Differentiating the Common Core State Standards for Gifted Students

CAG

2013

Committee

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Introduction

Over time, education for the gifted has been dependent on the current academic context for the opportunities to be recognized and to implement what has been defined as a differentiated curriculum responsive to the potential and exhibition of talent and abilities among students. The Common Core State Standards (CCSS) represent another time in academic history when gifted education has to determine and negotiate its role and position in the "educational landscape." The CCSS initiate discussion relative to several questions concerning the coexistence of general or basic curriculum and gifted education:

- In what ways does the emphasis on rigor proposed in the CCSS for **all** students affect the concept of the need for rigor for gifted students?
- How do the classical elements of differentiation already embedded in the CCSS affect the concept of differentiation?
- In what ways will the CCSS affect the perceptions of educators, parents, gifted students, and the community toward gifted education as it is currently defined?
- How can educators be assisted to comply simultaneously to the CCSS and a differentiated curriculum for the gifted?

The California Association for the Gifted (CAG) has addressed responses to these questions in the development and presentation of this publication. The answers to these questions are developed with regard to the overarching Anchor Common Core Standards rather than the grade-level-specific sub-standards. Anchor Standards represent the 22 non-negotiable standards woven across grades K-12 in the areas of reading, writing, listening, and speaking. Concerns about the dominance or priority of one set of standards over another, issues of compatibility of the CCSS to promote giftedness, and questions about the teaching/learning processes to achieve academic and personal success with the standards guide the decisions of educators as they prepare to teach both the CCSS and the Gifted and Talented Education (GATE) Standards.

The support to seek and express the role of gifted education in comprehending and implementing the CCSS is reinforced in the CCSS document. The section of the CCSS titled: English Language Arts [Introduction] Key Design Consideration" addresses what is termed "intentional design limitations."

- "The Standards define what all students are expected to know and be able to do, not how teachers should teach."
- "The standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school."

- "The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade level expectations."

These points provide the basis for creating this document and enabling the CAG to redefine differentiation to meet contemporary academic and societal demands.

Rationale:

Major considerations have been expressed by educators that require clarification regarding the relationship between the CCSS and the GATE Standards. The relationship between the major considerations and the CCSS are defined throughout the document and are highlighted in red text. All red text references represent the GATE standards.

Major Consideration #1: Relationship of CCSS and GATE Standards

The CCSS naturally include elements of the GATE Standards. This relationship reinforces the GATE Standards and gives credence to the goal shared by both sets of standards: to provide academic rigor to the core, basic, regular, or fundamental curriculum. The following charts illustrate the relationship between the GATE Standards and the CCSS.

Dimensions of Differentiation of the California GATE State Standards (see page 6 for extended version)
1. Acceleration 2. Depth 3. Complexity 4. Novelty

Identifying the Dimensions of Differentiation Existing in the CCSS		
Dimensions of Differentiation	*CCSS Anchor Standard ELA*	*Differentiated CCSS Standard*
Acceleration Depth Complexity Novelty	*Listening and Speaking #2* – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Interdisciplinary techniques (Complexity) to judge with criteria (Novelty) the information presented in diverse media by identifying the patterns (Depth) that provide visual, quantitative, and oral information.

Relationship of CCSS and Differentiated Curriculum Elements

Anchor Standard in Reading #8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Acceleration: • Think Like a Disciplinarian Novelty: • Art of Argumentation • Critical Thinking – prove with evidence Depth: • Details • Rules Complexity: • Context
Anchor Standard in Writing #3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Acceleration: • Universal Concepts (Power, Change) Novelty: • Imagined Experiences (Creativity) Depth: • Patterns • Trends • Language of the Discipline

Major Consideration #2: Relationship of CCSS to Characteristics of Giftedness

A driving force to determine the relevancy of a CCSS to gifted and talented students is to examine the standards as they are juxtaposed to the characteristics of these students.

Characteristics of the Gifted	
▪ Tolerates ambiguity ▪ Hypothesizes, generates inferences ▪ Curious, searching for information ▪ Thorough ▪ Utilizes investigative problem solving strategies ▪ High degree of task commitment ▪ Advanced retention and comprehension of information ▪ Heightened sense of fairness and justice	▪ Prefers complex tasks ▪ Engages in abstract thinking ▪ Makes connections/relationships between the known and unknown ▪ Willing to take risks ▪ Resourceful ▪ Active visual and verbal memory ▪ Flexible thought processes ▪ Sets and maintains personal goals ▪ Leadership abilities ▪ Utilize multiple points of view

A Common Core State Standard and its Alignment to the Characteristics of Gifted Learners

CCSS Standard	*Characteristics of Gifted Learners*
Language Standard (Grades 11-12) 5a – Demonstrate understanding of figurative language, word relationships, and nuisances in word meanings: interpret figures of speech in context and analyze their role in the text.	▪ Tolerant of ambiguity ▪ Prefers complex tasks ▪ Engages in abstract thinking ▪ Hypothesizes, generates inferences ▪ Curious, searching for information ▪ Makes connections between known and unknown information ▪ Willing to take risks ▪ Thorough ▪ Utilizes investigative problem solving strategies ▪ Resourceful ▪ Active visual and verbal memory ▪ Committed to the task ▪ Advanced retention and comprehension of information ▪ Sets and maintains personal goals ▪ Heightened sense of fairness ▪ Leadership abilities ▪ Utilizes multiple points of view

Areas of Alignment between the CCSS, Characteristics of Gifted Learners, & GATE Standards	
Reading Standard for Literature (Grade 8) 6 – Analyze how differences in the points of view of the characters and the audiences or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.	▪ Utilizes multiple points of view – Critical Thinking ▪ Engages in abstract thinking – Characteristic of gifted learners

Major Consideration #3: Relationship of CCSS to the Elements of a Differentiated Curriculum

The interaction between the CCSS and the GATE standards has resulted in an analysis of the existing GATE standards and the subsequent articulation of a new set of dimensions in the areas of Acceleration, Depth, Complexity, and Novelty. The new elements of the GATE standards are highlighted in red in the chart below. The new dimensions were created as additions to the GATE standards and are aimed at:

- Advancing the concept of differentiation to a new level to both reinforce and extend the teaching and learning of the CCSS
- Assuring that gifted education meets the contemporary academic demands of gifted students and gifted education

Elements of a Differentiated Curriculum

Acceleration	Depth	Complexity	Novelty
▪ Concept Building and Bridging ▪ Universal Concepts ▪ Introduction to the Disciplines ▪ Thinking Like a Disciplinarian ▪ Art of Appreciation ▪ Questioning	▪ Language of the Discipline ▪ Details ▪ Patterns ▪ Trends ▪ Unanswered Questions ▪ Rules ▪ Ethics ▪ Big Ideas ▪ Impact ▪ Process ▪ Motive ▪ Proof	▪ Over time ▪ Points of View ▪ Interdisciplinary Connections ▪ Context ▪ Translate ▪ Original ▪ Judgment	▪ Creative Thinking ▪ Critical Thinking ▪ Problem Solving ▪ Logic ▪ Development of Self-Accountability (self-regulation) of one's performance leading to expertise ▪ Task commitment ▪ Establishment of interpersonal, collaborative, and collegial group skills ▪ Intellectualism ▪ Define one's self and one's potential ▪ Development of Expertise ▪ Understanding of what giftedness is and what it is not ▪ Resilient ▪ Participation Skills ▪ Art of Argumentation

Major Consideration #4: Professional Development

The competencies traditionally outlined for teachers of the gifted are as viable currently as they were prior to the introduction of the CCSS. An important consideration is that teachers realize that they are expected to attend to both the CCSS AND the GATE Standards that underscore the concept of differentiation. To meet this obligation, administrators and teachers need to comply with these professional development competencies:

Professional Development Competencies	
Compliance	Educators need to understand that they are to be compliant to BOTH the CCSS and GATE Standards. Prioritizing one of these over the other is harmful to both the nature of a gifted program and gifted students. It is not selecting one of these types of standards over the other within; it is recognizing how both types of standards must be provided to gifted students.
Compatibility	Educators need to understand how to teach the CCSS and GATE Standards in a way that each reinforces the other. The concept of clustering the CCSS and GATE Standards is essential.
Curriculum Awareness	Educators need to understand that each standard does not have to be taught separately. Recognizing how to focus on a single standard that becomes the

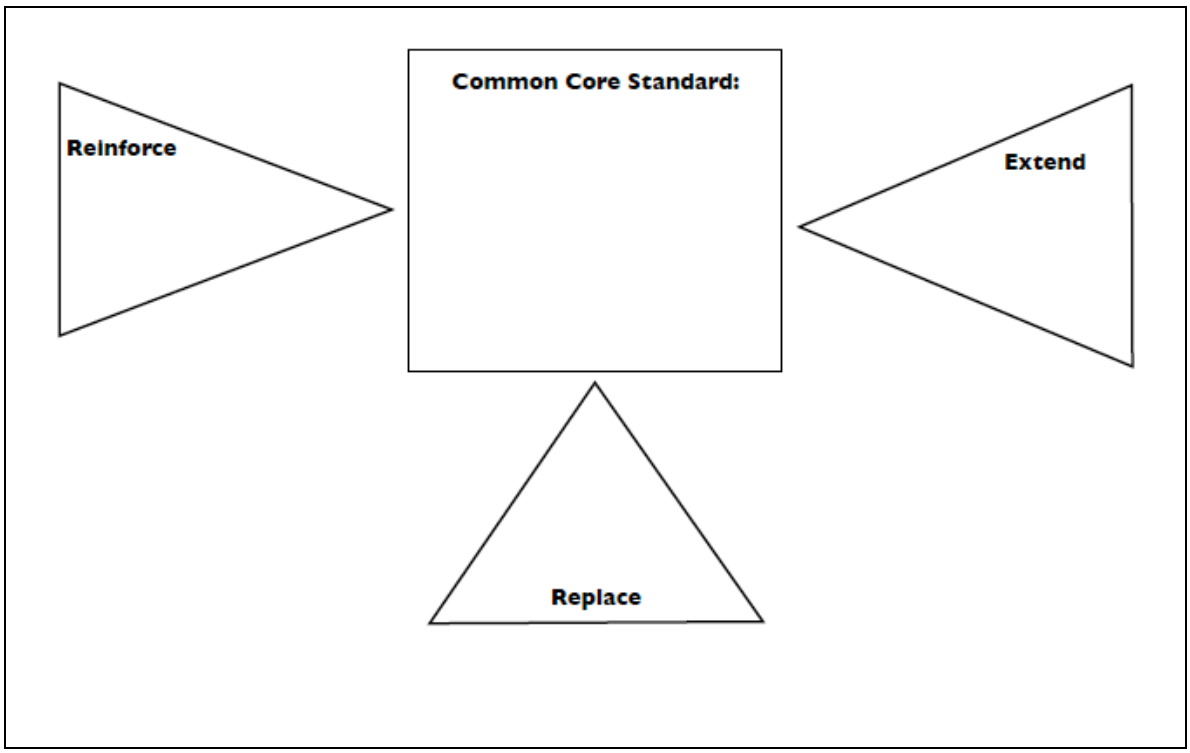
	focus for creating a set of standards will be important to the teaching and learning process. The concept of teaching each of the standards as separate entities or one at a time must be reconsidered in order to promote the learning of standards that complement and reinforce each other.
Instructional Awareness	Educators need to understand that the standards need to be taught using appropriate instructional strategies that are aligned to the skill or content within the standard and the learning traits of the gifted. Direct instruction, inquiry, and independent study need to be considered as appropriate alternative instructional strategies.
Creativity	Educators need to understand that there are always options to adjust the teaching of the standards to the needs, interests, and abilities of the students within the context of the classroom.
Assessment	Educators need to understand the differences between attaining mastery of the skills and content described within the standards and the concept of evidencing improvement of "growth." It must be recognized that mastery of many of the skills of critical thinking and problem solving are life-long pursuits.

Major Consideration #5: Curriculum and Instruction

The preparation to design curriculum and the instructional methodology to teach the curriculum are dependent on teachers assuming the role of professional decision-makers. The first step is to assess the needs of the students with respect to their current achievement level and the defined goals they are expected to attain as gifted students. Assessment data becomes the basis to examine and respond to these questions before any decisions regarding differentiation can be determined:

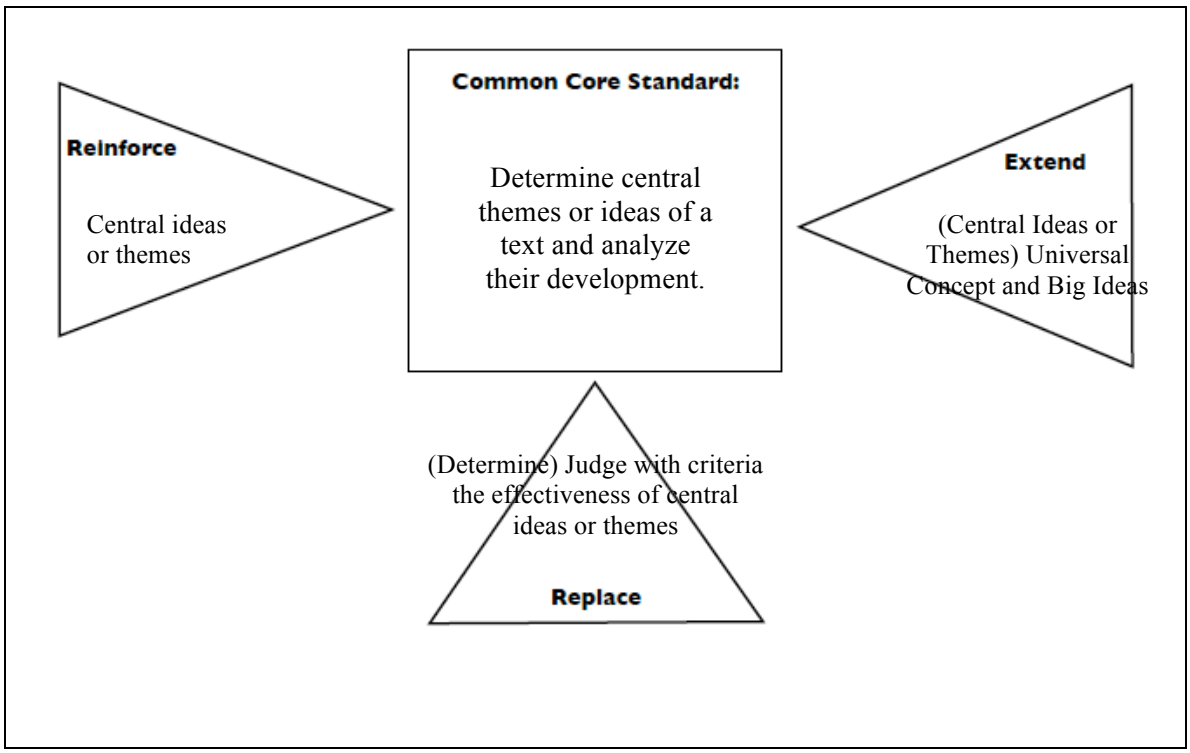
- Given the CCSS, what facet/element of the standard needs to be **reinforced** because it is not fully achieved?
- What facet/element of the CCSS needs to be **replaced** because it has been learned by a dimension of the GATE Standards?
- What facet/element of the CCSS needs to be **extended** with dimensions of the GATE standards?

Decision Making – Differentiating the CCSS

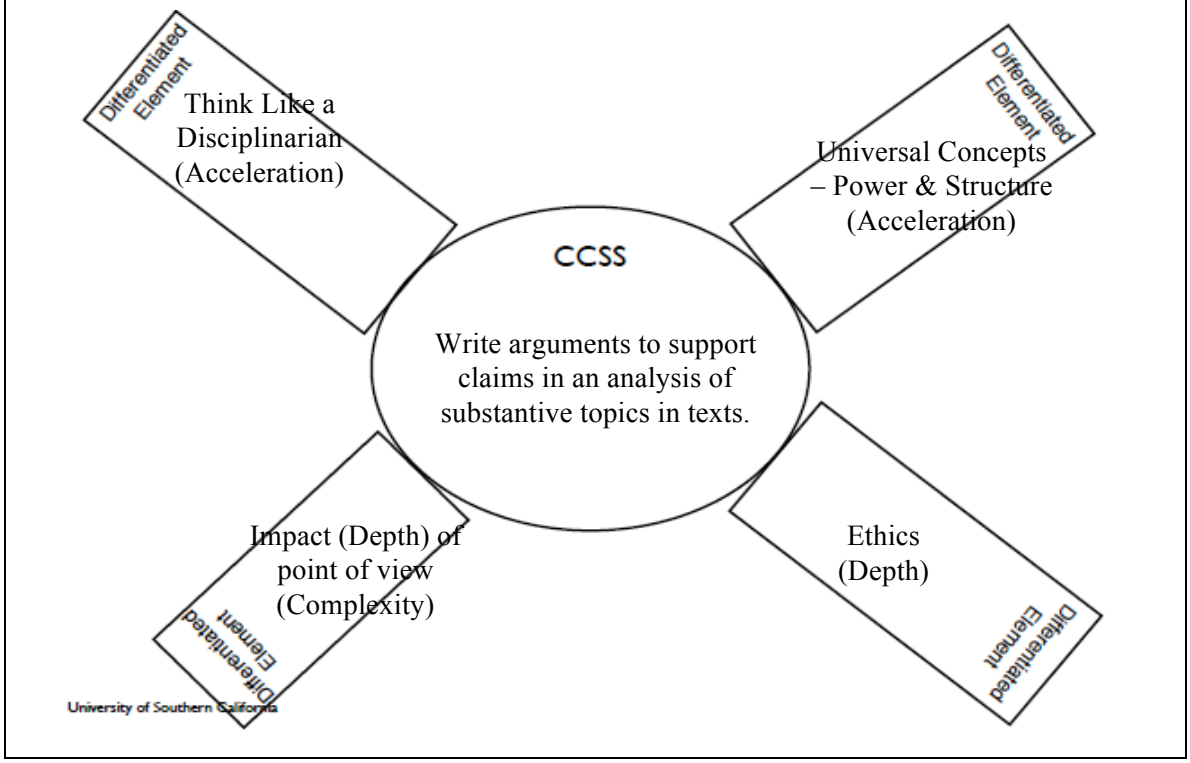


The concept of clustering is one means to facilitate the teaching of both the CCSS AND GATE Standards. Either a CCSS or GATE Standard can become a centerpiece or focus of the cluster. The selection of additional standards that are compatible to the major or focus standard form the cluster. The "clustering of standards" approach enables teachers to form a set of standards that coexist to achieve a simultaneous goal: meeting the expectations of the core in a differentiated manner appropriate to gifted students. Following are worked examples of two different concepts of clustering the CCSS and the differentiated elements of the GATE Standards.

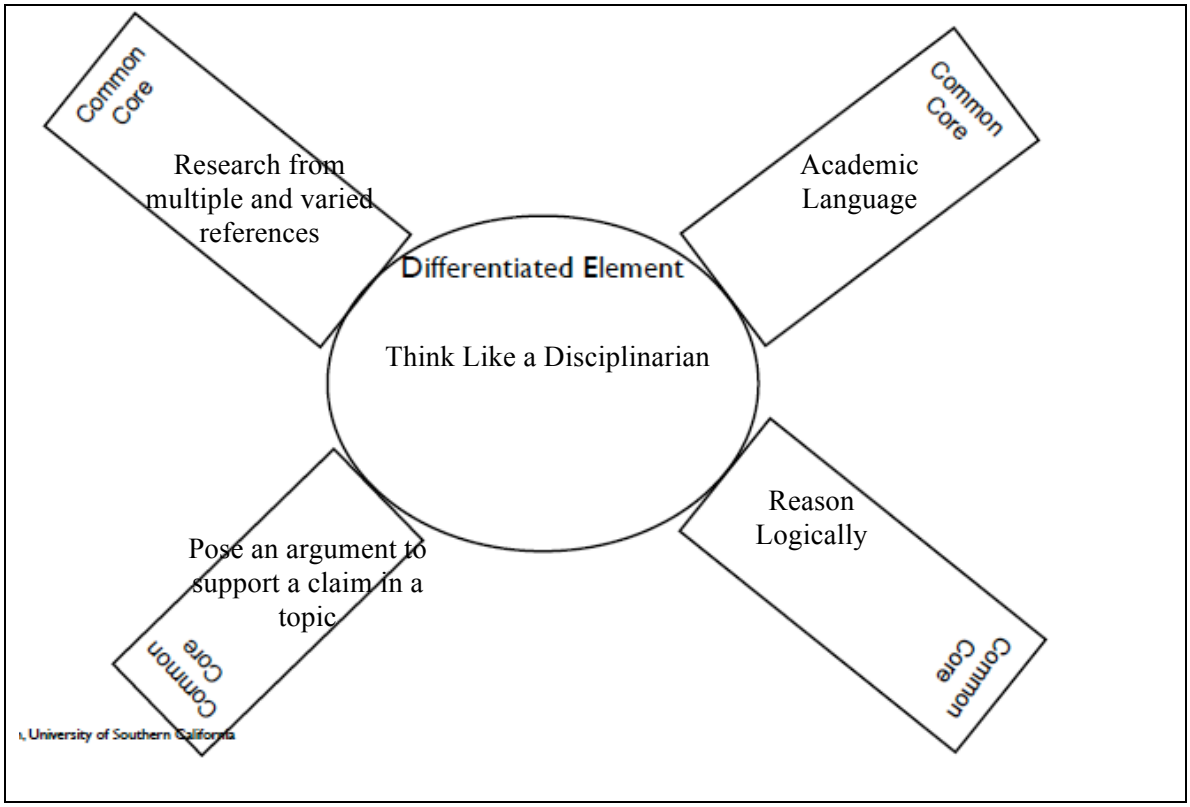
Decision Making – Differentiating the CCSS: A Worked Example



Clustering to Differentiate – CCSS to Differentiated Elements



Clustering to Differentiate – Differentiated Elements to CCSS



From the CCSS to Differentiation

The examples that follow are illustrations of how a given CCSS can be redesigned so it is differentiated to meet the needs of gifted students. While educators have **rewritten** the CCSS to respond to a given population of learners, the CAG decided to **embed** the elements or dimensions of differentiation within the existing CCSS. This model of curriculum modification reinforces the relationship between the CCSS and the GATE Standards. It also requires **elaboration** of the dimensions of a differentiated curriculum. Note that the specific elements to differentiate the CCSS have been identified within the context of the CCSS in a separate chart. Two charts describing the pre and post differentiation are shown. Each chart is based on the features of a learning objective. The first chart outlines the anchor standard as it is presented in the CCSS. The second chart represents the extensions and elaborations to the standards generated by the CAG.

Examples:

Common Core Reading – Anchor Standard for Reading #1:

Original – 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.

Differentiated – Read closely to determine what the text says explicitly and to make logical inferences from it; cite patterns and trends as textual evidence, and write or speak your conclusions from the point of view of a literary critic. Consider a set of factual, analytic, or valuative questions to support your role as a literary critic.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Cite Determine Draw conclusions Make inferences Logic	Text inferences	Any text	Write or speak

Elements of Differentiation			
Thinking Skill	Content	Resource	Product
	Patterns Trends Role of a Literary Critic Point of View		Questions of Literary Critic

Common Core Reading – Anchor Standard for Reading #2:

Original – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Differentiated – Determine central ideas or themes of a text using a universal concept and determine its relevance to the text; summarize the key supporting details and ideas in a graphic that translates written text into graphic form.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Determine Analyze Summarize	The development of central theme	Any text	Written summary

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Determine the relevance	Universal Concept Details Translate	Multiple and varied texts	Graphic representation that summarizes the texts

Common Core Reading – Anchor Standard for Reading #3:

Original – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Differentiated – Describe the impact of context on how and why individuals, events, and ideas develop and interact over the course of a text. Assume the role of one of the individuals in the text and write a personal narrative from their point of view.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Analyze Interact	Development and interaction of ideas in a text	Any text	

Elements of Differentiation			
Thinking Skill	Content	Resource	Product
Describe Assume the role	Impact Context Point of view	Any text	Personal narrative from the character's point of view

Common Core Reading – Anchor Standard for Reading #4:

Original – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Differentiated – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and determine how the language of the discipline in various contexts impacts ethics, perspective, and motive.

Select a technical, connotative, or figurative word or phrase and embed it within the context of a creative story or original work.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Interpret Analyze	How word choice shape meaning in a text	Any text	

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Interpret Determine	Context Ethics Perspective Motive Language of the Discipline	Various types of text	Creative story

Common Core Reading – Anchor Standard for Reading #5:

Original – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Differentiated – Analyze the structure (universal concept) of texts against the big idea: Structure has purpose and provides meaning. Include how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) represent details and patterns that illustrate the relationship between parts and their whole. Define a set of rules that illustrate this relationship.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Analyze Relate	Relationship of parts to whole in text structure	Any text	

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Analyze Illustrate Define	Relationship of text structures to the big idea Details Patterns Rules Universal Concept	Multiple types of text	Generation of rules that prove the big idea

Common Core Reading – Anchor Standard for Reading #6:

Original – Assess how point of view or purpose shapes the content and style of a text.

Differentiated – Judge with criteria how the language of the discipline and point of view or purpose shapes the content and style of two texts within the same genre (Side-by-Side Reading). Research literary reviews and write a literary review reflective of the style of the genre.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Assess	Point of view and author's purpose	Any text	

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Judge with criteria Research Skills Compare	Language of the Discipline Point of View	Side-by-Side reading Literary Reviews	Literary Reviewin the style of the genre

Common Core Reading – Anchor Standard for Reading #7:

Original – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Differentiated – Judge with criteria the motive and potential judgment or logic of specific content expressed in written (text), visual (graphics, video), and quantitative (charts, graphs) formats. Take a position regarding the impact of these media and formats to the delivery of the meaning of the content.

Common Core Standard			
Thinking Skill	Content	Resources	Product
Integrate Evaluate	Strength of content presented	Diverse media	

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Judge with criteria Art of Argumentation	Motive Judgment Impact	Various presentation forms	Art of Argumentation – Select and Defend a Position

Common Core Reading – Anchor Standard for Reading #8:

Original – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Differentiated – Prove with evidence an argument and/or specific claim in two or more texts in the same genre. Trace the authenticity of the logical reasoning for the argument and/or claim and support the reasoning with research-cited evidence that either supports or negates the argument and/or claim. Establish a set of criteria that could be used to validate any argument or specific claim in a text from your point of view.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Delineate Evaluate	Validity of claims within a text	Any text	Outline an argument

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Prove with evidence Cite Support Validate	Logical Reasoning Point of View Details	Multiple texts within the same genre	Generate and substantiate an argument from your point of view

Common Core Reading – Anchor Standard for Reading #9:

Original – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Differentiated – Determine the relevance of how a classical and contemporary text address a universal concept (power, change, conflict) in order to build knowledge that compares the approaches the authors take and their impact on different contexts (time, place, location). Write a brief article from the perspective of a historian that illustrates the importance of context in literature.

Common Core Standard			
Thinking Skill	Content	Resources	Product
Analyze Compare	Common themes across different texts	Two or more texts	

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Determine the relevance	Universal Concept Impact Context Thinking Like a Disciplinarian Perspective	Classic and contemporary text	Perspective article

Common Core Reading – Anchor Standard for Reading #10:

Original – Read and comprehend complex literary and informational texts independently and proficiently.

Differentiated – Conduct a brief independent study using a self-selected series of literary or informational texts. Read for depth and complexity: patterns, trends, motive, overtime, and big ideas found across the series.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Read Comprehend	Independent comprehension of text	Literary and informational text	Correct comprehension of text

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Research Skills	Independent Study Details Patterns Trends Motive Over time Big Ideas	Self-selected series of literary or informational texts	Independent Study project

Common Core – Anchor Standard for Writing #1:

Original – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Differentiated – Outline a set of arguments for different purposes (opinion, advice, persuasion) to support claims in a substantive topic across the disciplines, using logical reasoning and relevant and sufficient evidence that is cited in the outline.

Common Core Standard			
Thinking Skill	Content	Resources	Product
Write Analyze	Use of evidence to support claims	Relevant topics or texts	Written argument

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Outline Logical Reasoning	Interdisciplinary Connections Purpose	Interdisciplinary materials	Written outline using logical reasoning and evidence

Common Core – Anchor Standard for Writing #2:

Original – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Differentiated – Examine discipline-specific informative/explanatory text in order to determine the patterns and rules of organizing information unique to that discipline. Write an original informative/explanatory essay that examines and conveys complex concepts clearly and accurately from the disciplinarians perspectives.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Write Convey	Convey complex ideas and information clearly	Informative or explanatory text	Written informative or explanatory text that conveys information

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Examine Determine Write	Patterns Rules Study of the Discipline Original Point of View	Discipline-specific informative or explanatory texts	Write an original informative or explanatory text

Common Core – Anchor Standard for Writing #3:

Original – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Differentiated – Define the details and patterns that distinguish the similarities and differences between narratives such as a story, chronicle, tale, account, and history. Self select a form of narrative to develop real or imagined experiences or events using creative thinking skills such as: modify/magnify, substitute, rearrange, combine, add-to.

Common Core Standard			
Thinking Skill	Content	Resources	Product
Write Develop	Well-constructed narratives	Real or imagined events	Written narratives

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Define Distinguish similarities and differences Develop Creative Thinking Skills: combine	Details Patterns	Various narratives: story, chronicle, tale, account, history	Utilize creative thinking skills as the stimulus to write a self-selected narrative.

Common Core – Anchor Standard for Writing #4:

Original – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Differentiated – Produce clear and coherent writing in which the development, organization, and style are appropriate to a self-selected role of a disciplinarian such as: anthropologist, physicist, mathematician, engineer, graphic artist, etc., and the audience, task, or purpose that are members of that field.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Write Produce	Alignment between task, purpose, and audience		Writing sample

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Produce Write	Self-selected role of a disciplinarian	Examples of discipline-specific writing prompts	Writing sample targeted at a specific disciplinary audience

Common Core – Anchor Standard for Writing #5:

Original – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Differentiated – Prove with evidence the Big Idea: Systems are made of parts that work together for a purpose by analyzing the following steps of writing: planning, revising, editing, or rewriting. Self select something that needs/wants to be rewritten, map your new course of action, and edit and rewrite.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Develop Review	Planning, editing, and revising	Writing piece	Editing process

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Prove with evidence Analyze	Big Idea Universal Concept	Writing sources	Action plan for planning, editing, and revising work

Common Core – Anchor Standard for Writing #6:

Original – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Differentiated – Analyze and evaluate criteria (details) and rules for multimedia publishing from multiple and varied sources. Interact and collaborate with others to use technology to produce and publish a writing project based upon the establish criteria. Analyze (compare/contrast) the multiple roles that peers have assumed in order to write and publish. Define the quality and accountability of the members of the group.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Produce Publish	Interaction and collaboration with others through writing	Technology – Internet	Published work

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Analyze (compare/contrast) Evaluate (determine the relevance, judge with criteria)	Criteria (details) Rules Talent Teams	Multimedia publishing from multiple disciplinary sources	Analysis of roles and responsibilities of self and group members to collaborate

Common Core – Anchor Standard for Writing #7:

Original – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Differentiated – Conduct either a short or sustained independent study that follows the traditional steps: (a) the selection and validation of the importance of the study, (b) the integration of the prompts of depth and complexity into a set of factual, analytic, and valuataive questions, (c) the gathering of information from multiple and varied references, applying specific skills of research (cite, paraphrase), (d) the organization of information, (e) the development of an authentic product, (f) the presentation of the information using multiple modalities, and (g) the self-assessment of the product using establish criteria.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Conduct research	Research based on questions within a subject area		Short research paper

Elements of Differentiation			
Thinking Skill	Content	Resources	Product

Define Question Organize	Steps of Independent Study	Many and varied references to answer the research questions	Presentation of an authentic product aligned with the research questions and discipline area

Common Core – Anchor Standard for Writing #8:

Original – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Differentiated – Assume the role of a lawyer to investigate the legal ramifications of intellectual property rights (including plagiarism). Write a legal brief that translates the meaning and impact of intellectual property rights for your peers. Include in your brief how intellectual property rights have changed over time and have been **influenced** by different points of view in technological advancements. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information in a written document.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Gather information Assess information Integrate information	Relevancy and accuracy of information	Multiple print and digital sources	

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Assume the role Gather information Investigate	Thinking Like a Disciplinarian Translates Impact Over time Universal Concept Point of View	Multiple print and non-print sources	Legal brief

Common Core – Anchor Standard for Writing #9:

Original – Draw evidence from literary or informational texts to support analysis, reflection, and research.

Differentiated – Prove with research and cited evidence (details and patterns) from literary or informational texts the Big Idea. Construct evidence from different points of view over time. Use the evidence collected to support the analysis, reflection, and research of new ideas.

Common Core Standard			
Thinking Skill	Content	Resource	Product

Draw Support	Evidence to support analysis and reflection	Literary or informational texts	

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Prove with evidence Cite Support	Big Idea: Things change over time. Points of View Over time	Multiple literary or informational texts	Research new ideas based upon cited evidence

Common Core – Anchor Standard for Writing #10:

Original – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Differentiated – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Maintain a log or journal that indicates one's task commitment, the development of expertise, and the use of one's potential overtime to engage in different and varied writing experiences.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Write	Write for a range of times and tasks	Various pieces of writing for a range of tasks, purposes, and audiences	Writing

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
	Task commitment Development of expertise Recognition of one's potential Over time	Various writings Personal reflection Journals	Reflection Journal

Common Core – Anchor Standard for Listening/Speaking #1:

Original – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Differentiated – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners (economic, cultural, linguistic, academic) to develop

a respect for individual differences. Review participation skills (focusing on the subject, active listening, etc.) to build on ideas of peers to determine when the Art of Argument could be used persuasively.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Participate in conversations	Collaborations with diverse partners		Spoken discussions or debates

Elements of Differentiation			
Thinking Skill	Content	Resource	Product
Participation Skills: focus, active listening, etc.	Various types of diversity in partners		Art of Argumentation Persuasive debates

Common Core – Anchor Standard for Listening/Speaking #2:

Original – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Differentiated – Select a contemporary issue and assess your audience members to gather their perspectives on the issue. Prepare a speech using diverse media (Op-Ed pieces, quotes, speeches from candidates) and formats, including visual, quantitative, and oral, and deliver the speech to your peers. Conduct a post-assessment to determine the degree to which your argument (the Art of Argumentation) altered their perspective on the issue.

Common Core Standard			
Thinking Skill	Content	Resources	Product
Integrate Evaluate	Evaluation of information presented	Diverse media and formats	

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Assessment of audience Prepare and deliver a speech Conduct an assessment	Multiple Perspectives Contemporary/Current Events Art of Argumentation	Diverse media and formats	Persuasive speech Assessment to determine the effectiveness of the argument

Common Core – Anchor Standard for Listening/Speaking #3:

Original – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Differentiated – Select a prominent historical figure who is a noted orator and determine how the language of the discipline, motive, and ethics reflect the context and impact the rules and outcome of that person's speech. Convene a group of peers to discuss what you have learned during your research.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Evaluate	Speaker's point of view	Evidence and rhetoric from speech	Evaluation

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Select Evaluate	Historical Examples Language of the Discipline Motive Ethics Context Impact Rules	Evidence and rhetoric from speech	Discussion with peers

Common Core – Anchor Standard for Listening/Speaking #4:

Original – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Differentiated – Select a relevant social, political, or economic issue or concern (interdisciplinary) aimed at a particular context inclusive of task, purpose, and audience. Practice a line of logical reasoning that includes: description, selection of evidence, and representation of the issue or idea in order to collect and present information to a group of listeners or audience. Conduct a survey to determine the effectiveness of the presentation of the issue.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Present information	Delivery of information in an organized fashion for a specific audience	Information about the task, purpose, and audience	Oral presentation

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Logical Reasoning Present information	Context Current Event	Current Issues or Events	Presentation of argument and survey of the effectiveness of the communication of information

Common Core – Anchor Standard for Listening/Speaking #5:

Original – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Differentiated – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Develop a grid that emphasizes the relationship between digital media and different types and modes of presentations. Reinforce how the selected digital media develops the Art of Appreciation among participants.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Express information	Strategic use of media and displays	Digital media and various types of visual displays	Oral presentation

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Express information Develop Reinforce	Relationship between media types, modes of presentation, and purpose	Various types of digital media, visual displays, and presentation formats	Grid

Common Core – Anchor Standard for Listening/Speaking #6:

Original – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Differentiated – Determine the relevance of speech to a variety of contexts and communicative tasks. Demonstrate how and when the patterns and trends of formal English, the language of the discipline, and modern idioms are integrated to convey a message.

Common Core Standard			
Thinking Skill	Content	Resource	Product
Adapt	Using formal English to adapt a speech to fit the needs of the situation	Variety of situations and communicative tasks	Adaptations of the same speech

Elements of Differentiation			
Thinking Skill	Content	Resources	Product
Determine the relevance	Contexts Patterns Trends Language of the Discipline	Variety of situations and communicative tasks	Demonstration of patterns and trends in speeches