Exceptionally Able Students and PLC Resources

Progression Continua Explained

The Primary Language Curriculum (Stages 1-4) consists of 12 Oral Language Learning Outcomes, 10 Reading Learning Outcomes and 9 Writing Learning Outcomes in both languages. The Progression Continua describe aspects of the Learning Outcomes in more detail and provide information to support teaching, as well as a holistic assessment of children's learning. In this way, they are a practical resource to support differentiation, as teachers work with children of a wide range of abilities including the exceptionally able child.

Where to find the Progression Continua

The NCCA have produced a suite of online Support Materials to support the implementation of the Primary Language Curriculum, in the Primary Language Toolkit.

It is available here:

https://curriculumonline.ie/getmedia/102af126-53fc-47e6-b4ff-3f5c2db8f717/Progression-Continua.pdf

The Progression Continua are available for download here:

https://curriculumonline.ie/getmedia/102af126-53fc-47e6-b4ff-3f5c2db8f717/Progression-Continua.pdf

If you intend to print the Progression Continua it is recommended that you print it in A3. You can access the online interactive version by filtering by school type and strand from the Primary Language Curriculum homepage.

It is available here:

https://curriculumonline.ie/Primary/Curriculum-Areas/Primary-Language/

Resources to support the Exceptionally Able Child

Erich's Word Puzzles: https://www2.stetson.edu/~efriedma/puzzle/wordpuzzle.html

This extensive bank of 'word' resources from Erich Friedman, Professor of Mathematics at Stetson University, Florida. Includes: Criss-Cross Puzzles, Anagram Puzzles, Letter Order Puzzles, Duplicate Letter Puzzles, Triple Letter Puzzles, Anagram Sign Puzzles, Opposite Puzzles and Rebus Puzzles.

CTYReading List:Good Books for Bright Kids:https://cty.jhu.edu/resources/cty-reading-list.html

The Johns Hopkins Center for Talented Youth (CTY) reading experts have compiled a reading list which encourages gifted and talented PreK –Young Adult readers to follow their passions and explore things that make them happy.

Mensa for Kids, TED Connections: https://www.mensaforkids.org/teach/ted-connections/

Mensa for Kids' TED Connections are short, easy to use guides that help teachers, parents and youth use TED talks in a classroom or home setting. They have a list of discussion questions, all at higher levels of thinking, including a variety of levels of questions and extension opportunities so that the TED Connections can be used by students at a wide range of grade levels.

Byrdseed.com: http://www.byrdseed.com

Byrdseed.com is a resource for teachers who work with exceptionally able students and addresses topics such as Depth and Complexity, Differentiating and Social Emotional needs

Baltimore City Schools: https://www.baltimorecityschools.org/learning-packets

Baltimore City Schools has published learning packets for pre-K through 12th grade, as well as gifted and advanced learning materials.

DCU, Centre for Talented Youth:http://www.dcu.ie/ctyi/primary.shtml

CTYI provides courses for primary school students between the ages of 6-13, with availability varying by location. These courses are designed to stand outside the mainstream school curriculum but also provide enrichment of this curriculum. Courses have a strong academic element, with a faster pace which gifted and talented students feel more comfortable moving at and with content students are unlikely to have accessed via school before. Our courses are delivered by lecturers, researchers, practitioners and highly able postgraduate students in the relevant fields, they feature a highly interactive environment and our tutors utilise a broad range of teaching techniques to engage students' curiosity, motivation and understanding of the subject material.

You can do the Rubik's Cube:

https://www.youcandothecube.com/

Learning Outcomes will be influenced by children's varying circumstances, experiences and abilities. By focusing on learners, outcomes enable teachers to use a range of appropriate pedagogical approaches to support children on their learning journey. Reflecting '*Aistear's* principles the phrase, 'Through appropriately playful learning experiences, children should be able to…' is used to introduce all Stage 1 Learning Outcomes, clearly indicating a playful approach to teaching and learning in the early years of primary school. For Stages 2 to 4, the phrase, 'Through appropriately engaging learning experiences, children should be able to…' is used to introduce all Learning Outcomes. Together, these introductions to the Learning Outcomes highlights the importance of active, interactive and enjoyable language-learning experiences for children throughout their primary school years.

<table>
<tr><th></th><th>Oral Language</th><th>Reading</th><th>Writing</th></tr>
<tr><td rowspan="3">Communicating</td><td>Engagement, listening & attention</td><td colspan="2">Engagement</td></tr>
<tr><td colspan="2">Motivation & choice</td></tr>
<tr><td>Social conventions & awareness of others</td></tr>
<tr><td rowspan="4">Understanding</td><td>Sentence structure & grammar</td><td colspan="2">Conventions of print & sentence structure</td></tr>
<tr><td colspan="3">Vocabulary</td></tr>
<tr><td rowspan="2">Demonstration of understanding</td><td>Phonics, word recognition & word study</td><td rowspan="2">Spelling & word study</td></tr>
<tr><td>Phonological & phonemic awareness</td></tr>
<tr><td rowspan="6">Exploring & Using</td><td>Requests, questions & interactions</td><td colspan="2">Purpose, genre & voice</td></tr>
<tr><td>Categorisation</td><td>Comprehension</td><td>Writing process & creating text</td></tr>
<tr><td>Retelling & elaboration</td><td colspan="2">Response & author's intent</td></tr>
<tr><td>Playful & creative use of language</td><td rowspan="3">Fluency & self-correction</td><td rowspan="3">Handwriting & presentation</td></tr>
<tr><td>Information giving, explanation & justification</td></tr>
<tr><td>Description, prediction & reflection</td></tr>
</table>

The teaching experiences built around teaching to solve the Rubik's Cube could link with many of the Learning Outcomes.

	Oral Language
Communicating	Engagement, listening & attention
	Motivation & choice
	Social conventions & awareness of others
Understanding	Sentence structure & grammar
	Vocabulary
	Demonstration of understanding
Exploring & Using	Requests, questions & interactions
	Categorisation
	Retelling & elaboration
	Playful & creative use of language
	Information giving, explanation & justification
	Description, prediction & reflection

Within the Oral Language Learning Outcomes alone, one could easily focus on Engagement, listening and attention, Motivation and choice, Vocabulary, Information giving, explanation and justification and/or Description, prediction and reflection.

Take on the challenge of teaching to solve the Rubik's Cube - Not sure how to get started? Here are some resources. This site has resources to appeal to different learning styles, including detailed lessons to teach each stage of the cube. The lessons use appropriate math vocabulary and make connections to related math concepts, in addition to songs and chants to help students remember the algorithms. Other resources, including a sample schedule and teaching tips, help motivate learners of all ages. https://www.youcandothecube.com/educators/teach-to-solve/ Engaging lessons written by teachers and classrooms tested are available here: https://www.youcandothecube.com/educators/rubiks-cube-units-and-lessons/

Alternatively perhaps you or your student may wish to work alone at researching how to solve the different Rubik's Cubes: https://www.youcandothecube.com/solve-it/3-x-3-solution

CPD

National Association for Gifted Children (NAGC):

https://www.nagc.org/free-webinars-and-live-chats

While there are many online professional learning opportunities for educators, parents, caregivers, and other professionals who serve gifted children during the pandemic, NAGC is posting only free webinars, online chats, or podcasts on this page.