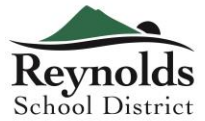


# Personalized Learning Plan for Talented and Gifted Students

## Suggestions for Curriculum and Instructional Modifications



### Curriculum Modifications

Modification	Definition	Resources
Choice assignments	Students are given a selection of standards-based learning options based on student interest and readiness on a given topic that may vary in level, complexity, and product.	<a href="#">Collection of Choice Boards</a> <a href="#">Tic Tac Toe Boards</a> <a href="#">Product Choices Chart</a> <a href="#">Choice Board Folder</a>
Curriculum Compacting	Students are allowed to move through the curriculum quickly if they demonstrate mastery of the content on pre-assessments. This may mean completing fewer questions on assignments, or even skipping whole lessons. Content may be replaced with higher level activities, enrichment options, new learning content, or other activities.	<a href="#">Methods of Compacting Curriculum</a> <a href="#">Folder of resources for compacting curriculum</a> <a href="#">Curriculum compacting from Pieces of Learning</a>
Differentiated instruction based on content, process, and product	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.	<a href="#">Differentiation</a> <a href="#">Differentiation Planning Sheet</a> <a href="#">Differentiation Strategies</a> <a href="#">UDL Comprehensive Strategies Bank</a>
Extensions and enrichment options in district-adopted curriculum	Activities that broaden the scope of the designated curriculum to provide learning opportunities so as to guarantee that the student will be operating at their own personal challenge level. (See district-adopted curriculum for resources)	<a href="#">Extension Activities for Primary Students</a> <a href="#">Extension Activities for Students in Upper Grades</a>
Independent study, project-based learning, research, science, and inquiry projects	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level).	<a href="#">Websites for Independent Projects</a> <a href="#">Sample Learning Contracts</a> <a href="#">Folder of resources for independent projects</a>

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## Instructional Modifications

Modification	Definition	Resources
Accelerated pace of instruction (walk to read, walk to math), subject acceleration	Working ahead on grade-level standards (considerations include pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.  Can also include whole grade acceleration. See the district TAG TOSA for more information.	See resources connected with compacting curriculum (above)
Cluster grouping with highly capable peers	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.	<a href="#">Cluster Grouping Fact Sheet</a>  <a href="#">NAGC: Grouping</a>
Flexible grouping based on ability, interest, or readiness	Groups are formed based on formative assessment data, and students may move into or out of the group depending on instructional need.	<a href="#">Flexible Grouping and Tiered Lessons</a>  See resources connected with differentiation (above)
Flexible pace of instruction	Placing students at an appropriate level where they are allowed to move forward in the curriculum as they master skills and concepts.	See resources connected with differentiation (above)
Higher-order thinking and questioning strategies	The teacher deliberately and thoughtfully designs questions that prompt higher levels of thinking and go beyond literal comprehension. Questions should require students to think critically, and challenge students to apply, analyze, evaluate, and synthesize knowledge, skills, and concepts. Open-ended focus questions at the beginning of a lesson are an effective way to engage students, encourage multiple perspectives, and create relevancy.	<a href="#">Bloom's Question Stems</a>  <a href="#">Bloom's Question Starters for Higher-Order Thinking</a>  <a href="#">Higher-Order Thinking Skills Question Template</a>  <a href="#">Question Stems Adapted from Bloom's Taxonomy</a>
Individualized instruction	Give the student instruction with materials that match their specific needs. This may include one-on-one direct teaching and/or self-guiding materials and processes.	See resources connected with independent study (above)

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## Additional Modifications

- Compare and contrast sources, [multiple perspectives](#) using [depth and complexity framework](#), and events
- Extend learning opportunities based on proficiency levels on pre-assessments (see curriculum compacting and differentiation resources above)
- Identify [big ideas](#), themes, and connections in learning
- Look to [Common Core State Standards](#) of the next grade level to focus student's work on higher level tasks and content
- [Replacement assignments](#) when student has mastered the current lesson
- See the [UDL Comprehensive Strategies Bank](#) for more ideas to support differentiation through the UDL principles of engagement, action & expression, and representation in the classroom.

## Suggestions for Student Learning Goals

### Math

- When solving complex math problems, explain thinking processes to the teacher, in a small group, or in writing
- Complete 80% of current grade level in ALEKS online math program and move up to next grade level
- Share current learning in ALEKS with the teacher to check for comprehension and make connections to math in the classroom (contact district TAG TOSA for an ALEKS account for your student)
- Write math word problems related to current topic and ask a like-minded peer to solve
- Develop a game using the current math topic
- Conduct research on professions that use mathematics

### Reading and Writing

- Read challenging books at instructional reading level
- Read books from various genres
- Share summaries of books read
- Develop vocabulary journal noting new words, definitions, and uses for the new words
- Participate in book studies and book groups using texts at an appropriate level
- Create a Reader's Theater script based on a book student has read or one that's been read to the class
- Participate in Battle of the Books (OBOB)
- Increase the depth and complexity of writing assignments by using Common Core State Standards from the next grade level

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### **Social Emotional (request MTSS consultation if SEL needs extend beyond classroom teacher support)**

- Practice social skills with like-minded peers
- Practice listening skills during teacher-led lessons and group discussions
- Work on persevering with challenges as they arise
- Work on self-regulation when conflict arises
- Learn executive function strategies to support organizational skills
- Advocate when work is not the right fit (too easy or too hard) and student needs a challenge, extension, or support
- Use books or lessons that address perfectionism, growth mindset, friendship, perseverance, making mistakes, and handling stress