

Lusk-Langley Gifted Language Standards Bridge

11/14/23

1



Shana Lusk

- Education Experience
- English learners, General Education, & Gifted
 - 3 Title I Schools
 - English Learners using the SEI model
 - 5th-8th Grade Gifted pullout services
- UConn
 - Research Assistant: Project LIFT and Project Focus



Susan Dulong Langley

- District of 70+ Languages
 - Gifted & Talented
 - Identification
 - Pullout services
 - Push-in integration
- UConn
 - Dissertation: Equitable Identification of ELs
 - Co-PI Javits Project EAGLE

11/14/23

2

Find your standards...

- State curriculum standards
- State EL standards
- [Link to the NAGC standards](#)



11/14/23

3

Examine the Standards

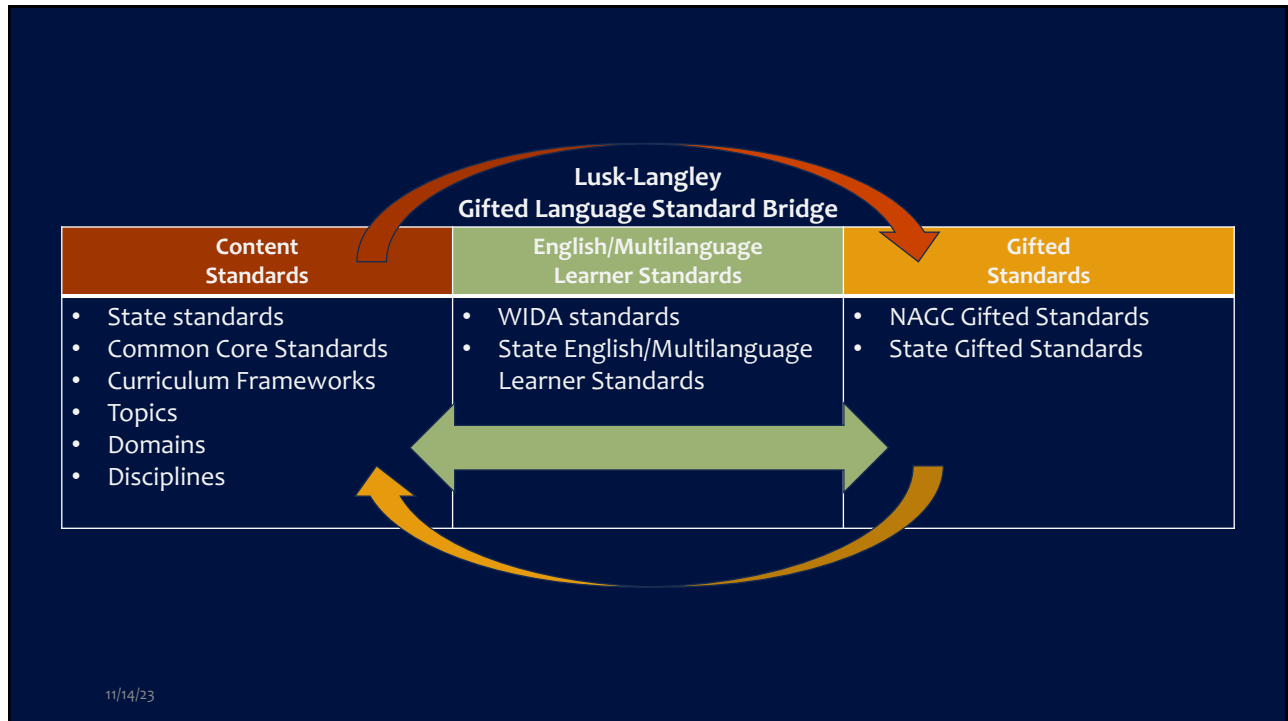
Opportunities to

- Address content
- Enhance EL learning
- Include rigor

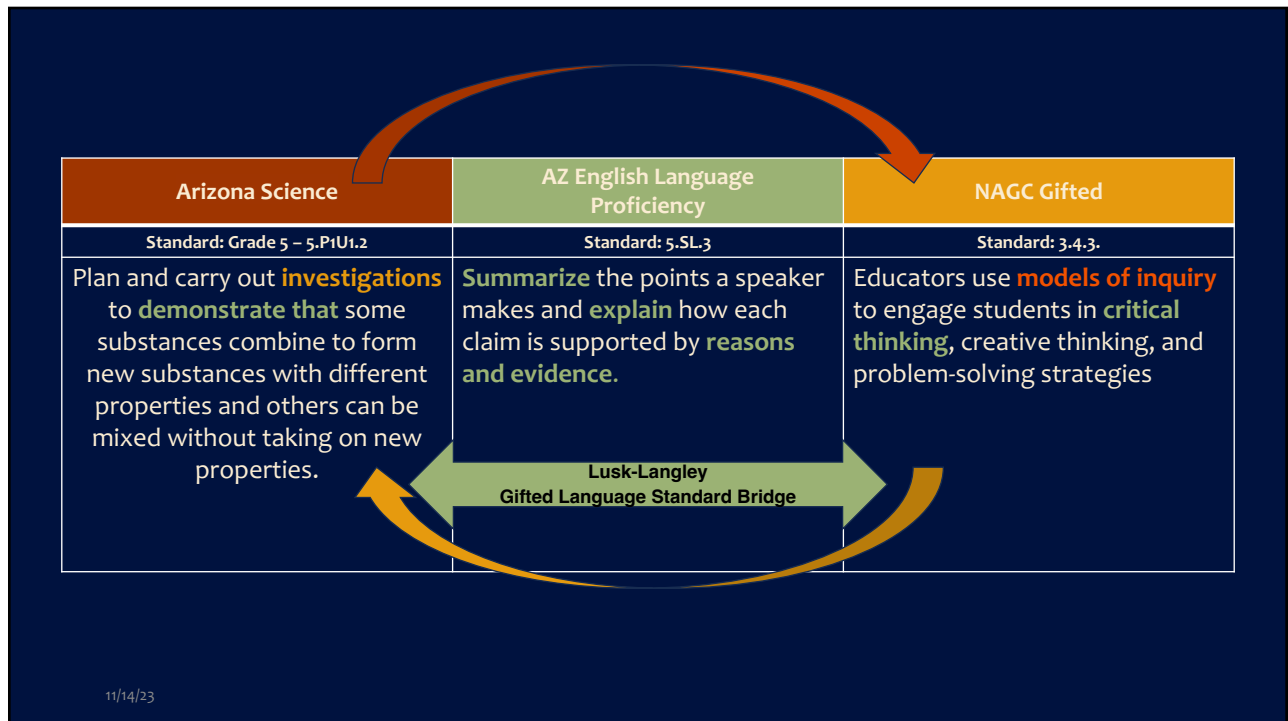


11/14/23

4



5



6

Science: Change - Grades K–2 Content, EL, and Gifted Standards

- **Arizona Science Standard: Grade 2 – 2.P1U1.1** Plan and carry out an **investigation** to determine that matter has mass, takes up space, and is recognized by its observable properties; use the collected evidence to develop and **support an explanation.**
- **Arizona English Language Proficiency Standard: 2.SL.6** Produce **complete sentences** when appropriate to task and situation to provide requested **detail or clarification.**
- **NAGC Gifted Standard: 3.4.3.** Educators use **models of inquiry** to engage students in **critical thinking**, creative thinking, and problem- solving strategies

Sample Lesson Objectives & Activity

Objectives: Students will (a) use complete sentences to determine and explain what qualifies an item as a solid, liquid, or gas; and (b) use problem-solving strategies to conduct a matter experiment.

Discussion: After an introduction to states of matter, have students describe, discuss, and determine the states of matter of various objects. Provide them with items...

Experiment: *Procedure* – Have small groups of students...

Depth of Knowledge Questioning (Webb, 1997)

Level 3. How is gas related to liquid?
 Level 3. Can you elaborate on the reason this item qualifies as a solid, liquid, or gas?
 Level 4. Create steps for testing if an item is a solid, liquid or gas. How would you explain this to someone? What makes it qualify for one category more than another?

7

Science: Change - Grades 3–6 Content, EL, and Gifted Standards

- **Arizona Science Standard: Grade 5 – 5.P1U1.2**
- **Arizona English Language Proficiency Standard: 5.SL.3**
- **NAGC Gifted Standard: 3.4.3.**

Sample Lesson Objectives and Activity

Objectives: Students will (a) summarize points ...; and (b) engage in problem-solving to...

Discussion: Lead students in a discussion about different substances ...

Experiment: Place students into teams and provide baking soda and baking powder. Ask teams to conduct an experiment to see what is different about the two ingredients. Have them note the difference can't be seen. Ask students for other ways determine difference. Direct students to design an experiment using baking soda, baking powder, and two of the materials listed above using the scientific method. They must present their plan to the teacher. Once the teacher clears it, they can conduct their experiment, record their results, and write a discussion summarizing the points learned using evidence from the experiment. (Adapted from American Chemical Society, n. d.)

Depth of Knowledge Questioning (Webb, 1997)

Level 3. Can you predict the outcome if (any ingredient no one used) was swapped for the ingredients your team selected?

Level 4. If there is time, design and conduct the experiment with a different ingredient. Determine which had the better outcome. Explain which is more reactionary. Why is this useful to consider in baking? Which would be better for cleaning according to your results? Find research to support your work.

8

<h2 style="margin: 0;">Science: Change - Grades 7–12</h2> <h3 style="margin: 0;">Content, EL, and Gifted Standards</h3>	
<ul style="list-style-type: none"> • Arizona Science Standard: High School: Essential HS+C.PIU1.5 Plan and carry out investigations to test predictions of the outcomes of various reactions, based on patterns of physical and chemical properties. • Arizona English Language Proficiency Standard: 9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • NAGC Gifted Standard: 3.4.3. Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies, particularly in their domain(s) of talent. 	
<h3 style="margin: 0;">Sample Lesson Objectives and Activity</h3>	
<p>Objectives: Students will use academic and domain specific language to plan and carry out investigations of various reactions based on patterns of physical and chemical properties.</p> <p>Discussion: Ask students to use rich academic and domain specific language to describe bouncy balls</p> <p>Experiment: <i>Procedure</i> – Pair students to create a bouncy ball using the materials...</p>	
<h3 style="margin: 0;">Depth of Knowledge Questioning (Webb, 1997)</h3>	
<p>Level 3. How would you change the (ingredient) to make the substance have more bounce? Can you elaborate?</p> <p>Level 4. What other information could you gather to support your idea that (choice ingredient) was the correct ratio to increase in order to produce more of a bounce with the created bouncy ball?</p>	

9

- <https://www.giftedenglishlearners.com/>
- giftedenglishlearners@gmail.com
 - susan.langley@uconn.edu
 - shana.lusk@uconn.edu

11/14/23

10