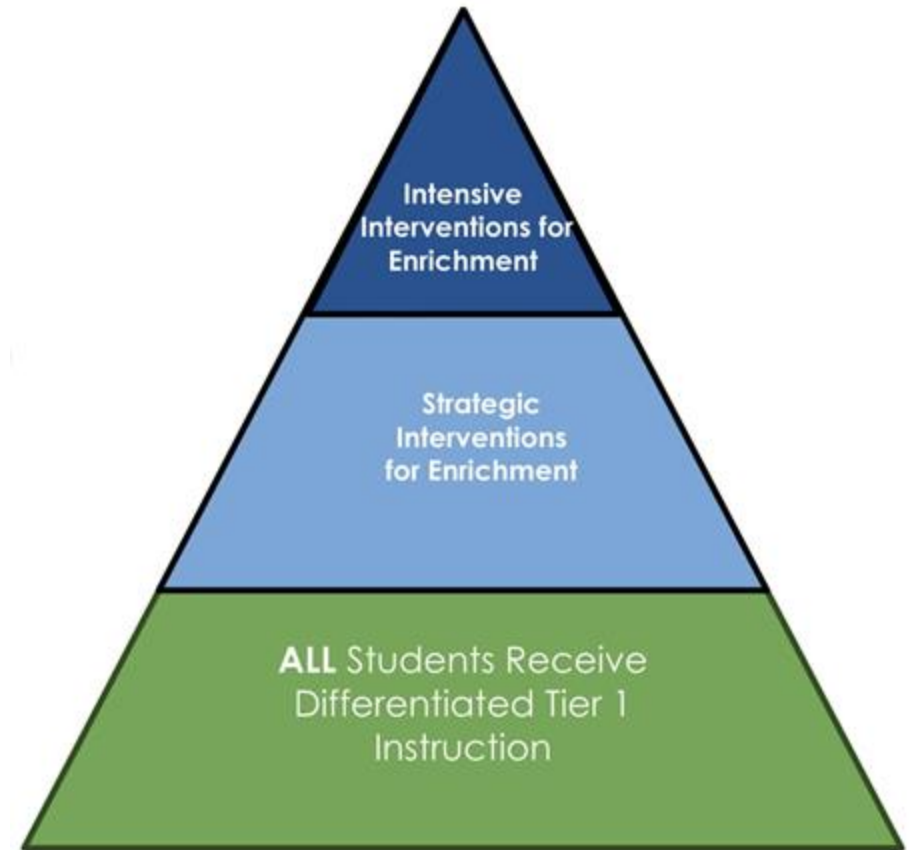
- gifted clusters
- tiered assignments
- differentiated lessons
- *flexible* instructional grouping
- supportive classroom climate (e.g., opportunities for engagement with intellectual and age-level peers)



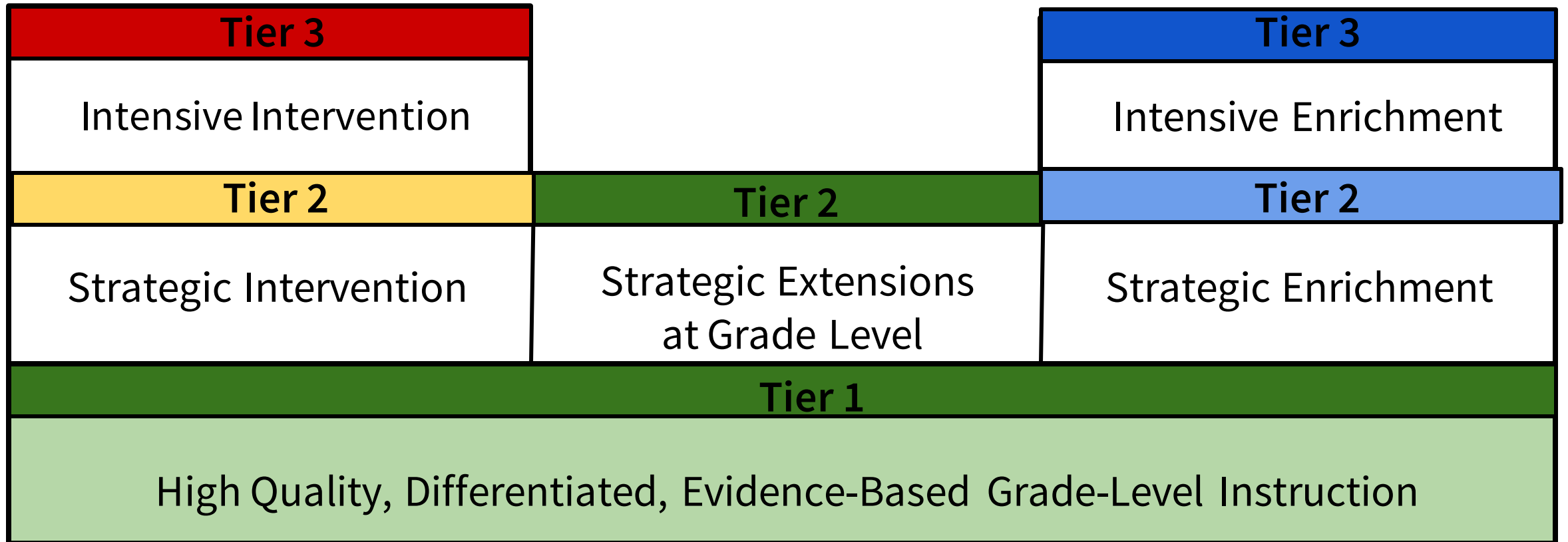
TIER 2: SUPPLEMENTAL INSTRUCTION

Tier 2 services might include:

- formal gifted services (push-in/pull-out)
- curriculum compacting (more individualized)
- enriched or accelerated courses
- *intervention for 2e students*
- small affective groups (e.g., perfectionism, risk-taking)



CORE + MORE STRUCTURE



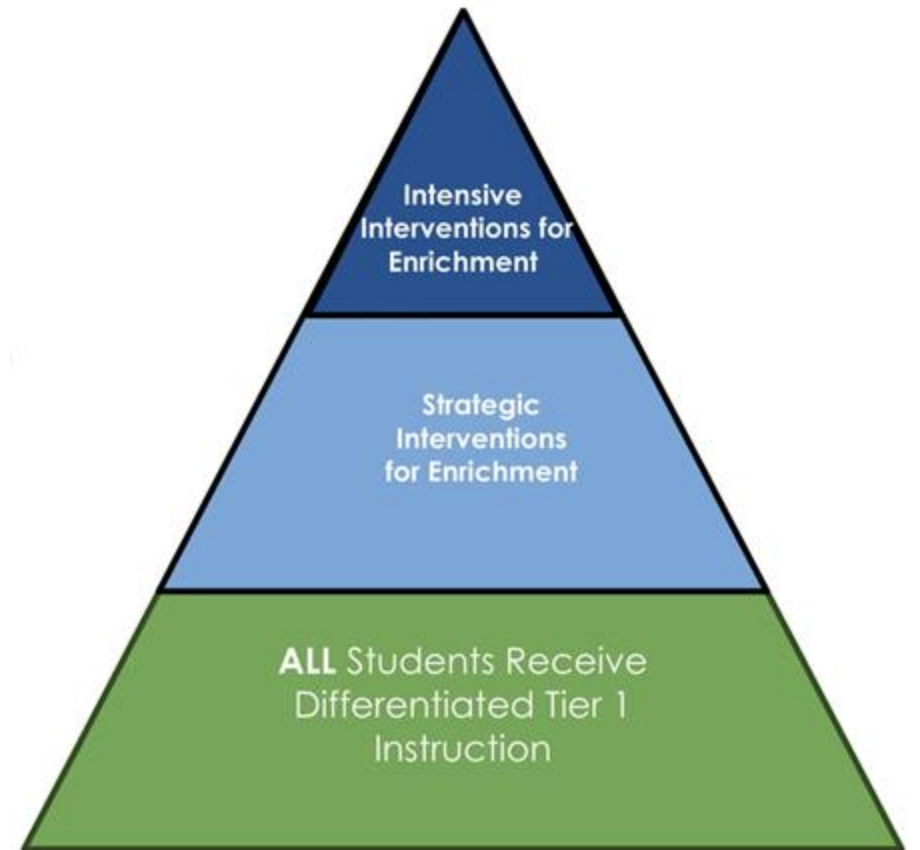
Adapted from Walpole and McKenna (2020); Nickerson (2021)



TIER 3: INTENSIVE SUPPORT

Tier 3 services might include:

- subject or grade acceleration
- telescoping
- individual learning plans
- *intensive intervention for 2e students*
- underachievement interventions

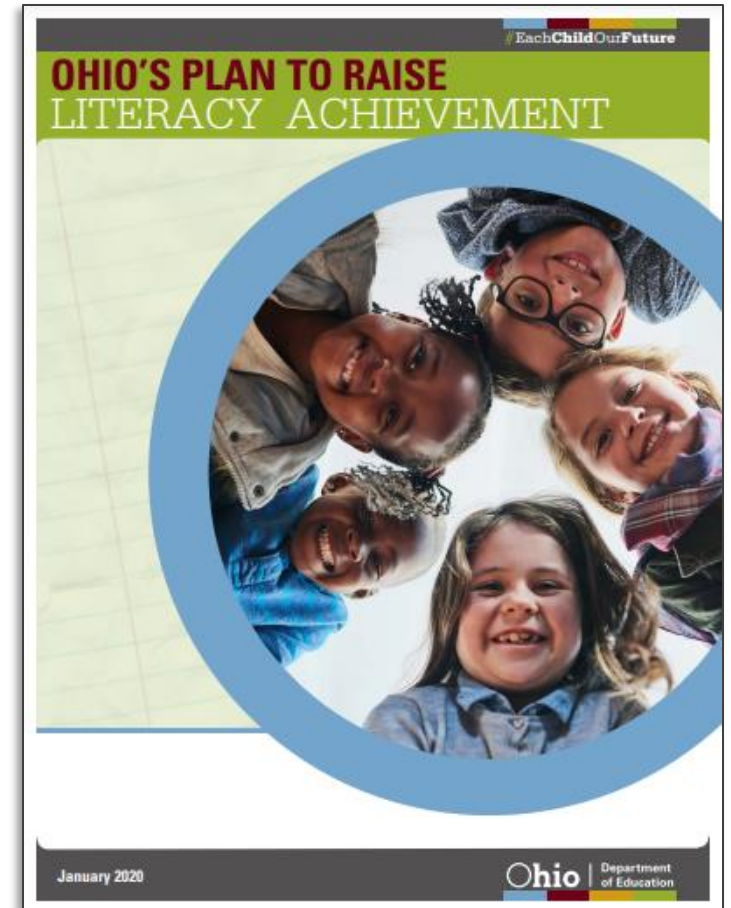


Reading Science Overview

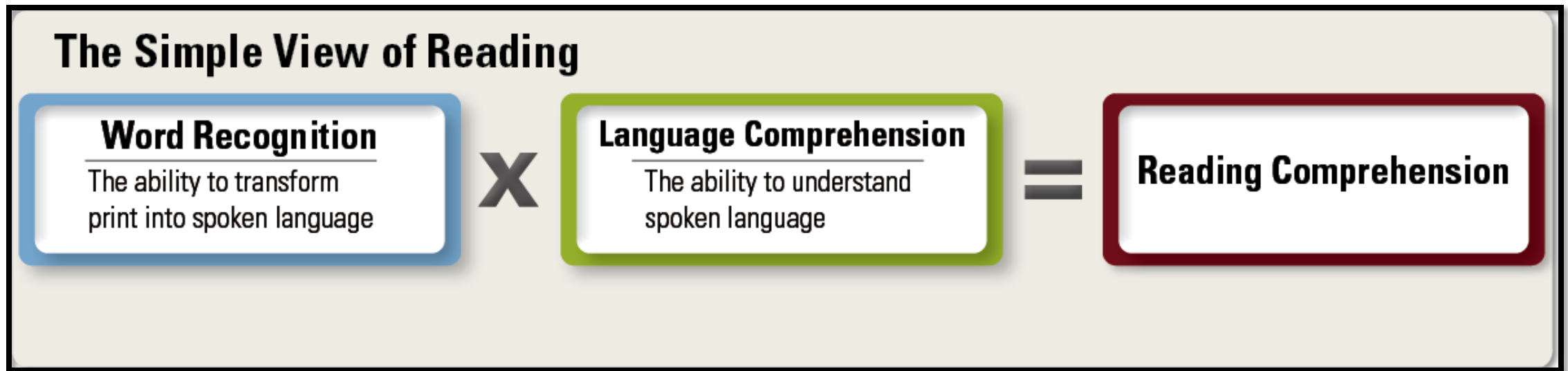
OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT

education.ohio.gov/literacy

Ohio's vision is for *all* learners to acquire the knowledge and skills to become proficient readers.

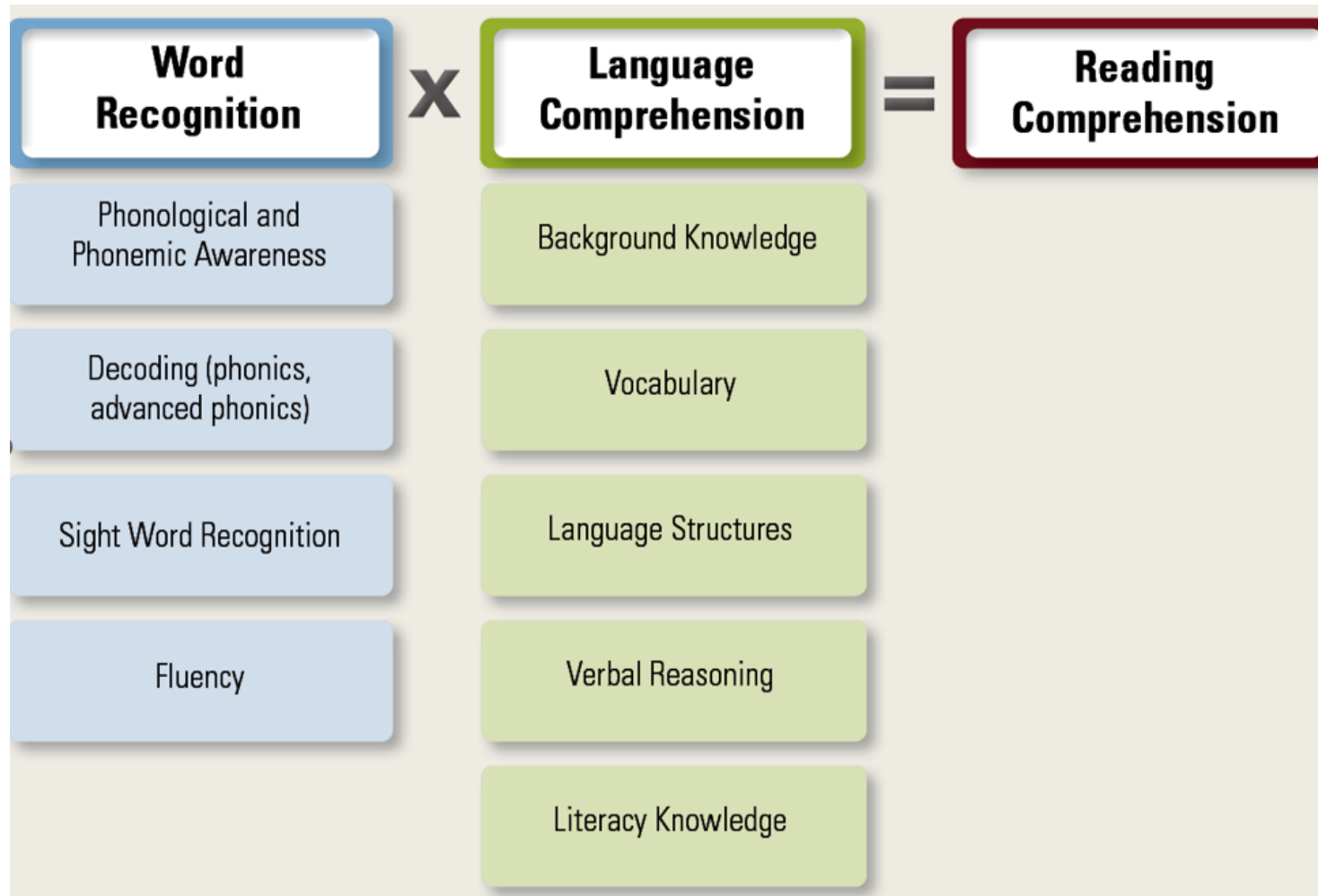


SIMPLE VIEW OF READING

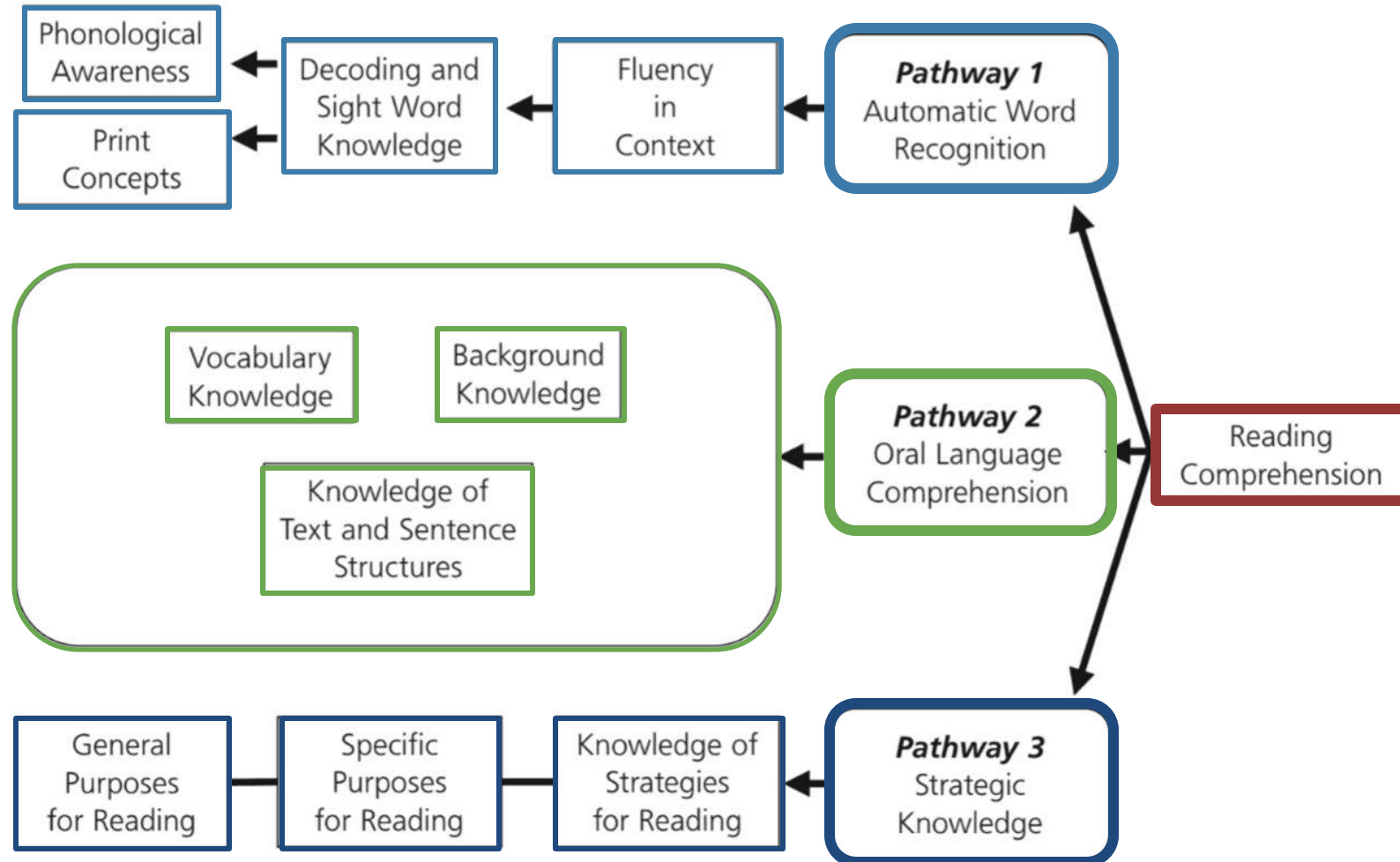


Gough and Tunmer, 1986

WHAT IS READING COMPREHENSION?



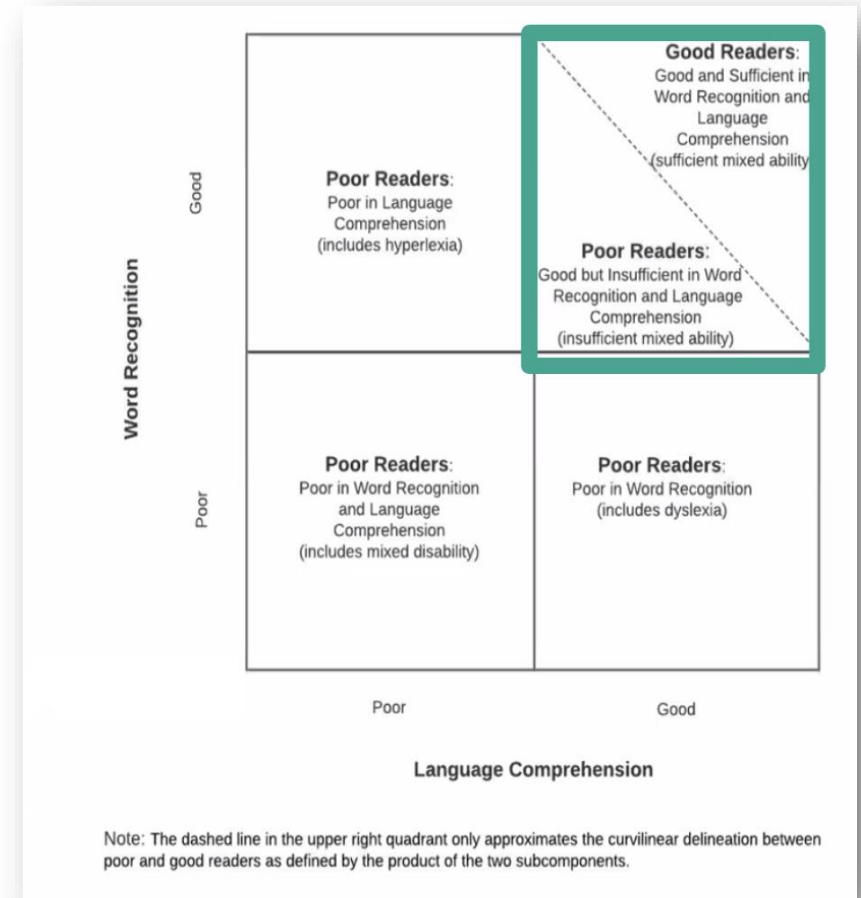
THE COGNITIVE MODEL



GOOD READERS

...*"to be a good reader, one needs generally to be more than just "above average" in subcomponent skills" (Hoover, 2003).*

"Highly-skilled reading can be defined as the product of highly-skilled word recognition and highly-skilled language comprehension, which are sufficiently strong when combined. Therefore, reinforcing strengths in both domains is necessary for continued student growth and greater reading comprehension" (Nickerson, 2023). [Unpublished doctoral dissertation.]



Hoover, 2023

GIFTED LEARNERS

The state of Ohio defines a gifted student as one who “performs or shows potential for performing at remarkably high levels of accomplishment compared to others of their age, experience, or environment”.

Superior cognitive ability
Specific academic ability
Creative thinking ability
Visual or performing arts ability
Twice-exceptional

GIFTED READERS

Above-Average Ability	Task Commitment	Creativity
<ul style="list-style-type: none">• Advanced IQ• High scores on language achievement tests• Higher levels of reading than peers• Large vocabulary• Good memory of things read• Strong comprehension of texts• Early reading	<ul style="list-style-type: none">• Long attention span• Voracious reading• Selection of high-level reading materials• Spontaneous reading of materials to prove/disprove points	<ul style="list-style-type: none">• Complex thoughts and ideas• Good judgment and logic• Forms the relationships between concepts• Produce original ideas and products• Appreciates beauty• Sense of humor• Divergent thinking• Problem-solving strategies used to solve unanswered questions• High level of sensitivity and empathy• Concern over moral and ethical issues and a strong sense of justice• Social leadership abilities

Vosslander, 2002



STRUCTURED LITERACY & GIFTED READERS



What to Teach	How to Teach			
<i>Layers of Language</i>	<i>Explicit</i>	<i>Diagnostic</i>	<i>Systematic & Cumulative</i>	
<p>An understanding of the layers of language helps gifted learners to grow as readers, too:</p> <ul style="list-style-type: none"> • phonology • sound-symbol correspondences (decoding and encoding) • syllables • morphology • syntax • semantics 	<ul style="list-style-type: none"> • Explicit instruction provides a clear, direct explanation of concepts. <u>All</u> learners benefit when information is new and/or challenging. • How much explicit instruction is needed varies. • Explicit instruction allows gifted students to quickly understand new material—then engage with more depth/complexity. 	<ul style="list-style-type: none"> • Purposeful differentiation is only possible when we collect instructionally relevant data <u>and use it</u> to identify appropriate learning targets. • Gifted learners benefit from diagnostic instruction because it can eliminate redundancies (e.g., reteaching content that has been mastered) and reveal next steps. 	<ul style="list-style-type: none"> • When instruction is systematic, gifted learners benefit. • A defined scope and sequence or learning progression helps facilitate purposeful enrichment, curriculum compacting, and acceleration. • Projects and "critical thinking" activities should be data-driven and aligned with specific learning targets. 	<ul style="list-style-type: none"> • Cumulative instruction ensures that students master key concepts while moving along at a faster pace. • Teachers move as quickly as we can but as slowly as we must. • Cumulative instruction can forge connections across texts/ideas to examine trends, ethical dilemmas, interdisciplinary connections, etc.



Systematic Intensification of Scaffolds & Extensions

COULD WOULD SHOULD TEST

- **Could all students do this?**
- **Would all students benefit from this activity?**
- **Should all students do this?**

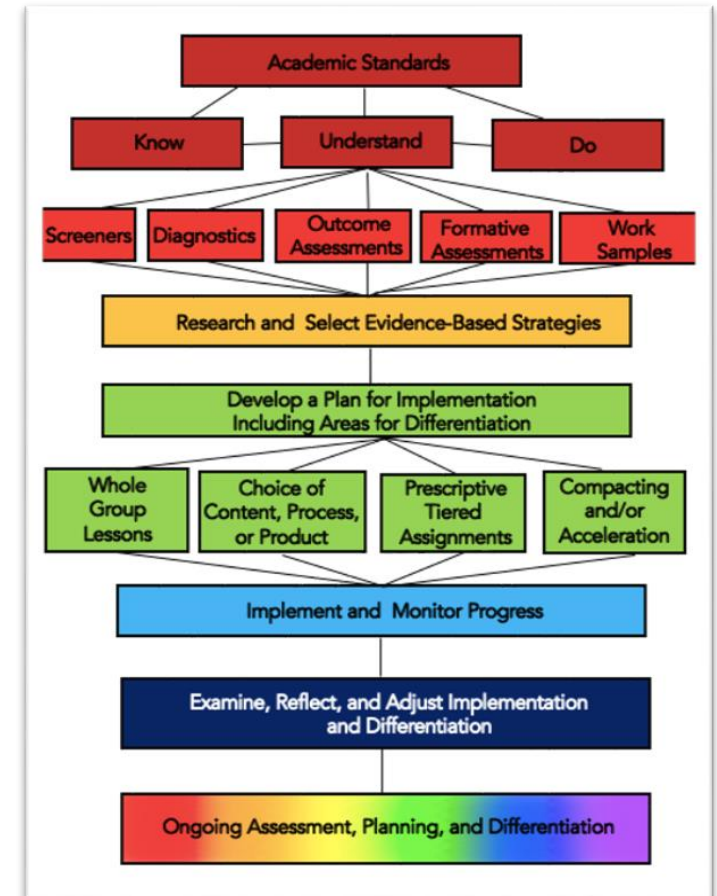
If any of the answers are “yes”, then the activity is *not* differentiated for gifted learners and could be part of Tier I instruction for *all* students.



MTSS GUIDES THE WORK

- What should our students learn?
- How will we know that our students have learned it?
- What will we do when our students have not learned it?

What will we do when our students have already learned it?



QUESTIONS ANSWERED BY ASSESSMENT

Universal Screening Assessment	Diagnostic Assessment	Progress Monitoring Assessment	Outcome Assessment
Who needs support?	What support is needed? <i>For advanced learners, this may involve above-level assessment.</i>	Is the support working?	Has the support increased student outcomes?

Problem Identification



Problem Analysis



Plan Development and Implementation



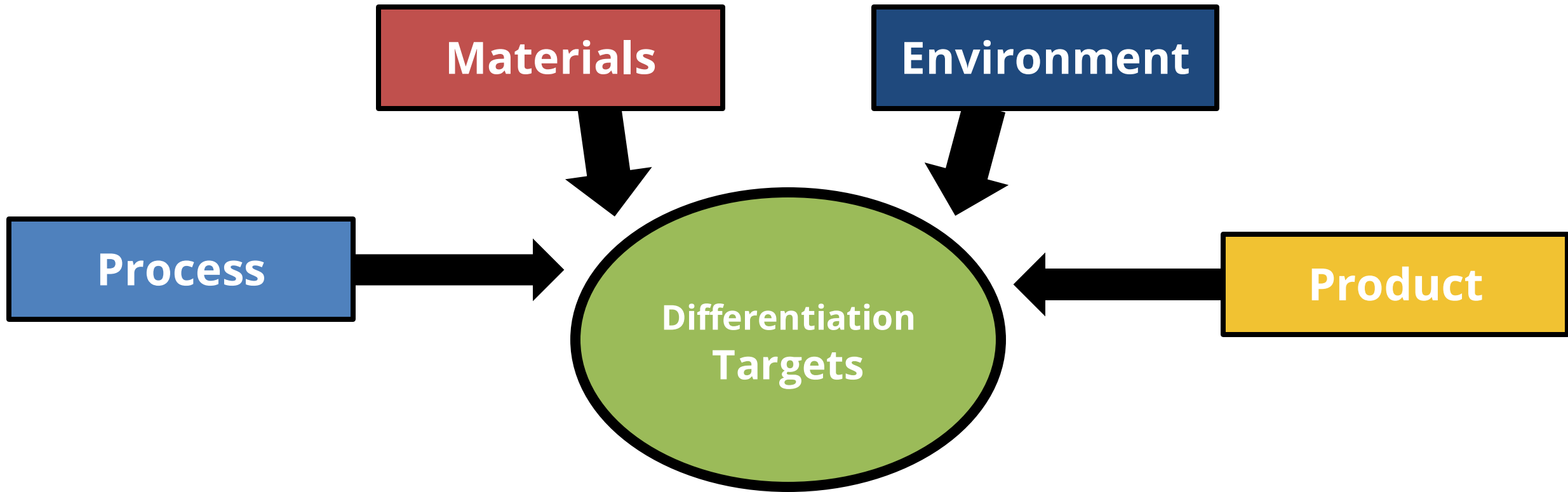
Plan Evaluation

LESSON PLANNING

Whole Group	Small Group	Practice Stations
<ul style="list-style-type: none">• Introduction (e.g., essential question)• Explicit Instruction• Guided Practice• Opportunities to Respond• Independent Practice• Check for Understanding• Application: Extend/Refine• Conclusion	<ul style="list-style-type: none">• Provided to groups of students with similar needs• Flexible• Data-driven• Involves pre-teaching, reteaching, scaffolding, and extending learning	<ul style="list-style-type: none">• Differentiated activities that review, reinforce, and/or extend <u>previously taught</u> skills and strategies (e.g., centers from the Florida Center for Reading Research).



DIFFERENTIATING INSTRUCTION

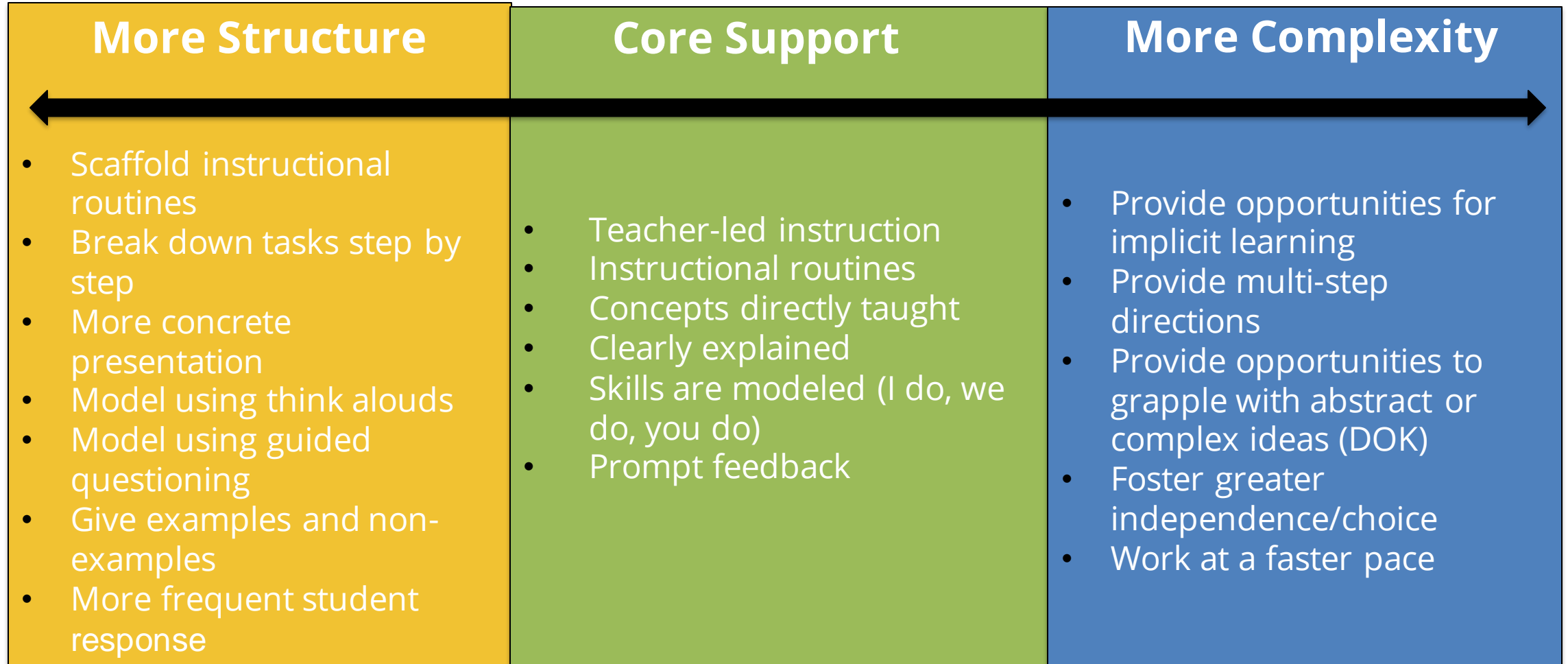


(Tomlinson, 2001)

DIFFERENTIATION TARGETS

Process	Materials	Product	Environment
<ul style="list-style-type: none"> Accelerate the pace Present tasks with high levels of rigor Provide more open-ended tasks (fade scaffolding) Consider student interests Assign tasks that encourage independence 	<ul style="list-style-type: none"> Consider next-level curriculum goals Engage students in more abstract concepts Replace content that students have already mastered with more complex, advanced, in-depth content Make interdisciplinary connections 	<ul style="list-style-type: none"> Ask students to apply what they have learned in new, authentic, and innovative ways Provide choices for presentation options Provide actionable and timely feedback 	<ul style="list-style-type: none"> Differentiated Tier 1 classroom (with grade level peers or in an accelerated setting) Tier 2 intervention or enrichment Tier 3 intervention or enrichment Tier 2/3 SEL groups

INSTRUCTIONAL INTENSIFICATION



Adapted from Ohio's K-5 Dyslexia Course



TASK-APPLICATION CONTINUUM



(Heacox, 2012)



TASK-APPLICATION CONTINUUM: PA/PHONICS



Simple applications

Complex applications



Scaffolding support

Less or no scaffolding support

Say-It-and-Move-It (with tokens)

Elkonin Boxes (with tokens)

Elkonin Boxes (with letters)

TASK-APPLICATION CONTINUUM: WORD STUDY



Phoneme-Grapheme Mapping				
s	t	ar		
ch	ir	p		
s	t	ar	t	s
s	l	ur	p	ed
s	p	l	ur	ge

Syllable Boxes					
Word	1st Syllable	2nd Syllable	3rd Syllable	4th Syllable	Whole Word
infectious	in	fect	ious		infectious
infect	in	fect			infect
infection	in	fect	ion		infection

Morpheme Boxes					
Word	1st Syllable	2nd Syllable	3rd Syllable	4th Syllable	Whole Word
segregate	se	greg	ate		segregate
segregation	se	greg	at[e]	ion	segregation



TASK APPLICATION CONTINUUM: FLUENCY



Letters/ Sounds	Graphemes	Morphemes	Words	Sentences	Text
b /b/ l /l/ m /m/	oo /oo/	-ing	blooming	I sniff blooming buds.	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Spring is Splendid</p> <p style="font-size: small; margin: 0;">In the spring, ice splits. It makes ponds throb with fresh water. Fish thrash and splash. They jump and plop with a "splat!"</p> <p style="font-size: small; margin: 0;">In the spring, plants spring up by the pond. A tree with big branches stretches up and up. Red robins dwell in a nest made of twigs and sprigs, and they sing songs.</p> <p style="font-size: small; margin: 0;">In the spring, rabbits with black spots snack on plants and grass. But then, a fox spots them! It runs to the rabbits. The rabbits sprint fast. They hide in a thick shrub. The fox can not trap them. It trots back to its den. The rabbits hop back into the grass to snack.</p> <p style="font-size: small; margin: 0;">In the spring, I skip and swing in the sun. I sniff blooming buds. I look at rabbits in grass and robins in nests with pastel eggs. I think spring is splendid. Do you?</p> </div>



TASK-APPLICATION CONTINUUM: TEXT



Simple applications

Complex applications



Basic tasks

Complex tasks

Transfer to Text Process					
	Monday	Tuesday	Wednesday	Thursday	Friday
	Passage 1		Passage 2		Passage 3
Highlight Skill Words	X		X		
Read Highlighted Words	X				
Read Passage with Highlighted Words	X	X	X		
Read Clean Copy of Passage		X		X	X

From Phonics Lesson Library, by 95 Percent Group Inc.

Method for Reading Decodable Text	
BEFORE READING	
Review Irregular Words	Preteach any words that students will likely not know (e.g. irregular words: words with unfamiliar patterns).
Introduce the Book	Pass out the decodable. Identify the title, author, and illustrator.
Browse the Book	Get the gist and preview words. Have students share difficult words, and model them using sound-by-sound or continuous blending.
DURING READING	
Whole Group: Read the Book One Page at a Time	Lead students in reading each page twice before moving on to the next page. Once with a whisper read to themselves, then with a choral read as a group. Provide corrective feedback, as needed.
Individual Turns: Read the Entire Book	Have students take turns reading aloud a sentence or two at a time. Provide corrective feedback as needed.
Respond to Literal Questions	Encourage students to respond to the story. Ask literal questions about the story. Responses should be in complete sentences.
Partners: Reread the Entire Book	Assign reading partners. Have them take turns reading a page at a time. Monitor and provide additional practice in small groups, as needed.

From The Teaching Reading Sourcebook, by CDE

Comprehension Lesson Plan:	
Preparation for Instruction	
Enduring Understanding	
Essential Question(s)	
Content Objective(s)	
Literacy Objective(s)	
Resources & Materials	
Lesson Sequence	
BEFORE READING	
Purpose How will you establish a purpose for reading?	
Genre How will you draw students' attention toward the genre (e.g. informational, narrative)?	
Background Knowledge How will you activate background knowledge to support the reading of a complex text?	
DURING READING	
Vocabulary Which vocabulary words will be taught and which vocabulary words need to be reinforced?	
Complex Language Which words, phrases, and/or sentences might be challenging for students? How will you address that?	
Questioning Where can you stop to ask questions and discuss? Mark the page(s) and record your questions.	
Text Structure How do you plan to use a graphic organizer to reveal the text structure?	
AFTER READING	
Informal Evaluation How will you evaluate whether the purpose was met? How will you plan for a potential rereading?	
Assessment How will you assess students' grasp of the enduring understanding? How will you use them to support their local with textual evidence?	



BOTH/AND: IT'S A MATTER OF WHEN



Structured tasks

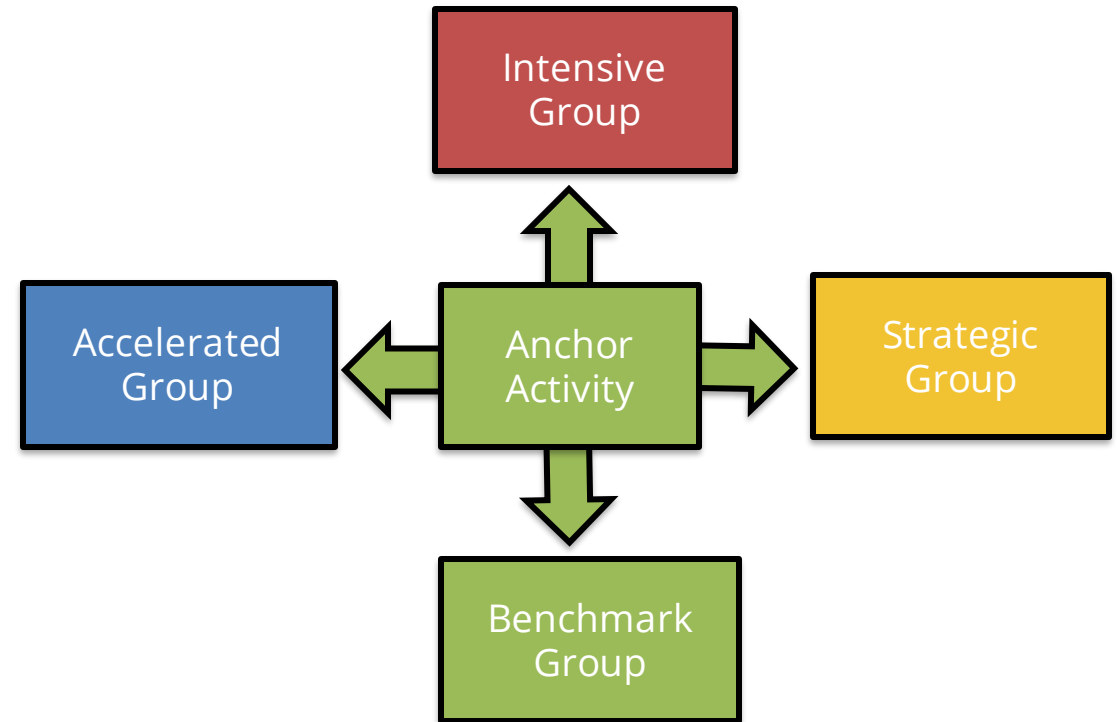
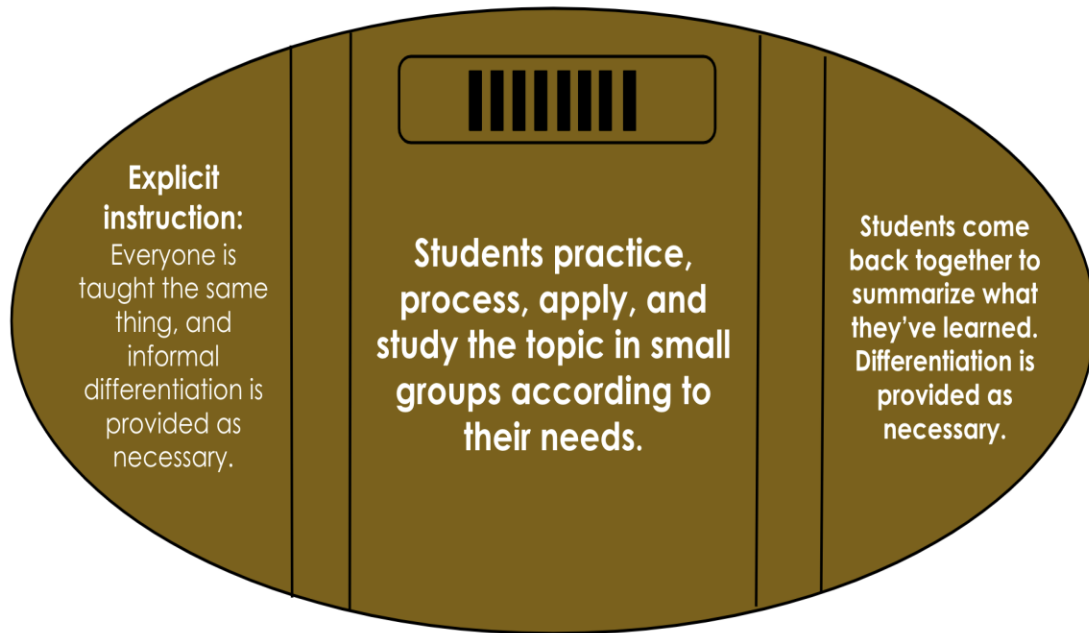
Open-ended tasks

- Targeted skill-based phonics and word study lessons with decodable texts
- Explicit vocabulary instruction
- Explicit writing instruction (e.g., how to use appositives, how to write a summary, writing arguments)
- Reading complex texts (grade level and beyond—across content areas)
- Implicit vocabulary learning
- Research projects (e.g., passion projects, wax museums, arguments/speeches)

ELBOW PARTNERS

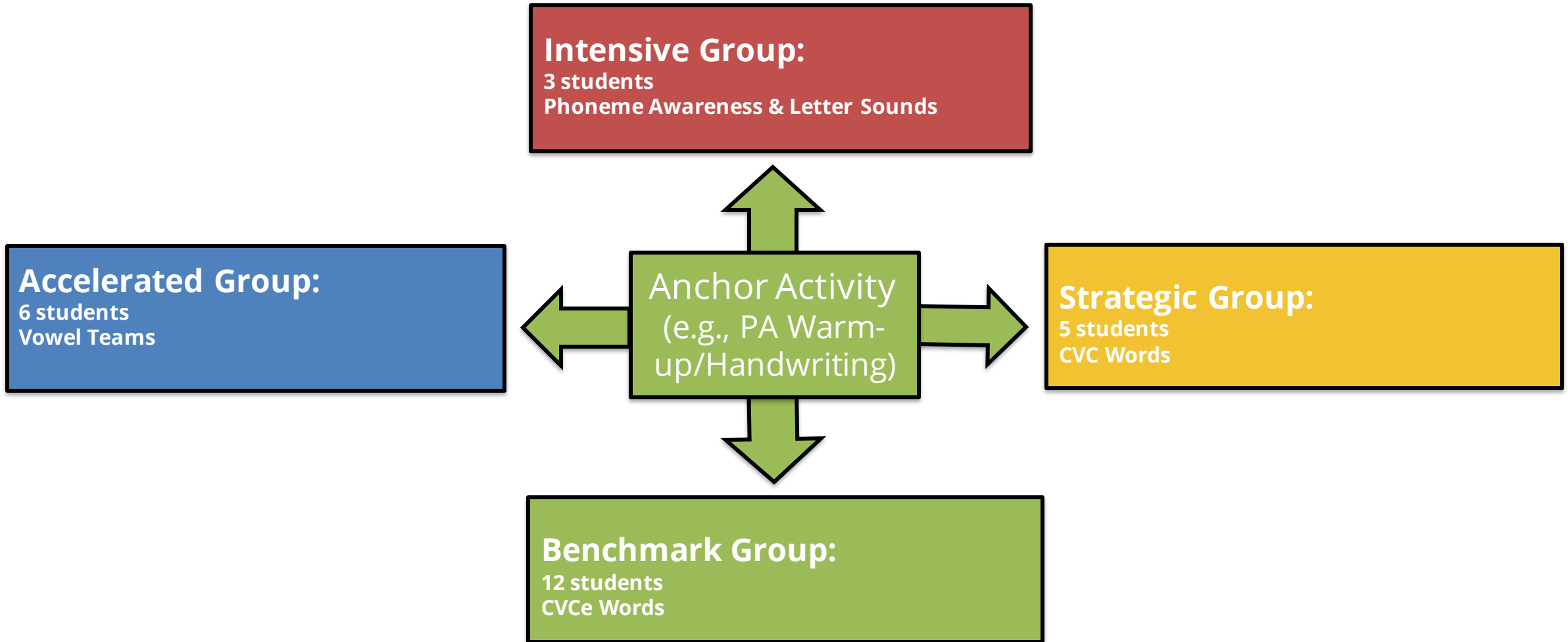


INSTRUCTIONAL FRAMEWORKS

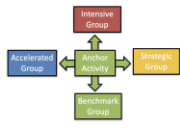


Wormeli, 2007

FLEXIBLE SERVICE DELIVERY: CLASSROOM



WORD RECOGNITION

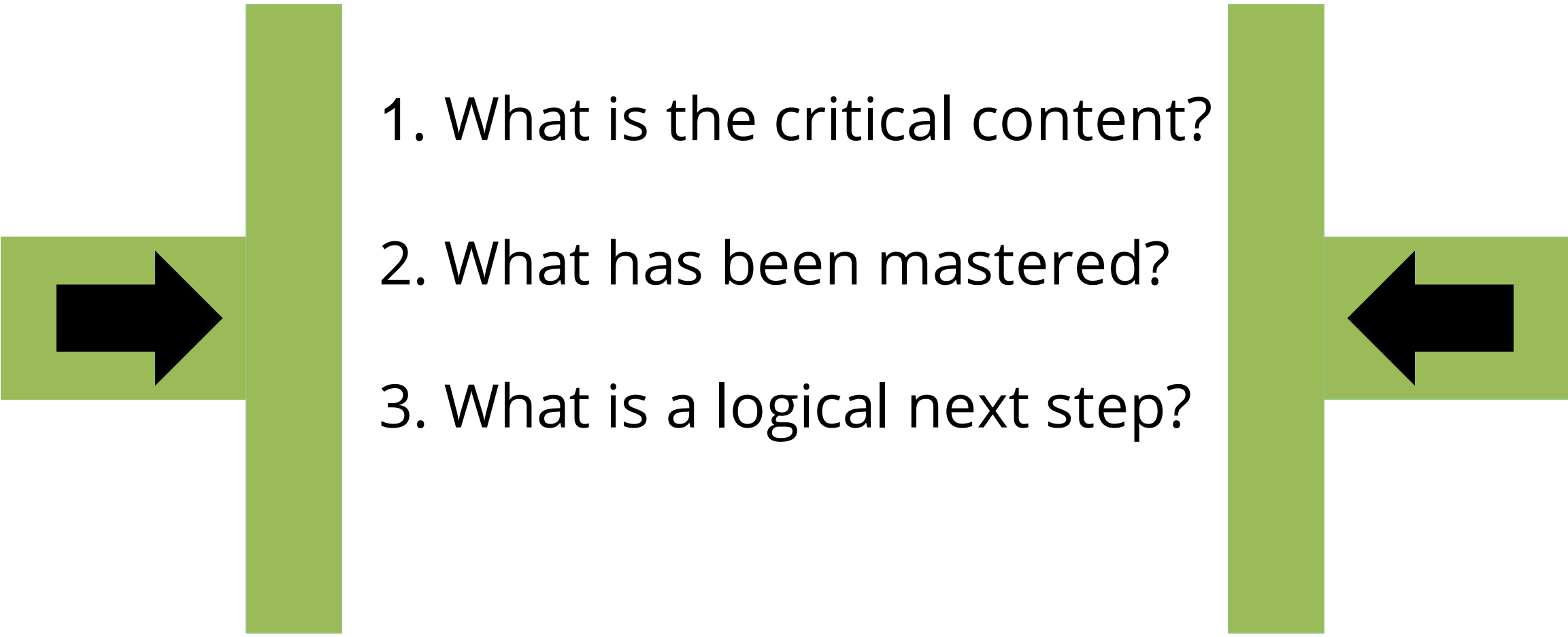
Word Recognition Development	Flexible Group
Reading to Learn  <p><i>Small Groups</i></p>	Intensive Group
<ul style="list-style-type: none"> • Phonological awareness • Phonics • Morphology • Word reading • Dictation • Decodable texts • High-frequency words 	Strategic Group
	Benchmark Group
	Accelerated Group

Date:	Objective(s):	
Materials:		
Step	Activities	Notes/Reflection
Set-Up Warm-up: Review previous learning.		
Teach I Do: Model and teach the new concept explicitly/ systematically with scaffolding.		
Engage We Do: Teacher-led practice with immediate corrective feedback and multiple opportunities for students to respond.		
Practice You Do: Student(s) practice the skill independently.		
Show You Know Teacher conducts an assessment of student progress.		

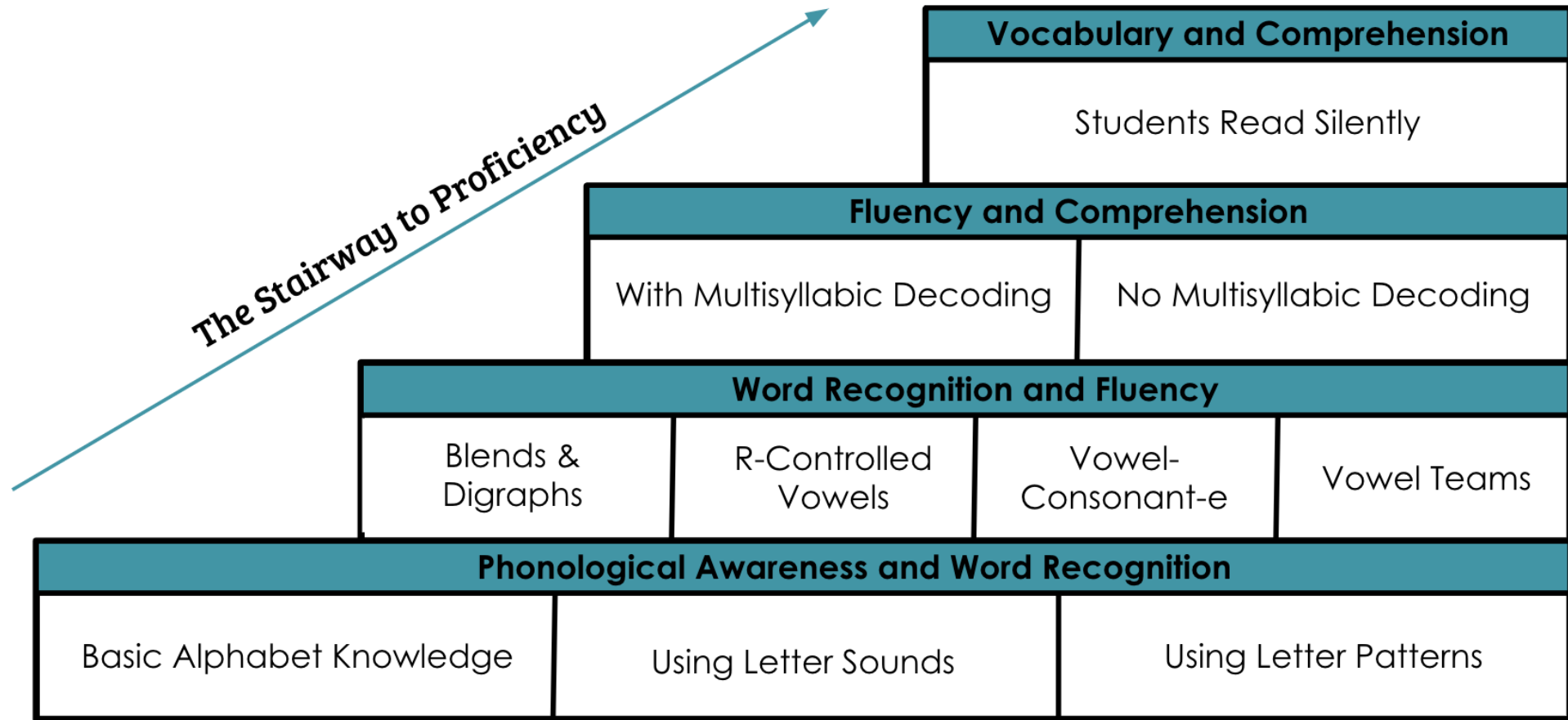
Adapted from Smartt & Glaser, 2010 and Hougen & Smartt (2020)



CURRICULUM COMPACTING

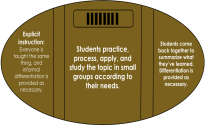
- 
- A diagram illustrating the curriculum compacting process. It features a central list of three questions. To the left of the list is a vertical green bar with a horizontal green bar extending to the left, containing a black arrow pointing right towards the list. To the right of the list is a vertical green bar with a horizontal green bar extending to the right, containing a black arrow pointing left towards the list.
1. What is the critical content?
 2. What has been mastered?
 3. What is a logical next step?

LEARNING PROGRESSIONS



Walpole and McKenna, 2017

LANGUAGE COMPREHENSION

Language Comprehension Development	Flexible Group
<p>Reading to Learn</p> <p><i>Small Groups</i></p> 	Intensive Group
<p>Meaning Emphasis:</p> <ul style="list-style-type: none"> • Knowledge building • Vocabulary • Morphology • Text Structure • Language Structure 	Strategic Group
	Benchmark Group
	Accelerated Group

Comprehension Lesson Plan:

Preparation for Instruction	
Enduring Understanding	
Essential Question(s)	
Content Objective(s)	
Literacy Objective(s)	
Resources & Materials	

Lesson Strategies	
BEFORE READING	
Purpose How will you establish a purpose for reading?	
Genre How will you draw students' attention toward the genre (e.g., informational, narrative)?	
Background Knowledge How will you activate background knowledge to support the reading of a complex text?	
DURING READING	
Vocabulary Which vocabulary words will be taught? Which vocabulary words need to be non-taught?	
Complex Language Which words, phrases, and/or sentences might be challenging for students? How will you address this?	
Questioning Where can you stop to ask questions and queries? Mark the page(s), and record your questions.	
Text Structure How do you plan to use a graphic organizer to reveal the text structure?	
AFTER READING	
Informal Evaluation How will you evaluate whether the purpose was met? How will you plan for a potential rereading?	
Assessment How will you assess students' grasp of the enduring understandings? How will you ask them to support their ideas with textual evidence?	

TIER I: LANGUAGE COMPREHENSION

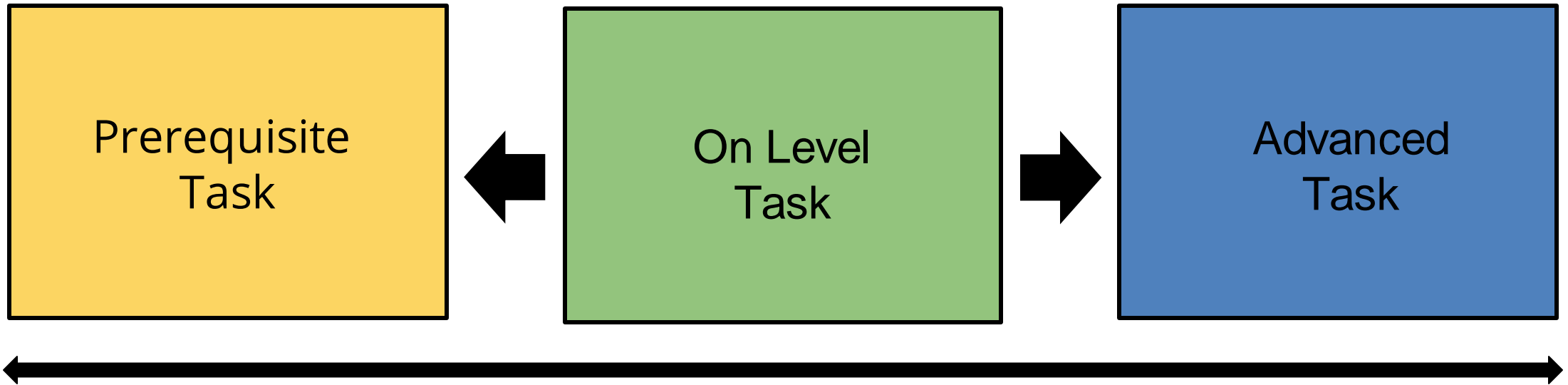
Bookend Structure		
Explicit Whole Group Lesson	Differentiated Practice	Whole Group Summary
Critical content is taught to ALL students. Everyone does the same thing, but informal differentiation is provided as needed.	Teacher-led small groups	Students come back together to summarize what they have learned.
	Student-led small groups	
	Partnerships	Differentiation is provided as needed.
	Independent practice	

Nickerson, 2020



TIERED ASSIGNMENTS

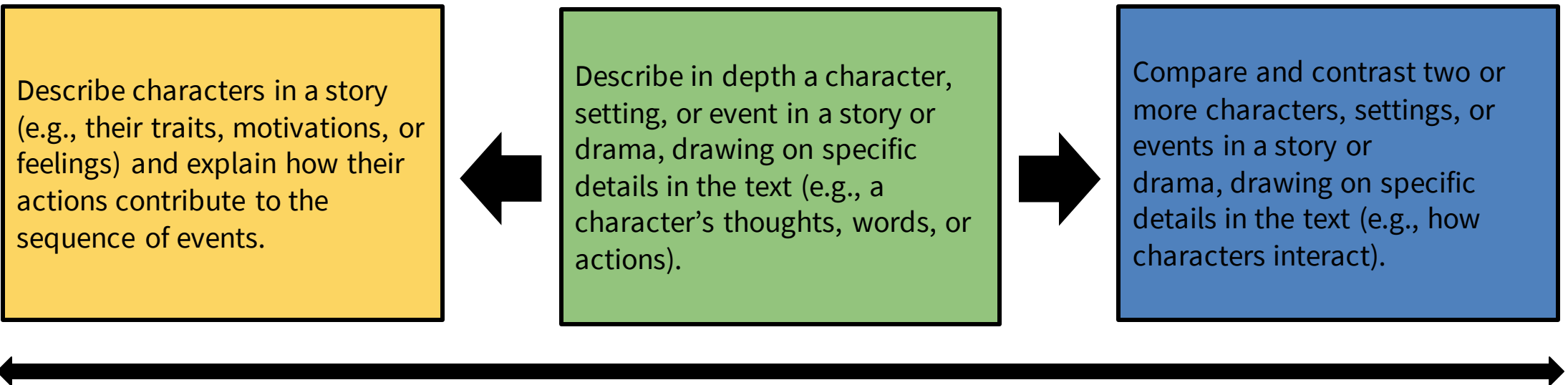
- Used with heterogeneous classrooms
- Provides appropriate level of differentiation for all students



Create an on-level task, then adjust up or down considering a logical scope and sequence.

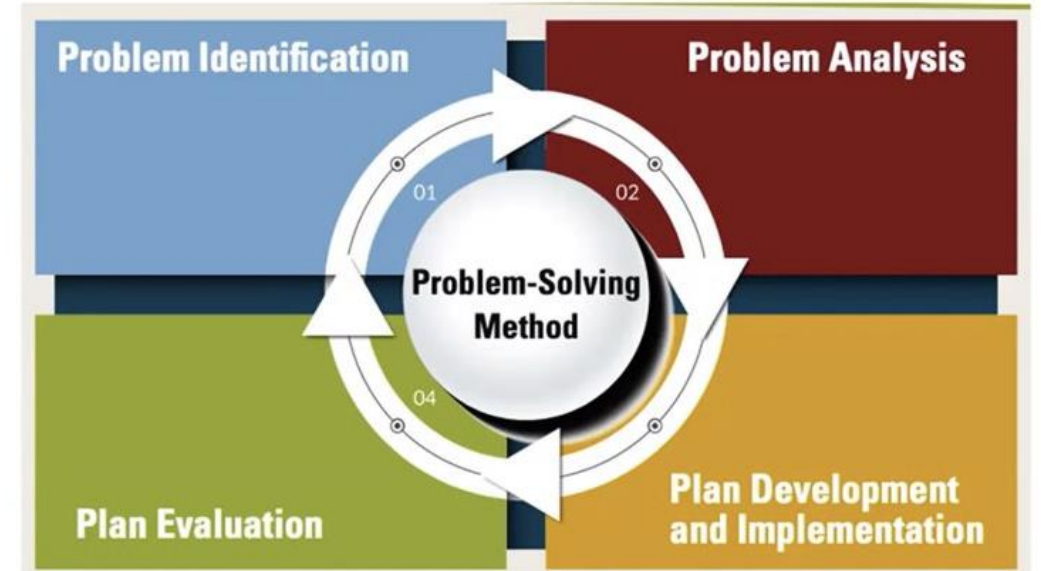
TIERED ASSIGNMENTS

CCR Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.



A CASE STUDY: "DREW"

- 5 y/o kindergarten boy
- Early and prolific talker
- Enjoyed reading and learning
- Inquisitive
- Extensive vocabulary
- Perfectionistic
- Sensitive
- Frustrated and unmotivated by difficult or unfamiliar tasks
- Later identified as superior cog



Ohio's Dyslexia Guidebook, 2022

STUDENT PROGRESS

Has the support improved student outcomes?

The same week that this case study ended, Drew celebrated Q and U's wedding in core instruction. He brought a quetzalcoatlus figure as a wedding gift.

BEFORE Enrichment	AFTER Enrichment
<p>short vowels: a, e, i, o, u</p> <p>vowel team: oo</p> <p>single consonants: b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z</p> <p>digraphs: sh, th</p>	<p>long vowels (open syllables): a, e, i, o, u</p> <p>digraphs: th, ch, wh</p> <p>short vowel markers: -ck, -ff, -ll, -ss, -zz, -ing, -ang, -ong, -ung, -ink, -ank, -onk, -unk</p> <p>blends: beginning r- blends, beginning l-blends, beginning s- blends, three letter blends, misc. blends (tw-, sw-, dw-, thr-), ending l-blends, ending t-blends</p> <p>other concepts: -s = /s/ and /z/, two-syllable compound words, detached syllables, two-syllable words (VC/CV), y = /ī/</p>



STUDENT GROWTH (JAN-APR)

Turn

& Talk

A Stuck Duck

Nick was on his dock. He saw a duck swimming in the bog. It got stuck in the muck. The mud in the bog was wet and thick. Yuck! What bad luck!

Quack! Quack! The duck did flap. Flap! Flap! This made Nick sad.

He walked to the bog. He did not run, but he was quick! Then Nick fixed it. Yes, he did! The duck was not stuck, but it was mad. It pecked Nick on the neck, so he asked for Dad. Then Nick said, "Go! Bad duck! Do not come back!"



Spring is Splendid

In the spring, ice splits. It makes ponds throb with fresh water. Fish thrash and splash. They jump and plop with a "splat!"

In the spring, plants spring up by the pond. A tree with big branches stretches up and up. Red robins dwell in a nest made of twigs and sprigs, and they sing songs.

In the spring, rabbits with black spots snack on plants and grass. But then, a fox spots them! It runs to the rabbits. The rabbits sprint fast. They hide in a thick shrub. The fox can not trap them. It trots back to its den. The rabbits hop back into the grass to snack.

In the spring, I skip and swing in the sun. I sniff blooming buds. I look at rabbits in grass and robins in nests with pastel eggs. I think spring is splendid. Do you?

TAKEAWAYS

Universal screening and diagnostic data may be used to identify instructional targets for enrichment.

Skilled readers may be privileged by *differentiated* structured literacy lessons.

Curriculum compacting may be used to eliminate previously learned material, allowing teachers to explicitly teach what is not yet known along a scope and sequence.

EXTENDING LEARNING: VOCABULARY

Spring is Splendid

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In the spring, I skip and swing in the sun. I sniff blooming buds. I look at rabbits in grass and robins in nests with pastel eggs. I think spring is splendid. Do you?

the season after winter
and before summer

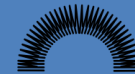


suddenly move or jump
upward or forward



spring

A metal or plastic coil that
can stretch and bounce
back to its shape



to appear or grow quickly



EXTENDING LEARNING: PHRASE DICTATION

Spring is Splendid

In the spring, ice splits. It makes ponds throb with fresh water. Fish thrash and splash. They jump and plop with a "splat!"

In the spring, plants spring up by the pond. A tree with big branches stretches up and up. Red robins dwell in a nest made of twigs and sprigs, and they sing songs.

In the spring, rabbits with black spots snack on plants and grass. But then, a fox spots them! It runs to the rabbits. The rabbits sprint fast. They hide in a thick shrub. The fox can not trap them. It trots back to its den. The rabbits hop back into the grass to snack.

In the spring, I skip and swing in the sun. I sniff blooming buds. I look at rabbits in grass and robins in nests with pastel eggs. I think spring is splendid. Do you?

T: What do you call the greatest bird dwelling?

Ss: the best nest

T: Write "the best nest".



Sound to Symbol:

Word Dictation:

Phrase Dictation:

Sentence Dictation:

If asking kids to write a Hink Pink, make sure all phonics patterns have been previously taught.

IMPLICATIONS FOR PLANNING

Standards/KUDOS:	
Content Delivery	
<input type="checkbox"/> Same resources <input type="checkbox"/> Different resources	<input type="checkbox"/> Same goal for all <input type="checkbox"/> Advanced goal for some <input type="checkbox"/> Modified goal for some
Introduction/Essential Question	
Direct Instruction/Modeling (I Do)	
Guided Practice (We Do)	
<input type="checkbox"/> Same for all <input type="checkbox"/> Whole group <input type="checkbox"/> Differentiated <input type="checkbox"/> Teacher-led small group	<input type="checkbox"/> Tier by readiness <input type="checkbox"/> Tier by level of scaffolding <input type="checkbox"/> Tier by level of simplicity/complexity <input type="checkbox"/> Tier by degree of structure/openness <input type="checkbox"/> Tier by degree of concreteness/abstraction
Independent Application (You Do)	
<input type="checkbox"/> Individual work <input type="checkbox"/> Partners <input type="checkbox"/> Small group <input type="checkbox"/> Other	<input type="checkbox"/> Tier by readiness <input type="checkbox"/> Tier by level of scaffolding <input type="checkbox"/> Tier by level of simplicity/complexity <input type="checkbox"/> Tier by degree of structure/openness <input type="checkbox"/> Tier by degree of concreteness/abstraction
Conclusion	

Standard/KUDOs		
Standard:		
Know:		
Understand:		
Do:		
Tier by		
<input type="checkbox"/> Tier by readiness <input type="checkbox"/> Tier by level of scaffolding <input type="checkbox"/> Tier by level of simplicity/complexity <input type="checkbox"/> Tier by degree of structure/openness <input type="checkbox"/> Tier by degree of concreteness/abstraction		
Below Level (for some)	On Level (for most)	Above Level (for some)

TEAMING IMPLICATIONS: GIFTED MDT

- general educator(s)
- gifted intervention specialist
- gifted coordinator
- school psychologist
- principal
- parent(s)/guardian(s)
- intervention specialist (if 2e)
- TESOL teacher (if multilingual)
- school counselor
- OT, SLP, or other relevant personnel



IMPLICATIONS FOR WEPs

What stands out to you?



Student Name: **Naomi Anonymous**

Written Education Plan (WEP)

Student Name: **Naomi Anonymous** Date of Birth: _____ Grade Level: **1st** Male Female
 Student Identification Number: _____ Student Address: _____
 Parent/Guardian: _____ Parent Address: _____
 Email: _____ Home Phone: _____ Work Phone: _____
 District of Residence: **Typical CSD** District of Service: _____
 Meeting Date: **10/20/18** Does student have Written Acceleration Plan? **No**
 Target graduation year: **2023**

Area(s) and date(s) of Identification:
 Superior Cognitive Ability: **9/18/2023**
 Creative Thinking Ability: _____

Specific Academic Ability:
 Reading/Writing/Combination: **9/18/2023** Mathematics _____
 Science: _____ Social Studies: _____

Visual Performing Arts:
 Drama: _____ Dance: _____ Music: _____
 Visual Arts: _____

Student interests and learning styles:
 Naomi prefers hands-on learning activities and is highly engaged during project-based learning. Naomi prefers to work independently, but when working in groups, is willing to step up and take a leadership role to help her partner(s) accomplish a given task. She enjoys reading.

Present levels of academic and social/emotional functioning:
 Naomi scored above benchmark on the Acadience Reading K-6 BOY assessment: Composite (113); PSF (40); NWF-CLS (27); NWF-WWR (1). A survey-level assessment revealed she is reading at a third-grade level with accuracy and automaticity. She routinely receives standards-based grades of "Met" or "Exceeding" in math and reading.

Student Name: **Naomi Anonymous**

Written Education Plan (WEP)

Annual Goal Page

Annual Goal: _____ Goal #: **1** of **1**
By the end of the school year, Naomi will score 95% or higher on 3 of 4 independent reading projects as demonstrated on a rubric.

Content area(s) to be addressed by this goal:
Reading/Language Arts

Area of identification associated with this goal:
 Superior Cognitive Ability
 Specific Academic Ability: **Reading**
 Creative Thinking Ability
 Visual Performing Arts: _____

What specific program components or curricular interventions will assist in accomplishing this goal? Consider the differentiation concepts of acceleration, complexity, depth, challenge, abstractness, and/or cognitive creativity.
Naomi will participate in a program with curriculum compacting, which allows students to pursue enrichment opportunities upon demonstrating mastery of new concepts. Naomi will also design and complete independent study projects based on interest and learning standards being covered in class.

State the policy for waiver of assignments and scheduling of tests:
Not applicable (N/A)- Naomi will not be pulled out of class to receive gifted services; all services will be provided within the general education classroom.

Student Progress Measures (How will this student prove mastery of this goal?)
Each quarter, Naomi will complete an independent reading project. Naomi must score a 95% or higher on 3 out of 4 projects as score on a rubric.

Service Setting for this goal/objective:
 Gifted Resource Room Gifted Self-Contained Class Regular Education Class (GIS)
 Regular Education Class (Gen. Ed. Teacher) Acceleration Placement
 Arts Classroom (specify): _____ Internship/Mentorship Advanced Placement
 Educational Options Dual Enrollment including PSEO

Personnel Responsible for Service:
 Gifted Intervention Specialist General Education Teacher Arts Specialist Gifted Coordinator
 Other: _____



CASE STUDY: NAOMI

STOP AND JOT 

Naomi scored significantly above the BOY 1st-grade benchmark. She was referred for above-level testing to identify instructional needs for potential enrichment.

UNIVERSAL SCREENING: BOY 1st Grade Assessment				
	Composite	PSF <i>Phoneme Segmentation Fluency</i>	NWF-CLS <i>Correct Letter Sounds</i>	NWF-WWR <i>Whole Words Read</i>
Benchmark	113	40	27	1
Score	216	59	108	36

Note: These slides present promising data from a multiple-baseline study conducted with highly-skilled first-grade readers.

CASE STUDY: NAOMI

STOP AND JOT

- Naomi completed a phonics diagnostic to identify whether she had mastered all phonics concepts or whether she still would benefit from more advanced phonics instruction.
- The diagnostic revealed Naomi had not yet mastered low frequency vowel and consonant spellings, r-controlled vowels, and multisyllabic words.
- Enrichment began with lessons focused on decoding and spelling words containing r-controlled vowels (based on the program's scope and sequence).

DIAGNOSTIC: Phonics Survey	Score	Max Score
Letter Names: Upper	26	26
Letter Names: Lower	26	26
Consonant Sounds	21	21
Long Vowels	5	5
Short Vowels	5	5
Short Vowels in CVC Words	15	15
Consonant Blends with Short Vowels	15	15
Short Vowels/ Digraphs/ -tch digraph	15	15
R-controlled Vowels	13	15
Long Vowel Spellings	15	15
Variant Vowels	15	15
Low Frequency Vowel and Consonant Spelling	11	15
Multisyllabic Words	18	24

CASE STUDY: NAOMI

STOP AND JOT 

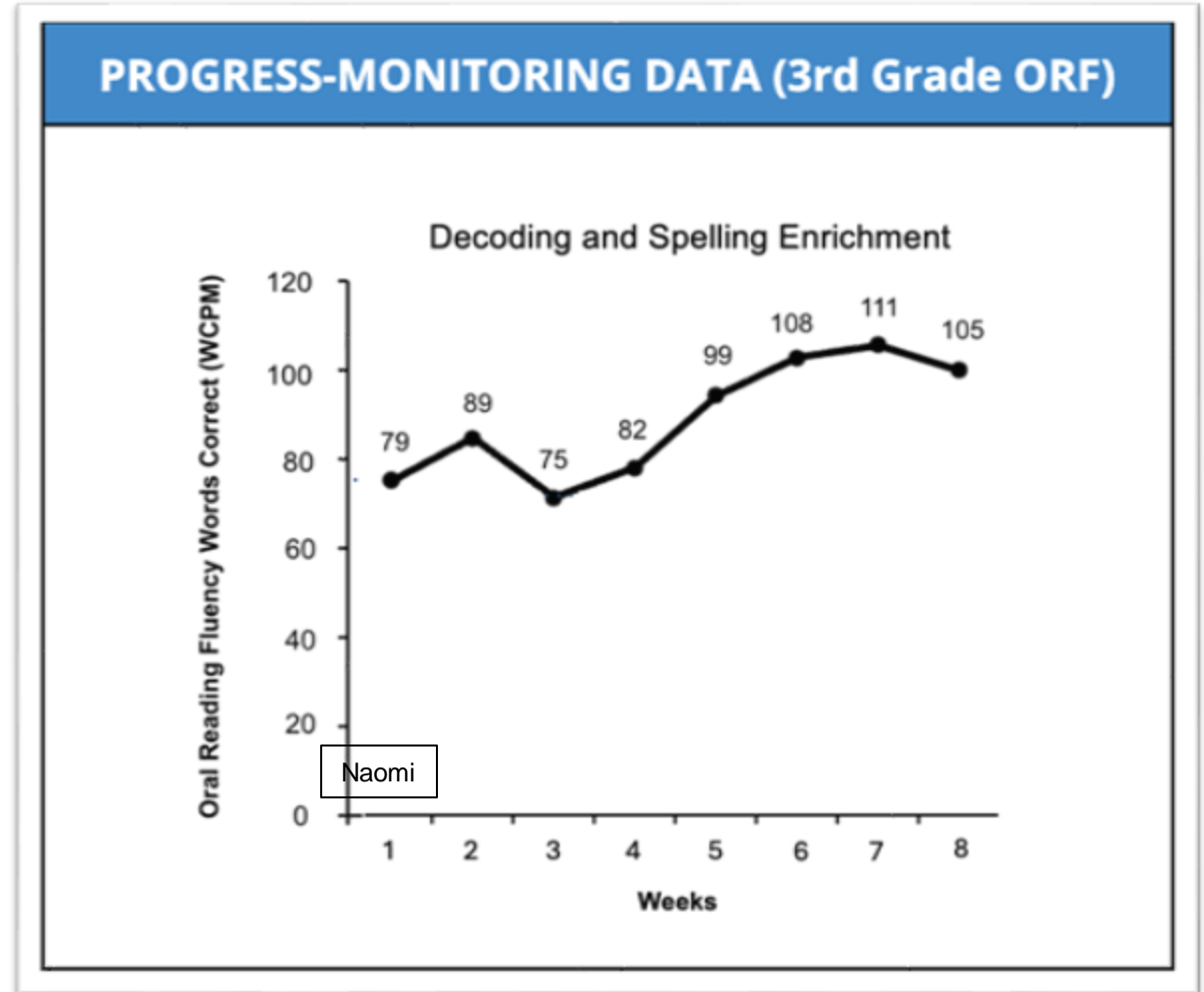
Once instructional targets were identified, Naomi completed a survey-level assessment to identify an appropriate level for monitoring ORF. Based on the assessment's established protocol, Naomi was monitored at a third-grade level.

SURVEY-LEVEL ASSESSMENT (ORF)				
	ORF Words Correct	ORF Accuracy	Retell	Retell Quality
Grade 1	105	98%	18	2
Grade 2	81	100%	24	2
Grade 3	71	96%	11	2
Grade 4	72	88%	20	2

CASE STUDY: NAOMI

STOP AND JOT 

- Naomi participated in small group phonics and spelling lessons 30 minutes a day for eight weeks.
- This graph depicts Naomi's progress across the first 8 weeks of decoding and spelling enrichment.









ELBOW PARTNERS

Naomi's
instructional
needs are...

Revised WEP
goals might
include...

GLOWS & GROWS

Glow	Grow
	
	
	

THANKS FOR ATTENDING!