

**Enhancement Activities/Strategies for Gifted/High Ability Learners:  
Sample Reading/Language Arts Learning Plan**

**Big Idea/ Topic**

- Comparing and Contrasting Stories (aligns with 3<sup>rd</sup> ELA learning plan, pages 13-17)

**Standard Alignment**

- ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ELAGSE3RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.
- ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
- ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.
- ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Advanced Research**

Choose an author who has written multiple books or poems you enjoy. Learn about the author. What was his/her childhood like? What kind of formal training/schooling has he/she had? Has the author always been successful in writing? Use your research to create a fake social media account for the author.

## Communication

- Encourage students to keep a journal. Once they have read all the books on the district list. Students could even start a virtual or in-person book club to discuss the books.
- Play the game using the topic of two books you are comparing. The basic premise is an alphabet wheel. Students take turns naming characters, events, plot twists, settings, etc. from two books you are comparing. If you don't have the alphabet wheel, you could play using a timer and alphabet cards.
- Create an interactive game comparing two different books or poems by the same author. You could create an account for your students to use a program and a board game. Provide the rubric for students. This can then be a game played in small groups with in-person students or virtually using breakout rooms or channels.

Interactive Game Rubric	Exemplary	Satisfactory	Needs Improvement
Required Elements <ul style="list-style-type: none"> <li>• The title should include <b>Compare and Contrast (Title) and (Title) by (Student's FIRST name)</b></li> <li>• At least 10 questions</li> <li>• Correct answers are marked</li> </ul>	All components are included	Most of the elements are included	Most of the elements are missing
Questions should vary in difficulty.	Questions vary in difficulty and include easy, medium, and challenging types	Most questions are the same level of difficulty.	All questions are easy <b>or</b> all questions are hard
At least half of the questions should focus on comparing/ contrasting the books or poems.	Most of the questions are compare/contrast	Some of the questions are compare/contrast	Few of the questions are compare/contrast

### **Critical Thinking and Critical Problem-Solving Skills**

Design your own Logic Puzzle for others to solve using characters from two different books.

### **Creative Thinking and Creative Problem-Solving Skills**

Think about the characters in the books we have read. Brainstorm a list of problems or challenges the characters have. Create a solution for one of the problems. Will it be a new invention? Will it be an adaptation to something that already exists? Will the character need to adapt his thinking and consider things from a different perspective?

### **Awareness of Self—Student’s Well-being**

Read a poem about procrastination. What is something you do not like to do? Write a poem about something you do not like and the things you do to avoid it. Be thoughtful and purposeful with your language. You might even try incorporating some rhyming lines in each stanza.