Literacy Academy
2025

BRIDGING GIFTED EDUCATION AND THE SCIENCE OF READING: ASSESSMENT AND INSTRUCTIONAL IMPLICATIONS

AMANDA NICKERSON, ED.D.

Ohio K-12 Literacy Technical Assistance Specialist

LEARNING OBJECTIVES

Understand how to apply the science of reading to enrich and accelerate instruction for gifted, twice-exceptional (2e), and highly-skilled readers.

Explore effective assessment strategies to evaluate advanced literacy skills and identify specific instructional needs.

Learn practical methods for differentiating and intensifying reading instruction to support advanced learners.

OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT

Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers.
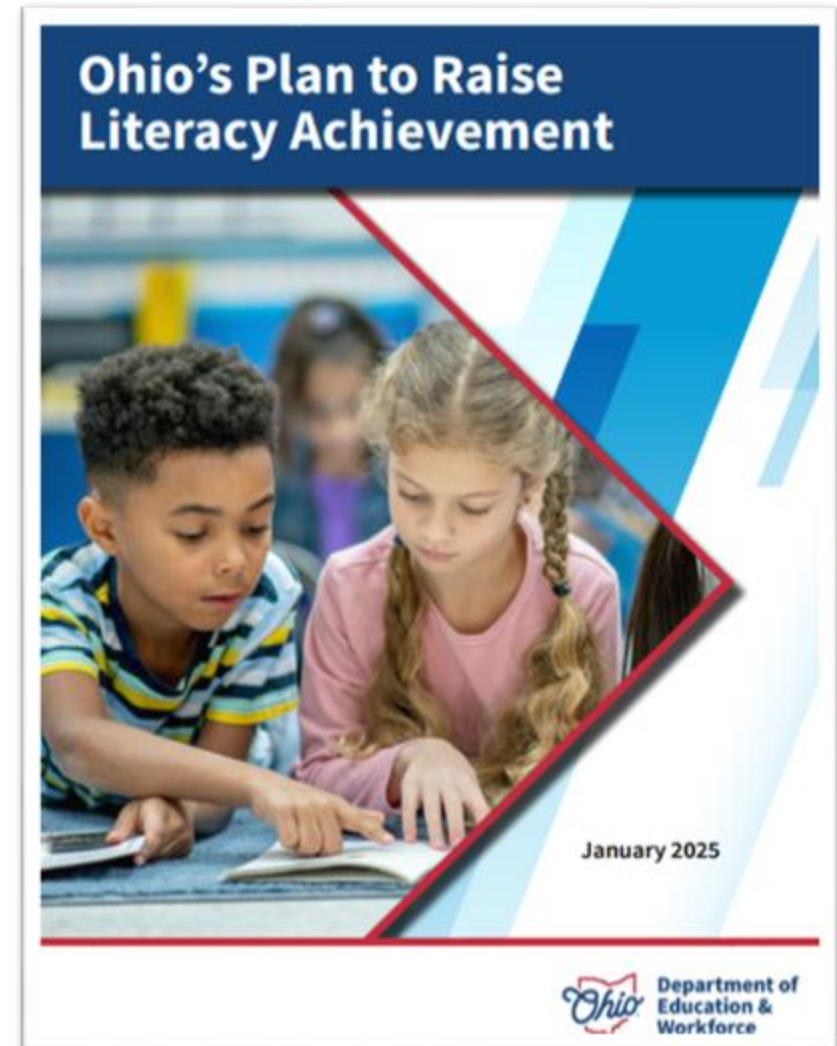
We can do better than this. ⚠️

Left form

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/ 2023 ___ Does student have Written Acceleration Plan? No _____
Target graduation date: _____

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.

Right form

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: _____

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DATA-BASED DECISION-MAKING WITHIN AN ASSET-BASED MTSS FRAMEWORK

MTSS: PREVENTION, INTERVENTION, AND ENRICHMENT

MTSS is an asset-based and proactive framework for preventing reading failure and underachievement while addressing the needs of the whole child.
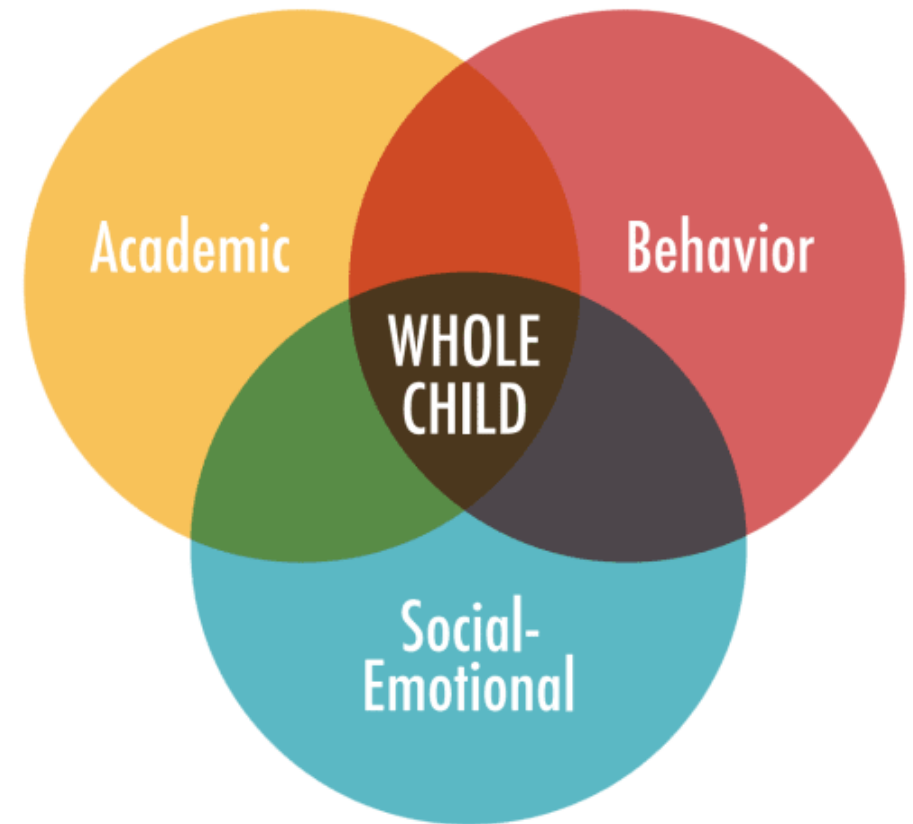
INTERVENTION AND ENRICHMENT SUPPORTS

Evidence-based instructional, intervention, and enrichment practices

Data-based decision-making using high-quality assessments

High-quality instructional materials

Access, ongoing training, and coaching in assessment and materials

Collaboratively analyze data and plan and intensify intervention and enrichment

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Ohio's Plan to Raise Literacy Achievement, 2025

PLANNING AND DATA-BASED DECISION-MAKING
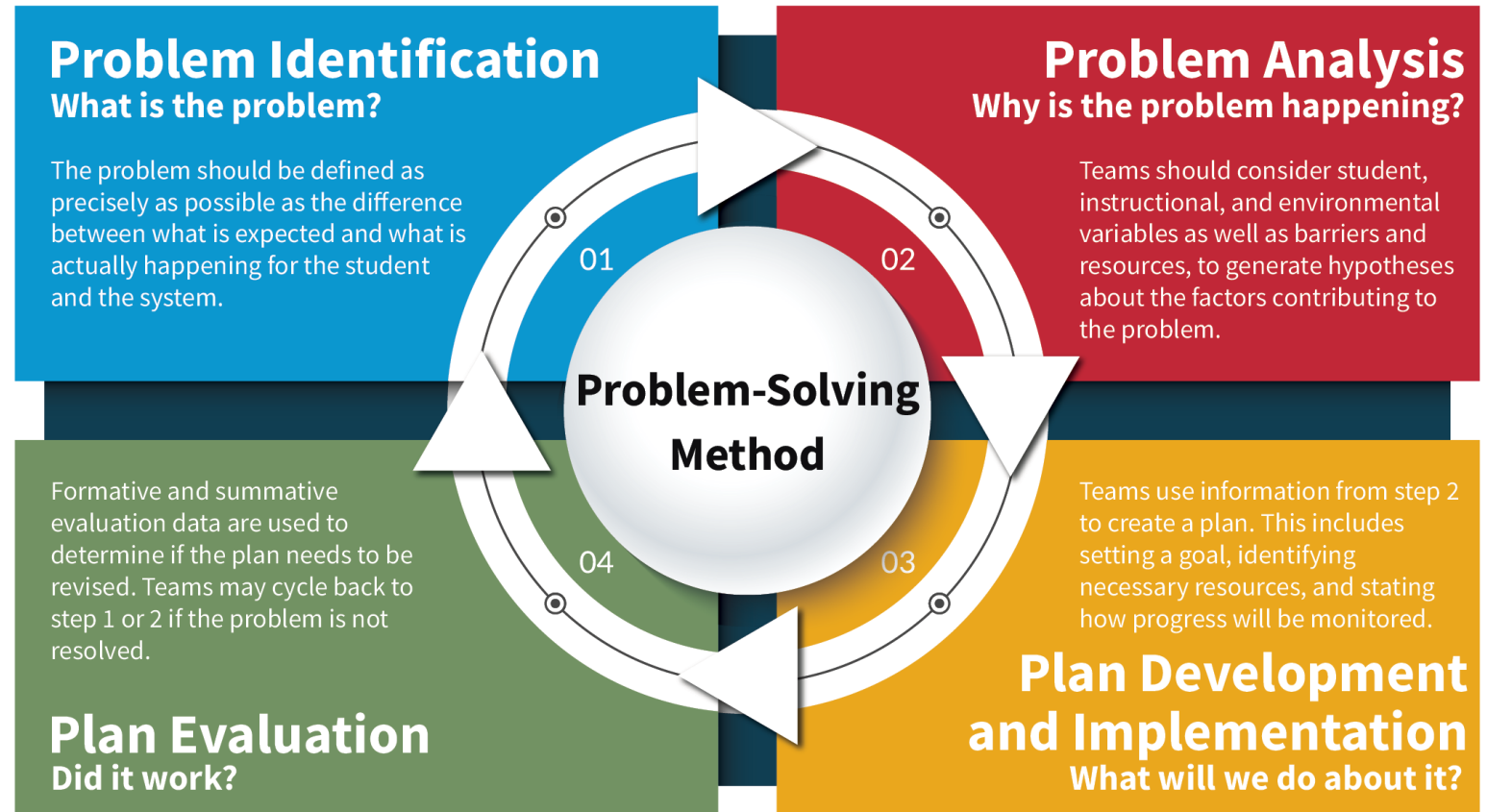
The collaborative problem-solving model can be used to support gifted and high-ability students who are not responding to high-quality, differentiated core reading instruction.

Problem-Solving Method

Problem Identification
What is the problem?

The problem should be defined as precisely as possible as the difference between what is expected and what is actually happening for the student and the system.

01

Problem Analysis
Why is the problem happening?

Teams should consider student, instructional, and environmental variables as well as barriers and resources, to generate hypotheses about the factors contributing to the problem.

02

Plan Evaluation
Did it work?

Formative and summative evaluation data are used to determine if the plan needs to be revised. Teams may cycle back to step 1 or 2 if the problem is not resolved.

04

Plan Development and Implementation
What will we do about it?

Teams use information from step 2 to create a plan. This includes setting a goal, identifying necessary resources, and stating how progress will be monitored.

03

Ohio's Plan to Raise Literacy Achievement, 2025

QUESTIONS ANSWERED BY ASSESSMENT

Universal Screening Assessment	Diagnostic Assessment	Progress Monitoring Assessment	Outcome Assessment
Who needs support?	What support is needed?	Is the support working?	Has the support increased student outcomes?
Which scores or sub-scores indicate a potential need for advanced instruction? Or above-level testing?	*Which skills have already been mastered? What is the next logical goal in the learning progression?*	*Does the support match the student's strengths, needs, pace of learning, and interests? Are they mastering content?*	*Are students demonstrating growth and high levels of reading achievement on tests like the OST?*

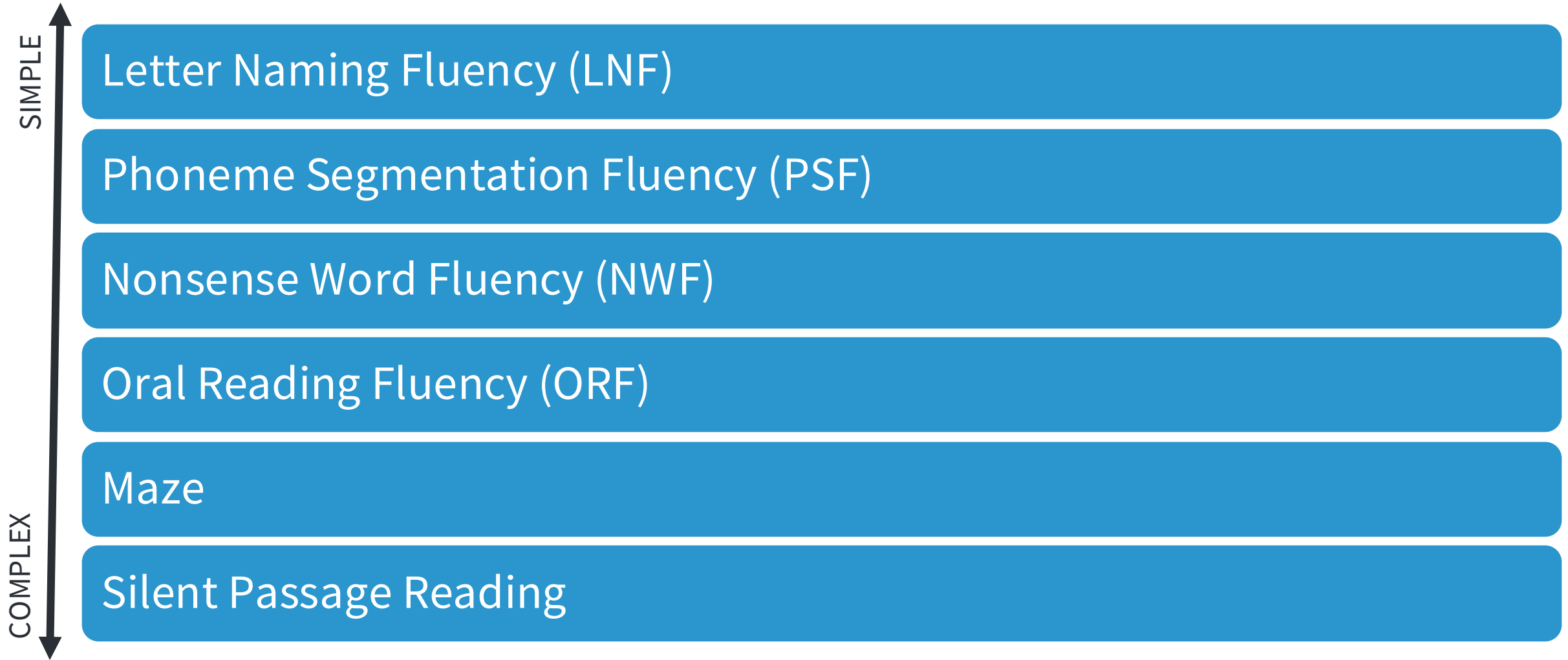**Problem Identification** ➤ **Problem Analysis** ➤ **Plan Development and Implementation** ➤ **Plan Evaluation**

DIFFERENT ASSESSMENTS FOR DIFFERENT PURPOSES

Question	Type	Who	When
Who needs support?	Universal screening	All	3x/year
What general area does a student need support in?	Skill screening	All/few	3x/year or as needed
Which specific skills does a student need support learning?	Diagnostics *Consider above-level assessments.*	Few	As needed
Which lesson should I start on?	Placement	All	As needed
Is the student improving?	Progress Monitoring *Use a survey level assessment to identify an appropriate level.*	Few	2-4x/month
Did the student learn the grade level curriculum?	Outcome	All	1x/year

Adapted from Hosp, 2024

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12

SCREENING: IDENTIFY ABOVE-BENCHMARK STUDENTS

SIMPLE ↑

Letter Naming Fluency (LNF)

Phoneme Segmentation Fluency (PSF)

Nonsense Word Fluency (NWF)

Oral Reading Fluency (ORF)

Maze

Silent Passage Reading

COMPLEX ↓

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DIAGNOSTICS: IDENTIFY SPECIFIC STRENGTHS AND NEEDS

Phonics/Spelling

Story Coherence/Text Structure

Listening Comprehension

Reading Comprehension

Syntactic Knowledge/Grammar

Morphological Awareness

Vocabulary/Word Knowledge

Reading Fluency (Narrative)

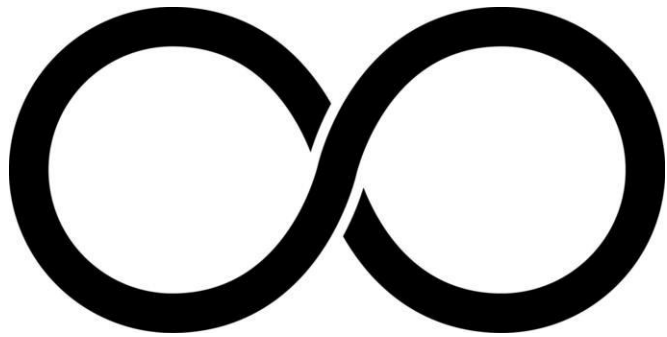Reading Fluency (Expository)

Content Knowledge

FORMATIVE ASSESSMENTS: MONITOR LEARNING

| Pretests | Curriculum-embedded assessments (quiz/test) | Completed lesson | Exit ticket |

Formative assessment perpetually informs scaffolds, reteaching, extensions, and acceleration.

PROGRESS MONITORING: MONITOR GROWTH

Survey Level Assessments

- Identify how far above grade level a student should be monitored and instructed, ensuring that instruction is appropriately challenging.

Progress-Monitoring Assessments

- Track whether students are progressing or plateauing in response to advanced, targeted instruction.

OUTCOME ASSESSMENTS: DEMONSTRATE MASTERY

Ohio State Test	ACT/SAT	Advanced Placement (AP) Exams	International Baccalaureate (IB) Assessments

Outcome assessments offer a snapshot of student achievement, and advanced learners should be expected to perform at levels that reflect their advanced capabilities.

STOP AND JOT... THEN TURN AND TALK

Assessment		
▶ Start	⏹ Stop	⏩ Continue

PURPOSEFUL EXTENSIONS, ENRICHMENT, AND ACCELERATION

WAITING TO BE CHALLENGED

What should our students to 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?

PRIORITIZING CONTENT-BASED CURRICULUM

Plan for advanced learning in all subject areas.

Use student assessment data to establish curricular needs.

Provide content-based workshops on advanced curricular opportunities, resources, and tools.

Monitor the use of advanced curriculum materials and readings.

Evaluate the effectiveness of advanced learners' progress on appropriate measures.

VanTassel-Baska, 2023

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DATA-BASED CLASSROOM RHYTHMS

Whole Group	Small Group	Practice Stations
• Introduction (e.g., essential question) • Explicit Instruction • Guided Practice • Opportunities to Respond • Independent Practice • Check for Understanding • Application: Extend/Refine • Conclusion	• Provided to groups of students with similar needs • Flexible • Data-driven • Involves pre-teaching, reteaching, scaffolding, and extending learning	• Differentiated activities that review, reinforce, and/or extend previously taught skills and strategies (e.g., centers from the Florida Center for Reading Research).

PAUSING POINT: THE COULD, WOULD, SHOULD TEST

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

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

Renzulli, 1978

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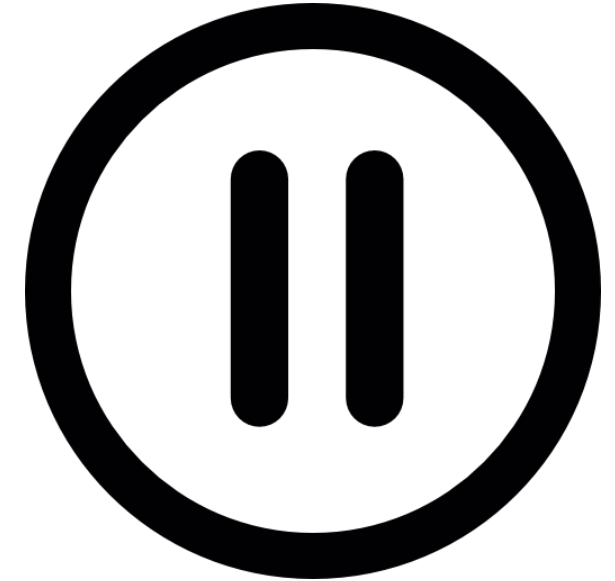
ENSURE ALL LEARNERS ARE REPRESENTED AND SUPPORTED

- Language and literacy development occurs along a continuum.

- This has implications for delivering differentiated core instruction, interventions, and enrichment.

Emergent Language and Literacy | Early Language and Literacy | Conventional Language and Literacy | Adolescent Language and Literacy

Support for *All Learners Across the Language and Literacy Development Continuum*

Ohio's Plan to Raise Literacy Achievement, 2025

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SKILLS PROGRESSION: DIFFERENTIATION BY ASSESSED NEEDS

The Stairway to Proficiency

Vocabulary and Comprehension			
Students Read Silently			

Fluency and Comprehension			
With Multisyllabic Decoding		No Multisyllabic Decoding	

Word Recognition and Fluency			
Blends & Digraphs	R-Controlled Vowels	Vowel-Consonant-e	Vowel Teams

Phonological Awareness and Word Recognition		
Basic Alphabet Knowledge	Using Letter Sounds	Using Letter Patterns

Walpole and McKenna, 2017

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TASK-APPLICATION CONTINUUM

Basic tasks — Challenging tasks

Simple applications — Complex applications

Scaffolding support — Less or no scaffolding support

Structured tasks — Open-ended tasks

Concrete applications — Abstract applications

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Heacox, 2012
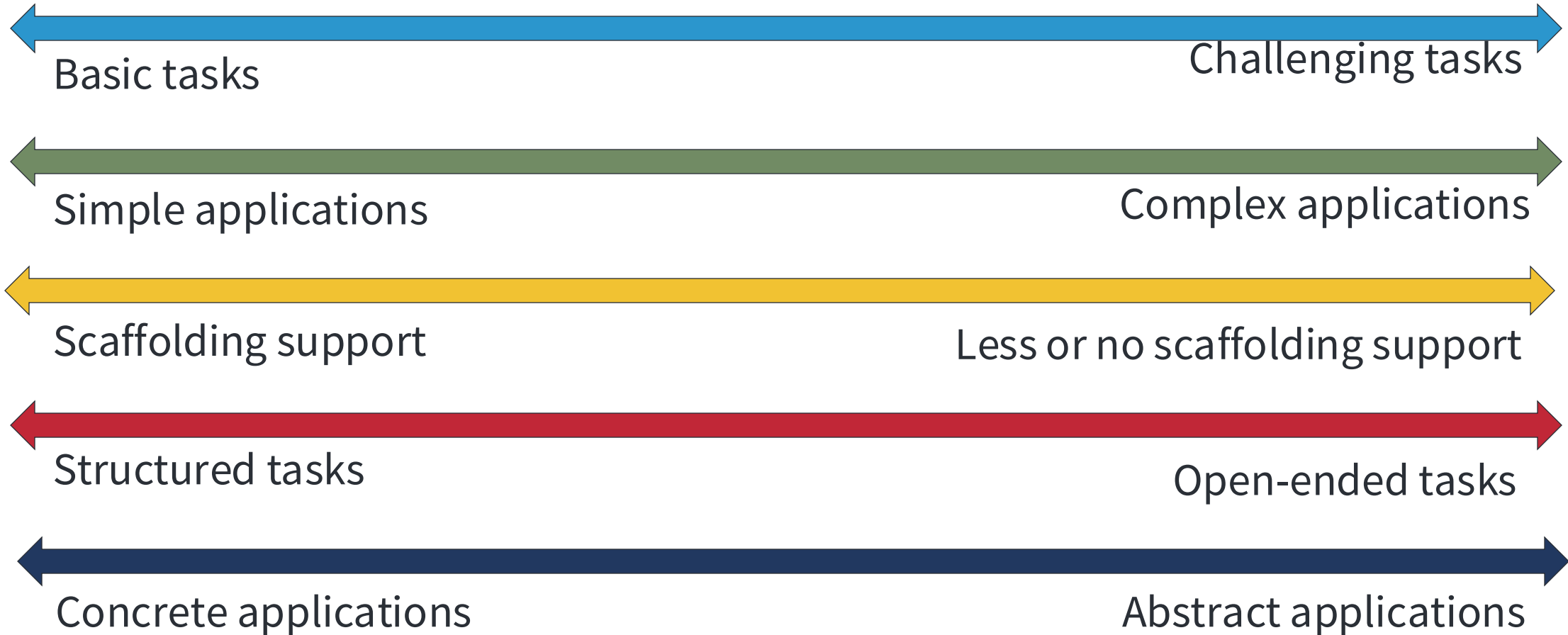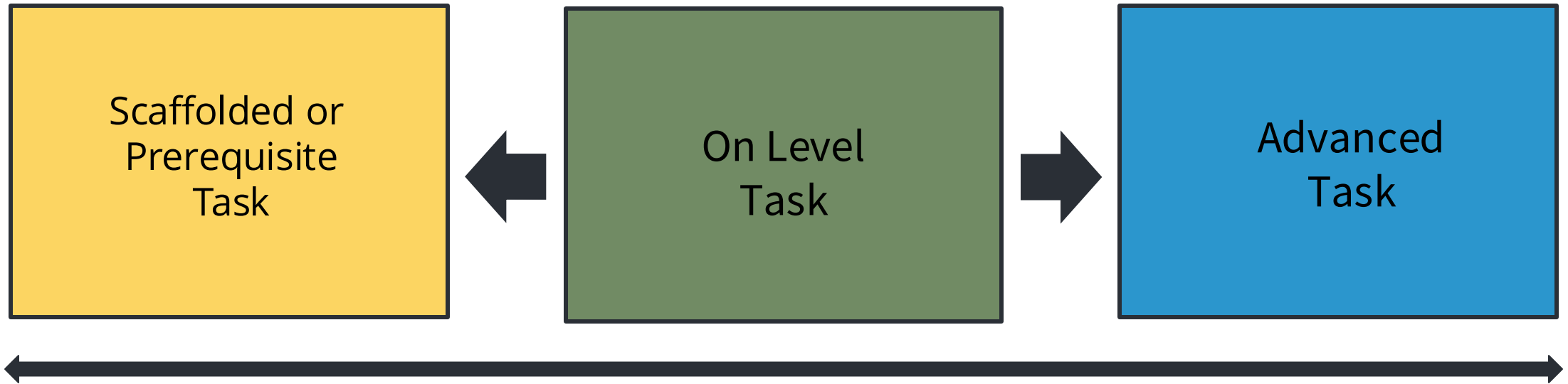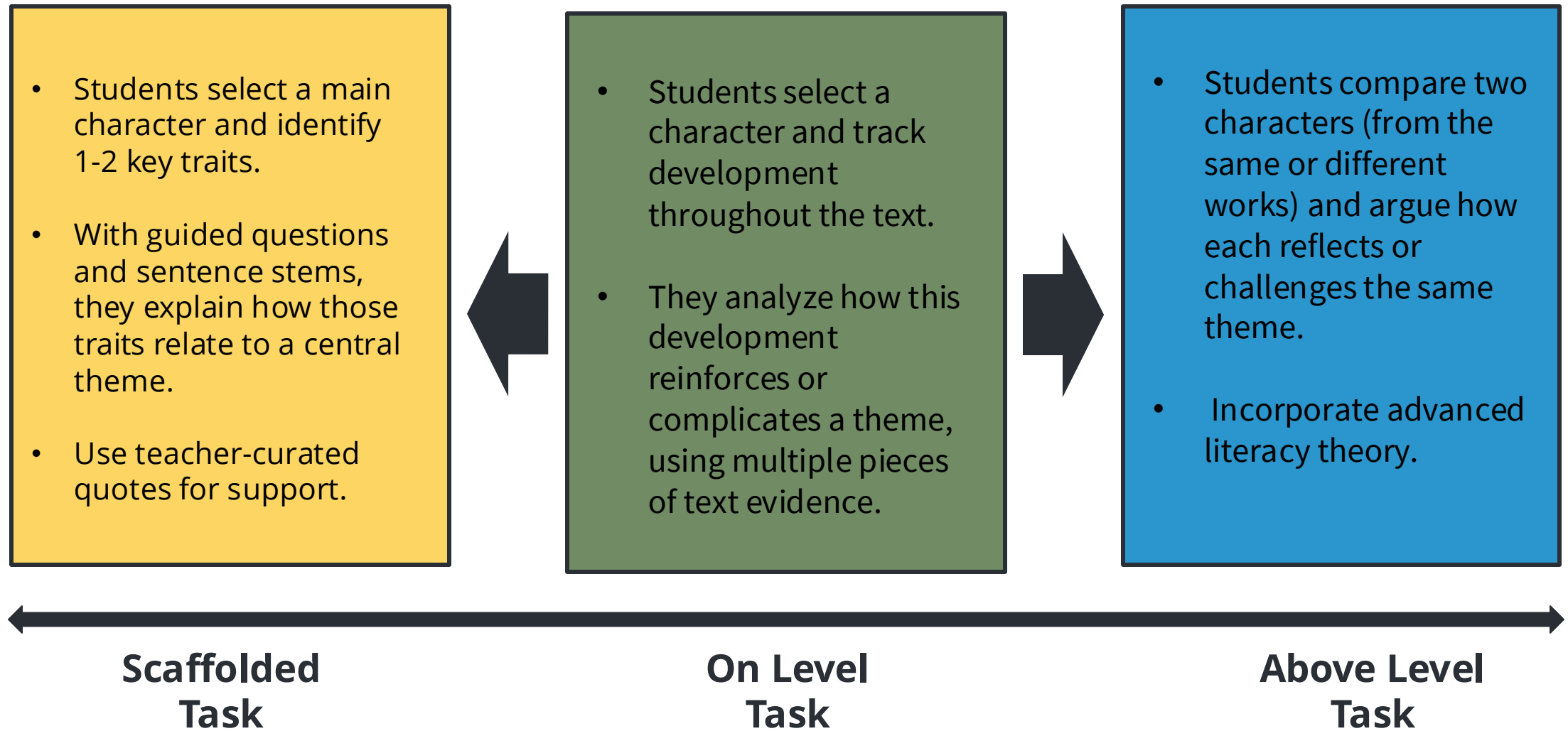
TIERED ASSIGNMENTS

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

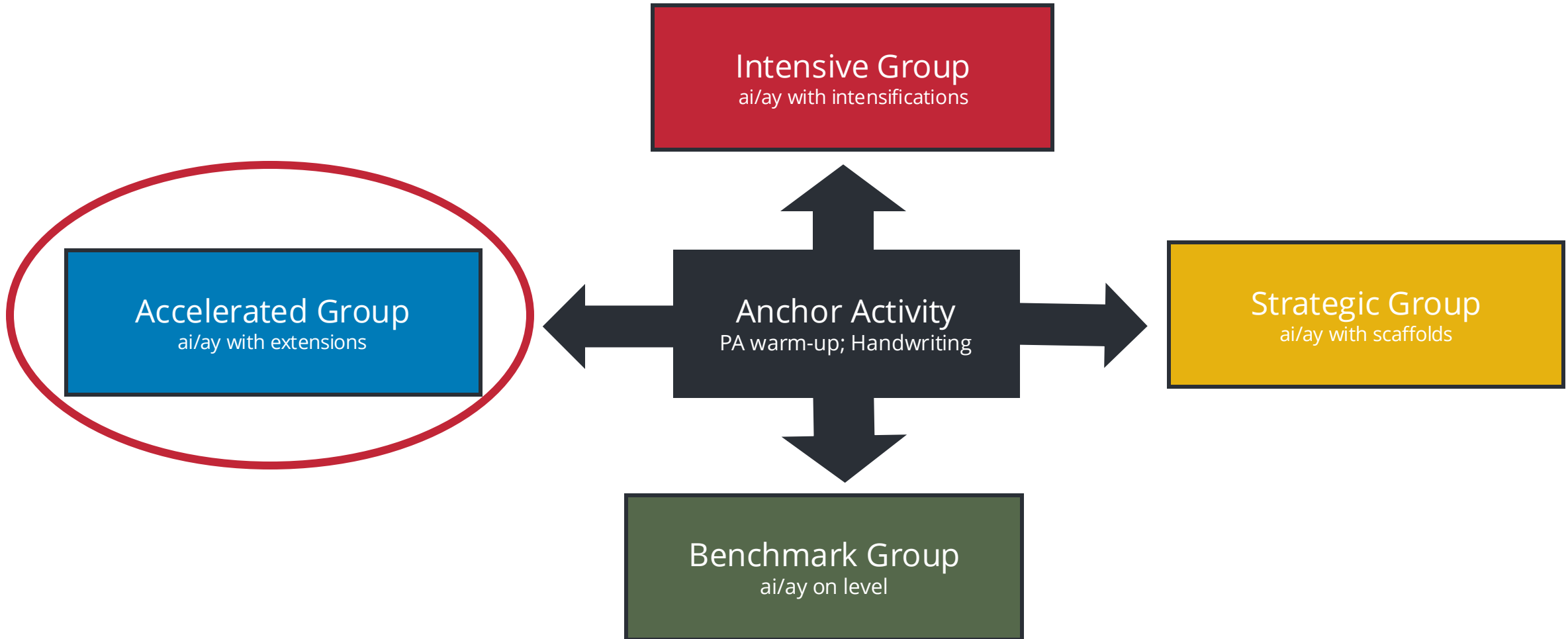| Scaffolded or Prerequisite Task | ← | On Level Task | → | Advanced Task |

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

TIERED ASSIGNMENTS: SECONDARY EXAMPLE

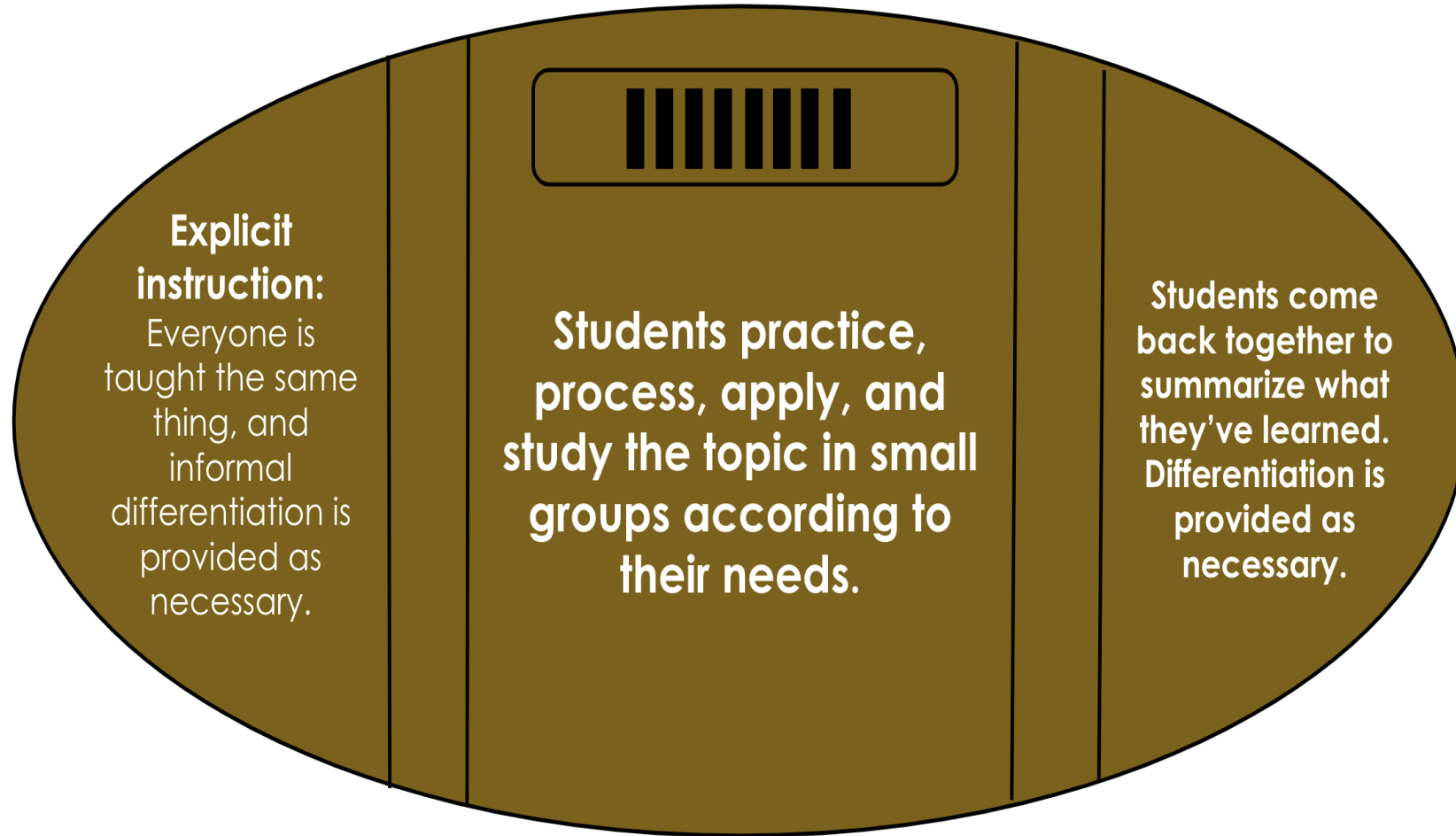- Students select a main character and identify 1-2 key traits.

- With guided questions and sentence stems, they explain how those traits relate to a central theme.

- Use teacher-curated quotes for support.

- Students select a character and track development throughout the text.

- They analyze how this development reinforces or complicates a theme, using multiple pieces of text evidence.

- Students compare two characters (from the same or different works) and argue how each reflects or challenges the same theme.

- Incorporate advanced literacy theory.

Scaffolded Task

On Level Task

Above Level Task

SCAFFOLDING & EXTENDING WORD RECOGNITION

Intensive Group
ai/ay with intensifications

Accelerated Group
ai/ay with extensions

Anchor Activity
PA warm-up; Handwriting

Strategic Group
ai/ay with scaffolds
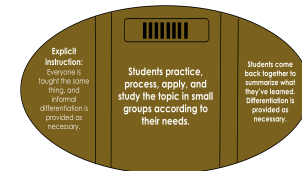
Benchmark Group
ai/ay on level

Wormeli, 2007

GRADE-LEVEL INSTRUCTION WITH EXTENSIONS [TIER 1]

| Word Building with Affixes	Decodable Sentence Reading	Sentence Dictation and Expansion	Multiple Meaning Words	Stretch Text
Use index cards to build multisyllabic words containing the target pattern (e.g., train → retrain → training).	After reading the decodable text, discuss the meaning. Revisit key sentences, and rewrite by replacing words with synonyms (The train is fast → The locomotive is speedy).	Write "I play in the rain." Use sentence expansion to create a more complex sentence: "I enjoyed playing in the gentle rain."	Dictate sentences that include multiple meanings of words (e.g., "train," "mail," "play"), using figurative language as relevant. Literal: "The train chugged along the tracks." Figurative: "His thoughts were a train, racing through his mind."	After practicing with the decodable text, introduce a leveled text that is slightly less controlled but still emphasizes the same phonics pattern.

SCAFFOLDING & EXTENDING LANGUAGE COMPREHENSION

Explicit instruction: Everyone is taught the same thing, and informal differentiation is provided as necessary.

Students practice, process, apply, and study the topic in small groups according to their needs.

Students come back together to summarize what they've learned. Differentiation is provided as necessary.

Wormeli, 2007

PROVIDING DIFFERENTIATED PRACTICE

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. Differentiation is provided as needed.
	Student-led small groups	
	Partnerships	
	Independent practice	

Nickerson, 2020

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CONSIDER ACCELERATION WHEN APPROPRIATE
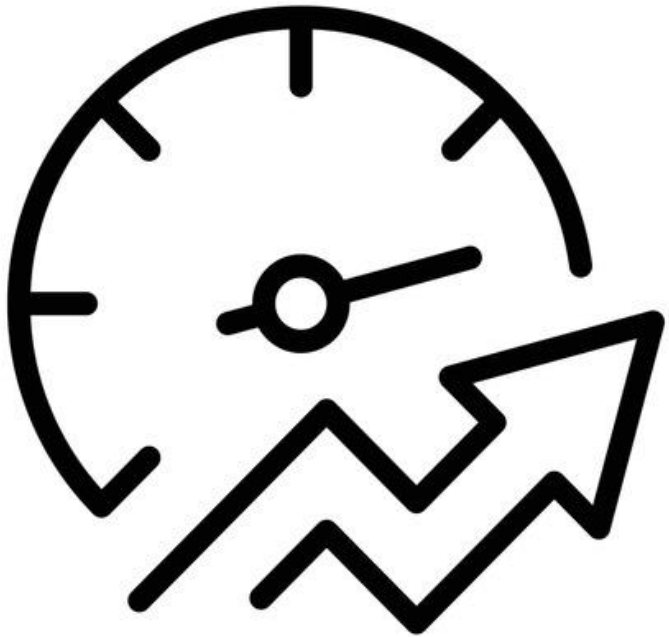
Subject Acceleration

Grade-Level Acceleration

Curriculum Compacting

SUBJECT VS. GRADE-LEVEL ACCELERATION

Subject Acceleration	Grade-Level Acceleration
Used when a student excels in one subject area, such as reading	Used when a student demonstrates advanced performance across all core subjects
Student remains with same-age peers for most of the day	Student moves ahead one or more full grade levels
Ideal for students with asynchronous development (strong in reading, average in other areas)	Ideal for globally advanced students who are socially, emotionally, and academically ready
Requires coordination for part-time instruction in higher grade-level class	Requires full transition to the next grade with ongoing support
Example: 4th grader goes to 5th grade classroom for reading instruction	**Example:** 4th grader skips to 5th grade for all subjects

CURRICULUM COMPACTING

1. What is the critical content?

2. What has been mastered?

3. What is a logical next step?

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STOP & JOT... THEN TURN & TALK

Instruction		
▶ **Start**	⏹ **Stop**	⏩ **Continue**

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CLOSING THOUGHTS

WHERE DO WE GO FROM HERE?

- Deliver high-quality, evidence-based instruction to <u>all</u> learners, including gifted, twice-exceptional, and highly-skilled readers.

- Use assessments to identify priorities for advanced instruction and monitor progress to foster student growth.

- Design extensions, enrichment, and acceleration opportunities that are responsive and appropriately rigorous.

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QUESTIONS?

Amanda Nickerson, Ed.D.
amanda.nickerson@sst9.org