

Elementary GT Reading/Language Arts Program

Look Fors

Is there classroom evidence of:

- Ongoing reading and writing assessment used to guide small group instruction?
- Guided reading groups for highly able readers using GT core novels, Jr. Great Books, and other texts rich in language and ideas?
- Differentiated instruction that provides acceleration and enrichment for students who have mastered grade-level indicators?
- Junior Great Books Shared Inquiry Discussion and writing using advanced materials to support the program?
- Strategic writing instruction to support students challenged by complex writing tasks?
- Use of the writing process focusing on the 6 Traits?
- Introduction and practice of William and Mary Literature Web, Vocabulary Web, Persuasive Writing Model, and elements of Paul's Reasoning Model during the first semester?
- Students using reading response logs to regularly reflect on reading, respond to questions and prompts, interpret and evaluate texts, and note important ideas and questions?
- Students maintaining personal vocabulary notebooks to record, analyze, and apply new, interesting, and challenging vocabulary from their reading?
- Extensive opportunities for students to read and write for a variety of purposes and audiences?
- Teachers using high-level questioning to promote depth of reading?
- Teachers structuring open-ended discussions and tasks to develop critical thinking skills?
- Students interacting with many nonfiction works related to science and social studies instruction?
- Opportunities for students to do in-depth reading and research (author studies, genre studies, interest-based research, etc.)?
- Students engaged in planning, monitoring, and assessing their learning?
- Student portfolios that include
 - reading and writing assessments
 - a record of student's reading and writing goals
 - work samples documenting progress toward these goals
 - personal reading records identifying title, author, and genre of texts read each quarter ?
- Ongoing portfolio reflection and revision to document progress toward reading and writing goals?
- Progress toward reading and writing goals reviewed at teacher/student conferences?
- New reading and writing goals designed each quarter?