

ALP Exemplars

(General Intellectual Ability goals can be used for any other strength area)

General Intellectual Ability: Verbal Reasoning

Specific: I can use _____ to show my thinking in _____.
Measurable: Examples guided reading response journals, writing journals, anecdotal notes during guided reading, small, and large group discussions, MAP, Standardized testing, dibels.
Achievable: I can see in the measuring tool what is needed for improvement
Realistic: I want to be able to articulate my thinking better through use of reading, writing, and oral speaking and listening tools.
Timely: I will monitor my progress ____ times a year. Progress monitoring will follow ALP Lifecycle.

Specific: _____ will use higher-level thinking questions during small group guided reading. _____ will ask at least 2 questions twice a week, based on the Depth of Knowledge Wheel, levels 3-4
Measurement: Examples guided reading response journals, writing journals, anecdotal notes during guided reading, small, and large group discussions, MAP, Standardized testing, dibels.
Achievable: This goal is achievable because student will have access to the DOK wheel and a list of possible phrases, along with teacher modeling. Working to transfer the skills of asking DOK level 3-4 questions from small group to whole group engagement
Realistic: I want to be able to articulate my thinking better through use of reading, writing, and oral speaking and listening tools.
Timely: I will monitor my progress ____ times a year. Progress monitoring will follow ALP Lifecycle.

<p><u>Usable Resources</u></p> <p>40 book challenge Greek and Latin roots--vocabulary growth</p>	<p><u>Usable Measurements</u></p> <p>MAP Scores PARC/CMAS Scores</p>
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Reading a variety of genres
Discussions during reading seminars
Close reading analysis
Debates
Literature circles/book discussions
William and Mary Units
Readers Theater
Independent reading projects
Independent writing projects--contests,
writers notebooks
Jacob's Ladder
Junior Great Books
○ Word puzzles/games
○ Opportunities to create and tell stories, role play,
re-enact, etc.
○ Opportunities to read/write poetry
○ Digital storytelling
○ Speech & debate
○ Vocabulary development
○ Practice higher order thinking skills; quality
questioning
○ Keep a reading journal
○ Study famous authors
○ Use reading bookmarks
<http://www.gifted.uconn.edu/SEMR/Bookmarks.pdf>
○ Practice higher order thinking skills
○ Making connections/personal connections
○ Finding relationships
○ Looking for themes, trends, patterns
○ Alternative outcomes
○ Compare fiction and nonfiction
○ Keep a writer's journal
○ Provide mentor texts and primary source
documents in areas of interest
○ Study famous authors
○ Allow students to collaborate
○ Emphasize process rather than product
○ Writing contests
○ RAFTs
○ Provide students with authentic subjects,
purposes, and audiences

End of Unit Assessments