



**Gifted and Talented Education
(GATE) Program
Parent/Guardian Handbook**

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WELCOME

Parents and Guardians,

Welcome to the Dry Creek Joint Elementary School District GATE Program. This handbook gives you the most current research-based information related to the gifted and talented student, as well information for frequently asked questions about our district's outstanding programs.

The district currently offers elementary GATE Clusters at each school.

The district offers middle school GATE Cluster classes in English Language Arts. We also offer GATE Cluster classes in Math for students who are identified as GATE but have not met the requirements for Advanced Math coursework.

We look forward to meeting your child's educational needs.

The Educational Services Department

Brad Tooker, Superintendent

Sara Wegner, Assistant Superintendent, Educational Services

James Ferguson, Assistant Superintendent, Administrative Services

Shea Seffens, Director of Instruction and Professional Learning

Sonia Moscatelli, Director of Special Education

Desyrae Stevenson, Director of Human Resources

Roger Van Putten, Chief Business Officer

DISTRICT VISION

The Dry Creek Joint Elementary School District's vision is to strive to build a community of learners where all students will be challenged to meet their full potential; socially, emotionally, and academically.

We will provide a safe, secure environment with opportunities for growth and change. Strong educational programs will meet the diverse needs and interests of students.

Imagination, creativity, and innovation along with providing teachers with the tools they need to instruct in the 21st century, drives a continuously evolving curriculum that prepares students to become lifelong learner and responsible.

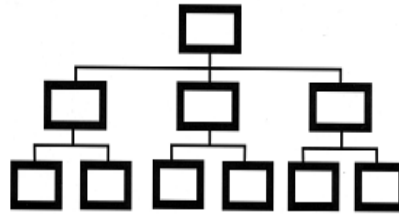


PROGRAM GOAL

The goal of the Dry Creek Joint Elementary School District's GATE Program is to provide differentiated learning opportunities during the regular school day for identified students. Differentiation is an effective approach to teaching and learning. The curriculum content and/or teaching methodologies used with the core curriculum are adapted so that students may learn at their own ability levels and at their own pace. Differentiation is not a new concept, but is based on best practices in education. Strategies used may include, but are not limited to, flexible grouping, acceleration, in-depth study, complexity and novelty. Promoting academic excellence, independent thinking, student responsibility and self-confidence are key components of our program.

CHARACTERISTICS OF GIFTED CHILDREN

To provide appropriate education for gifted children, it is important to understand the characteristics of giftedness. Decades of research has provided a body of evidence regarding these characteristics that shows gifted individuals exhibit high levels of functioning in the cognitive, affective, physical and intuitive areas. Intellectual processing integrates all of these, but individuals vary in the degree to which they are exhibited; no one child will have *all* of these characteristics.



The **cognitive area** is the logical, rational thought processing characterized by:

- an extraordinary quantity of information
- an unusual capacity for processing information at an accelerated pace
- persistent, goal-directed behavior
- high levels of abstract thought
- flexibility of thought
- rapid acquisition of a new language

The **affective area** is the social/emotional interaction expressed by:

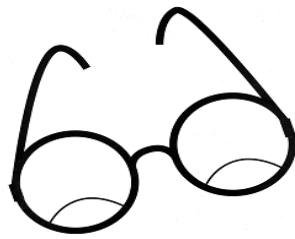
- unusual sensitivity to the environment
- empathy and high levels of awareness of the expectations and feelings of others
- early development of idealism and a sense of justice
- emotional intensity
- high expectations of self and others

The **physical/sensory area** is characterized by:

- heightened sensitivity to light, sound, touch, smell, and taste
- asynchrony, the unusual discrepancy between physical and intellectual development
- high energy, alertness, and eagerness that might be misdiagnosed as a hyperactivity
- a tendency to avoid physical activity in favor of intellectual pursuits

The **intuitive area** is expressed through non-linear reasoning characterized by:

- creative approaches and inventiveness in any area of endeavor
- insightfulness leading to leaps in understanding
- curiosity
- sensitivity to aesthetic qualities
- interest in the future
- ability to predict



Some gifted students have characteristics that may seem incompatible with giftedness.

- lack of organization
- extensive daydreaming
- failure to complete work
- argumentativeness
- challenge to authority
- challenge assignments that seem pointless to the learner
- keen sense of humor that may not be understood
- perfectionism (e.g. fear of failure)
- inability to prioritize interests that can result in mediocrity
- emotional intensity
- experience of different reality

The California Association for the Gifted believes that achievement tends to be higher and self-efficacy and self-esteem more healthy when parents/guardians and educators understand these characteristics and provide appropriate environments for gifted students. Parents/guardians and educators should facilitate opportunities for learning that are appropriate to the cognitive, affective, physical, and intuitive functions of gifted learners. This practice nurtures positive characteristics, avoids some of the negative manifestations associated with giftedness, and encourages optimal development of the student's potential.

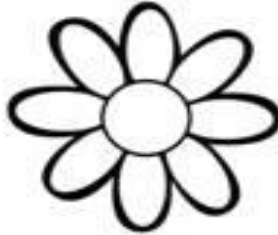
RECOGNIZING THE DIFFERENCES BETWEEN A BRIGHT CHILD AND A GIFTED LEARNER

The following descriptors will help distinguish between the child who is a bright, high achiever and a gifted child who may qualify for the GATE Program.

A BRIGHT CHILD	A GIFTED LEARNER
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes the assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straight forward sequential lessons	Thrives on complexity
Is pleased with own learning	Is highly self-critical

MULTIPLE INTELLIGENCES

Based on Dr. Howard Gardner's *Theory of Multiple Intelligences*, there are at least eight primary factors of intelligence within the human brain. These intelligences vary in relative strength with each individual and include:



Linguistic: very verbal, sensitive to semantics, syntax, pronunciation; likes to read and write; enjoys learning new vocabulary

Musical: listens to, expresses, composes, and performs music in a variety of ways; senses music in contexts not associated with music

Logical Mathematical: able to perceive patterns, relationships, abstractions; likes puzzles, manipulatives, collections; experiments in controlled, orderly ways

Spatial: recreates the visual without the physical reference; likes to build things, to draw; able to solve the problem by visualizing the product

Bodily-Kinesthetic: expresses through conscious use of body; physically adept both with large and small motor control; able to make complex sequence of moves; likes to “clown around”

Interpersonal: instinctive capacity to sense emotional states of others; highly interactive, influential, and able to manipulate others; often takes leadership roles

Intrapersonal: able to discriminate one's own feelings; individualistic, independent, usually self-assured; introspective

Naturalist: fascination with the immense variety of the world's animal and plant species and the talent to assign them to new or established taxonomy

COMMON MYTHS ABOUT GIFTED STUDENTS

Gifted students...

- are a homogeneous group, all high achievers.
- do not need help, they can manage on their own.
- have fewer problems than others because their intelligence and abilities.
- are naturally creative and do not need encouragement.
- are self-directed; they know where they are heading.
- are nerds and social isolates.
- Families always prizes his/her abilities.
- make everyone else smarter.
- are easy to raise and a welcome addition to any classroom.
- can accomplish anything they put their minds to. All they have to do is apply themselves.
- need to serve as examples to others and they should always assume extra responsibility.
- social and emotional development is at the same level as his/her intellectual development.
- future is assured: a world of opportunities lies before the student.

TRUTHS ABOUT GIFTED STUDENTS

Gifted students...

- are often perfectionist and idealistic. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure.
- may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
- are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.
- may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins! Their boredom can result in low achievement and grades.
- are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources. Gifted students often refuse to work for grades alone.
- often think abstractly and with such complexity that they may need help with concrete study and test-taking skills. They may not be able to select one answer in a multiple choice question because they see how all the answers might be correct.
- who do well in school may define success as getting an “A” and failure as any grade less than an “A”. By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.
- may be either “mappers” (sequential learners) or “leapers” (spatial learners). Leapers may not know how they got a “right answer.” Mappers may get lost in the steps leading to the right answer

GATE PROGRAM
FREQUENTLY ASKED QUESTIONS



What is GATE?

GATE is an acronym for Gifted and Talented Education.

Are school districts required to provide a program for students identified as gifted and talented within the regular school day?

No, all California Education Codes related to GATE were repealed. School districts are no longer required to offer programs for gifted and talented students.

Dry Creek Joint Elementary School District has chosen to continue to provide appropriate learning opportunities for those students who are identified as gifted and talented. Students formally identified as GATE are provided a program that is challenging, allows continuous progress, and creates opportunities for social and emotional growth. Effective August 2017, GATE Programs will be offered in grades 3rd-8th.

What does differentiation mean?

Differentiation is the process of tailoring curriculum content, process or product so that students may learn at their appropriate ability level, and at their own pace. Strategies may include but are not limited to:

Acceleration/Pacing

Students may be permitted to move faster through the curricular content and are given credit for what they already know.

Depth

Students may be given opportunities to study aspects of the curriculum in greater depth.

Complexity

Students may be given opportunities to make connections between content areas. Students are taught using an interdisciplinary thematic approach in order to see the relationships between all areas of study.

Novelty

Students may be given opportunities to share what they know creatively. They are encouraged to present projects that reflect their interests, talents and abilities.

What does differentiated instruction look like in a classroom?

While GATE classrooms share many of the fine teaching strategies and strong learning environments that should be in every classroom, the following are characteristics specific to GATE classrooms:

- use of themes
- generalizations about the theme should be visible
- classroom discussions emphasize application, analysis and synthesis with less emphasis on answering comprehension questions about facts
- students are observed working at their own pace in specialized groups at advanced levels
- use of Icons of Depth and Complexity (see page 21) are found in many of the classrooms

Differentiated instruction may include, but is not limited to, flexible grouping, acceleration, in-depth study, complexity, and novelty. This may occur daily or periodically throughout the year. Differentiated activities are conducted as an integrated part of the regular program. Supplemental materials and technology may also be used to enhance the basic curriculum.

What are themes?

Themes are universal ideas that requires students to define a set of generalizations. The themes that could be used in the classroom are: Change, Adaptation, Conflict, Influences, Patterns, Order, Power, Structure, and Relationships.

A themed approach requires students to create statements that are universally true about the theme. Patterns are found everywhere in nature as an example of a typical generalization. These generalizations help increase the depth and complexity of the classroom instruction and the work the students do. The subjects converge on the theme. The state standards are taught related to the theme. In this manner, high ability students can challenge ideas and create new ideas as they connect what they are learning to universal scholarly pursuits.

What is a GATE Cluster?

Research from the Center on Gifted and Talented Youth at the University of Connecticut at Hartford, as well as Johns Hopkins Center for the Gifted and Talented, support the use of clusters as a way of meeting the differentiated needs of gifted students. The Dry Creek Joint Elementary School District recognizes this research and clusters identified GATE students and places them within a regular classroom with teachers who have received training on differentiated instruction.

This model allows the GATE population to have the opportunity to interact with students of all abilities, while still receiving appropriate differentiated instruction and the chance to work, when appropriate, with students of similar abilities.

How many GATE students are in a GATE Cluster?

The number of students in the GATE Cluster will vary according to the number of GATE students identified at each grade level, at each school site.

What grade do GATE Clusters begin?

Currently we have GATE Clusters in third (3rd) grade.

What GATE opportunities are available in middle school?

6th Grade

Students will be placed in an English Language Arts (ELA) GATE Cluster class. Students who are GATE and have met the Accelerated Math Program criteria can enroll in the Advanced Math 6 Class. Students who are GATE identified but did not meet the Accelerated Math Program criteria will be placed in a Math 6 GATE Cluster.

7th and 8th

Students will be placed in an English Language Arts (ELA) GATE Cluster class.

Do GATE students get more work?

It is not the amount of work, but the type of work that is different in a GATE classroom. The work students receive should be commensurate with their abilities. The assignments may be more rigorous and challenging, and therefore may take more time to complete.

GATE IDENTIFICATION PROCESS

The process to formally identify 2nd-7th grade students for participation in the GATE Program begins with determining the child's intellectual/cognitive ability. The Raven's Progressive Matrices test is the first step in the process. Each school site designates a testing date.

2nd Grade

All students will be tested, unless parent/guardian indicates they would like their child exempt in writing.

3rd – 7th Grade

If a parent/guardian would like their child to be considered for formal identification as a GATE student in the Dry Creek Joint Elementary School District, they must complete, sign, and return the permission letter before the testing date. They should contact their child's school if they would like their child to be placed on the list for the Raven's Progressive Matrices at their school site.

If a student scores at or above the gifted range on the test of intellectual or cognitive ability, up to three additional measures will be considered to determine a student's ability or potential and eligibility for GATE identification.

1. Norm-Referenced Achievement Test

Stanford 10 Achievement Test

2. Gifted Student Characteristics

These characteristics are determined from the student profile compiled from current teacher survey results, and the Parent/Guardian Referral (included in GATE packet).

3. Impact Factors

A student's medical history, socio-economic status and participation in the English Language Learner Program are taken into consideration.

Teachers and parents/guardians are notified of the results once the student's GATE evaluation is scored/completed. Once identified, students will remain GATE identified unless the parent/guardian requests otherwise. Information on the timeline for this process can be found on pages 16-17 of this handbook.

ASSESSMENT INSTRUMENT RAVEN'S PROGRESSIVE MATRICES

The *Raven's Progressive Matrices* is a non-reading test of cognitive processing skills or abstract reasoning which demonstrates how a child learns.

This assessment may be used to predict ability levels and gifted potential for all students. It has been demonstrated to be an excellent instrument for culturally diverse populations and bilingual students, as well as mainstream English speakers. As with all standardized intelligence tests, it assesses general mental ability: the capacity to think clearly and make sense of complexity, and the aptitude to store and reproduce information.

The *Raven's Progressive Matrices* is usually administered in a group setting and takes approximately 45 – 60 minutes. It is a sixty item, multiple choice test in which students choose the missing segment required to complete a larger pattern. The assessment becomes progressively more difficult and complex as it proceeds, but builds upon itself so that the patterns of reasoning may be established for clues to responses. The *Raven's* has been normed throughout various geographic areas of the United States using diverse ethnic groups and socio-economic levels.

Percentile scores in the *Raven's Progressive Matrices* are age-based. Ability is assessed in a variety of areas including:

- alertness to visual detail
- conceptual reasoning
- concentration
- sequencing
- synthesis and analysis
- information-processing skills
- categorical thinking
- problem-solving skills
- persistence
- nonverbal concept formation
- spatial perception

The *Raven's Progressive Matrices* assesses fluid intelligence and cognitive processing rather than a student's achievement levels, ability to memorize facts, or possession of a broad vocabulary. It calls upon abstract, rather than concrete, thinking and either side of the brain can be utilized in the resolution of responses. Also, the individual determines the correct answer choice by applying his/her area of strength, be it in the formation of verbal or visual clues. The entire test is a learning process, not something you can study for. The better a child is able to learn and apply the simpler rules to the more complex problems, the better he/she will perform on the test.

ASSESSMENT INSTRUMENT

STANFORD 10 ACHIEVEMENT TEST

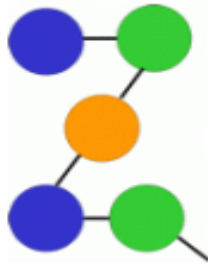
Stanford 10 Achievement test is a norm-referenced achievement test, which means a student's performance is compared with that of a group of similar students who have taken the same test across the nation. Student scores are reported in relation to the scores of this "norm" group. A score in the 87th percentile, for example, means the test taker scored better than 87 out of every 100 students in the norm group. Statistically, the majority of students nationwide will be in the 50th percentile range.

Description: The Stanford 10 Achievement test measures student achievement in Reading, Mathematics, Spelling, Language, Science, Social Science, and Listening.

Skills/Standards Assessed: Specific to literacy development, the Stanford 10 Achievement test provides information on student performance in the following areas: Sounds and Letters, Word Study Skills, Word Reading, Sentence Reading, Reading Comprehension, Language, Spelling, Listening to Words and Stories, and Listening.

Certain portions of the Stanford 10 Achievement test is used in grades 2-7 as one part of the criteria in identifying possible GATE students in the Dry Creek Joint Elementary School District.

GATE IDENTIFICATION AND QUALIFICATION TIMELINE



AUGUST

- Raven's Progressive Matrices general notice for testing 2nd-7th grades posted in school newsletters and on the District website.
- Parents/Guardians may request testing by completing the Raven's Progressive Matrices permission form. The permission forms are available at school sites and online at www.drycreek.k12.ca.us. **Permission forms must be completed and returned to the school site by the deadline indicated on the form.**

SEPTEMBER

- Raven's Progressive Matrices testing begins for students with parent/guardian permission.

OCTOBER

- Raven's Progressive Matrices testing continues.
- The Stanford 10 Achievement Test begins for students who met the criteria benchmark on the Raven's Progressive Matrices Test.

NOVEMBER

- Parent and Teacher surveys completed for students who met the criteria benchmarks on the Raven Progressive Matrices and Stanford 10 Achievement tests.
- Completed GATE identification packets due to site liaisons.
- GATE identification packets are reviewed and scored by the District Office.

DECEMBER

- Letters are mailed notifying parents/guardians of:
 - students that did not meet GATE criteria
 - students that met criteria for placement in the GATE program

GATE IDENTIFICATION FREQUENTLY ASKED QUESTIONS



How do I request that my child be tested for GATE identification?

Parents of students in grades 2 – 7 can request that their student be tested for GATE in August. Testing information is sent via school newsletters in August and September and is also available on the District website.

How long do these tests take?

Generally, 60 minutes for the Raven’s Progressive Matrices; 60-90 minutes for the Stanford 10 Achievement test.

What test scores are required to qualify for GATE?

The qualifying score on the Raven Progressive Matrices tests is a minimum of the 98th percentile. If a child meets or exceeds this minimum score, they are further screened using the Dry Creek multiple criteria for GATE identification.

How long does it take to get results after the test?

Because of the number of students tested and the qualifying process, it can take up to 10-12 weeks to receive the test results.

How many times may my child be tested for GATE identification?

A child may be tested for GATE identification at Dry Creek Joint Elementary School District once per year during the testing window.

When does GATE identification begin?

GATE testing at Dry Creek Joint Elementary School District begins in second grade for placement the following school year.

Will my elementary school child need to be GATE identified every year...or when entering middle school?

No, once identified, students remain GATE identified unless the parent/guardian requests otherwise.

If my child was identified in another school district, may he/she be automatically identified in Dry Creek?

A student identified in a previous school district will need to be assessed by our district, at the beginning of the school year, using our identified measures. Students who qualify will be placed in a program the subsequent school year.

TIPS FOR PARENTS/GUARDIANS

Talking with your Child's Teacher

A successful Parent/Guardian-Teacher Conference should:

- be a productive two-way exchange of information
- be conversational in style
- connect the home and school

Parents can prepare for a Parent/Guardian-Teacher Conference by:

- talking to their child everyday about school
- making a list of questions to ask and taking it with them
- asking their child if there are any questions they would like asked

Always:

- start with the positive
- say you have questions
- take the lead, if necessary (i.e., "I've been looking forward to meeting you and discussing ways to support my child's learning.")
- avoid becoming defensive
- ask for specifics
- focus on solutions
- take notes
- summarize the steps each of you will take to support the child at school and home
- set up the next conference time
- show an active interest in school and provide your child emotional and academic support

School visits are also valuable because they allow parents/guardians to:

- see what is going on and get a feel for the class and the teacher
- see their child's successes and achievements

Contact the teacher when there is a:

- significant family change (a move, divorce, baby, adoption, illness, death)
- behavior change
- sudden or unexpected drop in grades
- concern or something does not seem right (trust your instincts)

GATE PARENT/GUARDIAN QUESTIONS**What is the GATE Advisory Committee?**

The GATE Advisory Committee is made up of GATE liaisons and the District GATE Coordinator. The purpose of this committee is to provide a forum for feedback and recommendations to improve the GATE Program.

Who do I contact concerning the GATE Program?

Here is the order in which you should approach your questions and concerns:

1. Teacher
2. Site GATE Liaison
3. Principal
3. District GATE Coordinator

What can parents/guardians do to nurture the gifted child?

Parents/guardians share with the school the important responsibility of helping children achieve their maximum potential. Some ideas are listed below for working with your gifted child.




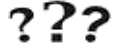







- Share an interest in your child's reading. Discuss books with them. Make sure that your child has a library card and uses it often.
- Encourage originality by helping, not completing, projects and hobbies with your child. The project or hobby should belong to your child.
- Make sure that you have a place for your child to work and to display finished projects.
- Stimulate creative thinking and problem solving by encouraging your child to try out solutions without fear of making mistakes. Help your child to value thinking, learn from mistakes and then try again. Help them find more than one solution to a problem.
- Help your child to get along with children of all levels of ability. Your child is going to be part of many teams in their life learning to get along with and appreciate others is a critical part of a successful life.
- Set reasonable standards of behavior and see that they are followed.
- Love your child for who they are, not for any intellectual accomplishment. Avoid comparison with brothers, sisters, or companions.
- Support them with organization and time management strategies.

ICONS OF DEPTH AND COMPLEXITY CHART

Depth means to move from the **known to the unknown**, from the **concrete to the abstract**. It is extending learning in the core curriculum **beyond grade-level expectations**. Complexity means making **connections** within and across disciplines. Both depth and complexity **add layers** to the core curriculum.

The Icons of Depth and Complexity, developed by Dr. Sandra Kaplan, are thinking tools. They are a way of **defining how a student will learn** to greater depth and make connections.

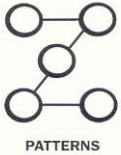

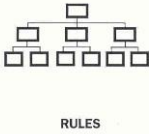

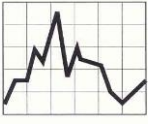






Depth & Complexity Icon Chart

<i>Depth</i>	<i>Icon</i>	<i>Definition</i>	<i>Example</i>
Language of the Discipline		What vocabulary terms are specific to the content or discipline?	Tools Jargon Icons Acronyms Special phrases Terms Slang Abbreviations
Details		What are the defining features or characteristics? Find examples and evidence to support opinions and ideas.	Parts Factors Attributes Variables Distinguishing Traits
Patterns		What elements reoccur? What is the sequence or order of events? Make predictions based on past events.	Predictability Repetition
Unanswered Questions		What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven?	Missing Parts Incomplete Ideas Discrepancies Unresolved issues Ambiguity
Rules		What structure underlies this subject? What guidelines or regulations affect it? What hierarchy or ordering principle is at work?	Structure Order Reasons Organization Explanation Classification "Because..."
Trends		Note factors (Social, Economic, Political, Geographic) that cause events to occur. Identify patterns of change over time.	Influence Forces Direction Course of Action Compare, Contrast and Forecast
Ethics		What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic?	Values Morals Pro and Con Bias Discrimination Prejudice Judging Differing Opinions Point of View Right and Wrong Wisdom
Big Ideas		What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc? What is the main idea?	Draw conclusions based on evidence Make generalizations Summarize Theory Principle Main Idea
Across the Disciplines		Relate the area of study to other subjects within, between, and across disciplines.	Connect Associate Integrate Link Ideas Cross-Curricular study
Changes over Time		How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change?	Connecting points in time Examining a time period Compare and Contrast
Different Perspectives		How would others see the situation differently?	Different roles and knowledge Opposing viewpoints

Based upon the work of Sandra Kaplan

ICONS of DEPTH and COMPLEXITY
English Language Arts Examples

These icons can be applied to all subject areas.

		 <p>PATTERNS</p>	<p>What pattern do you find and is it important to the story? Why or why not? Is there a number that you find as a pattern in the story? What is it and how is it used?</p>
 <p>ETHICS</p>	<p>What is the major conflict in the story? Explain why you feel the action or behavior was right or wrong.</p>	 <p>RULES</p>	<p>What rules are there in the selection or word work? Chart the rules.</p>
 <p>BIG IDEA</p>	<p>What is the theme concept (big idea)? Place what you feel are the most important aspects of the theme under the big idea and then support how the stories fit the big idea with evidence from the stories.</p>	 <p>TRENDS</p>	<p>What are the causes and effects in the story? Are there any factors that influence the trends in the story and what are they?</p>
 <p>RELATE ACROSS TIME</p>	<p>What caused something to change in the story? How might this story take place if it was to happen now, in the past, or in the future?</p>	 <p>UNANSWERED QUESTIONS</p>	<p>What part of the story is unclear to you? List any vocabulary words that you need to investigate to understand.</p>
 <p>MULTIPLE PERSPECTIVES</p>	<p>Pretend you are a character in the story. How might you feel about what happened? Think like a disciplinarian from the list of occupations posted. How would your opinion of the story look?</p>	 <p>DETAILS</p>	<p>Develop questions about the story. Discuss them with a partner. Who? What? Where? When? Why? How?</p> <p>Sort the vocabulary words in at least 3 different ways labeling the different ways they were sorted.</p>
 <p>ACROSS DISCIPLINES</p>	<p>How does this story relate to Social Studies, Science, Art or Music? Complete an activity off of the activity list that ties the story to another discipline.</p>	 <p>LANGUAGE OF THE DISCIPLINES</p>	<p>What is the language that was used in the theme? (Examples: Strategies, skills, genre, story structure) Prepare something that can be used to teach another student this language. (Examples: picture dictionary, model, chart, hand motions)</p>

RESOURCES

Hoagies' Gifted Education Page

<http://www.hoagiesgifted.org/>

California Association for the Gifted

<http://www.cagifted.org/>

California Department of Education

<http://www.cde.ca.gov/sp/gt/>

National Association for Gifted Children

<http://www.nagc.org/>

American Association for Gifted Children

<http://www.aagc.org/>

Academic Talent Search – Sacramento State

<http://edweb.csus.edu/projects/ats/>

Center for Talented Youth – Johns Hopkins University

<http://cty.jhu.edu/>

Supporting Emotional Needs of the Gifted

<http://www.sengifted.org/>

The Association for the Gifted – The Council for Exceptional Children

<http://cectag.com/>

DISTRICT and SCHOOL SITE GATE CONTACTS

DISTRICT

Shea Seffens, Director of Instruction and Professional Learning
GATE Coordinator
(916) 770-8857

Lisa Owen
Secretary, Instruction and Professional Learning
(916) 770-8857

SCHOOL SITES

Antelope Crossing Middle School
(916) 745-2100

Heritage Oak Elementary School
(916) 773-3960

Antelope Meadows Elementary School
(916) 770-8816

Olive Grove Elementary School
(916) 727-7400

Barrett Ranch Elementary School
(916) 770-8839

Quail Glen Elementary School
(916) 789-7100

Coyote Ridge Elementary School
(916) 774-8282

Silverado Middle School
(916) 780-2620

Creekview Ranch School
(916) 770-8845