

IRA: Challenging Talented Readers with  
Research-based Engaging, Enriched,  
Differentiated Instructional Strategies



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**University of**  
**Connecticut**

[www.gifted.uconn.edu/semr](http://www.gifted.uconn.edu/semr)





*The SEM-R  
Theory and Background*

*National Research Center on  
the Gifted and Talented*



*(NRC/GT) 2001-2010*

**Learning  
Theory:  
101**

# Continuum of Learning Theories

**Deductive  
Didactic & Prescriptive  
Knowledge Acquisition  
And Storage Oriented  
Focus on Text Consumption**

**Pedagogy**

**Outcomes**

**"Schoolhouse" or Lesson  
Learning Giftedness**

**Behaviorists**

- Pavlov
- Thorndike
- Skinner

**Major Theorists**

**National Goals**

**Increased Academic Achievement  
Higher Test Scores  
Technically Proficient Professional  
and Skilled Workers**

**Inductive  
Inquiry & Investigative  
Knowledge Application  
Oriented**

**Focus on "thinking, feeling, and doing  
like the practicing professional."**

**Creative Productive  
Giftedness**

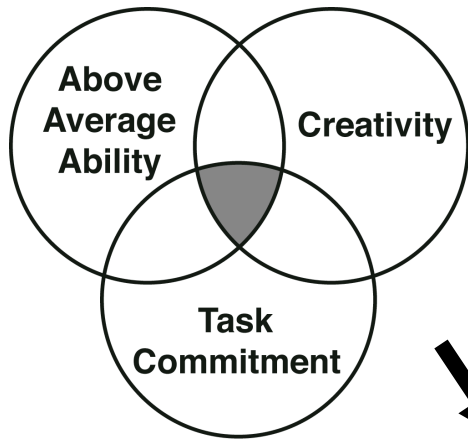
**Constructivists**

- Pestalozzi
- Montessori
- Piaget & Bruner
- Dewey

**Inventors  
Creative Designers in Sciences,  
Arts, & Technology  
Innovative Leaders  
Entrepreneurs  
[Force People]**

# The Theoretical & Research Background for SEM –R & Renzulli Learning

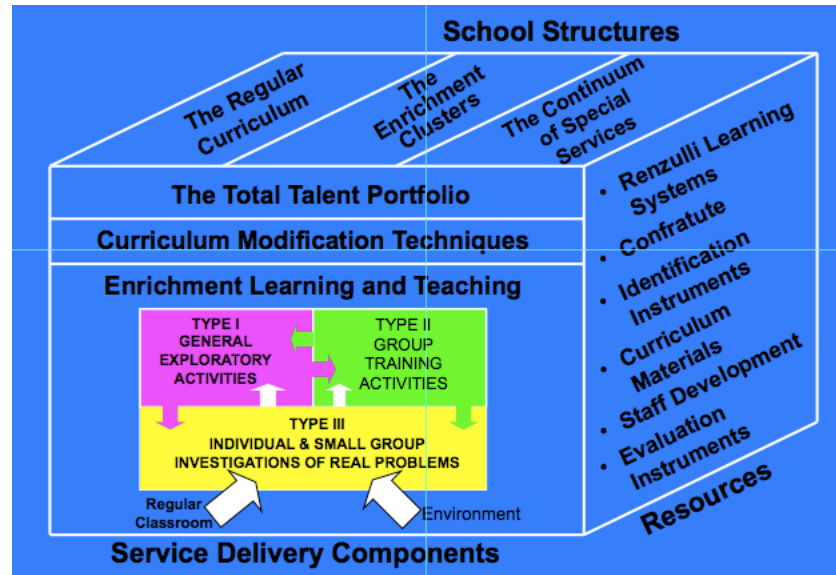
## The 3-Ring Conception of Giftedness



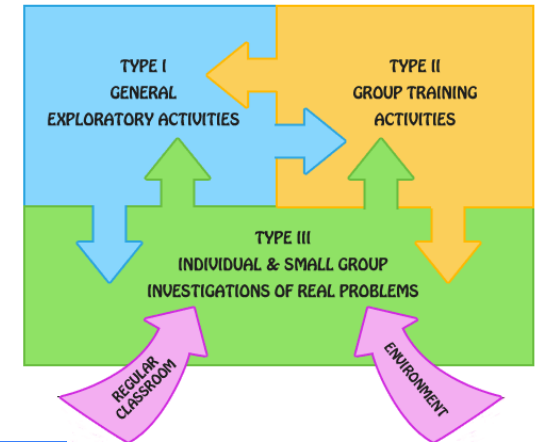
### Mission:

*Applying the pedagogy of gifted education to enrichment opportunities for all students.*

## The Schoolwide Enrichment Model (SEM)

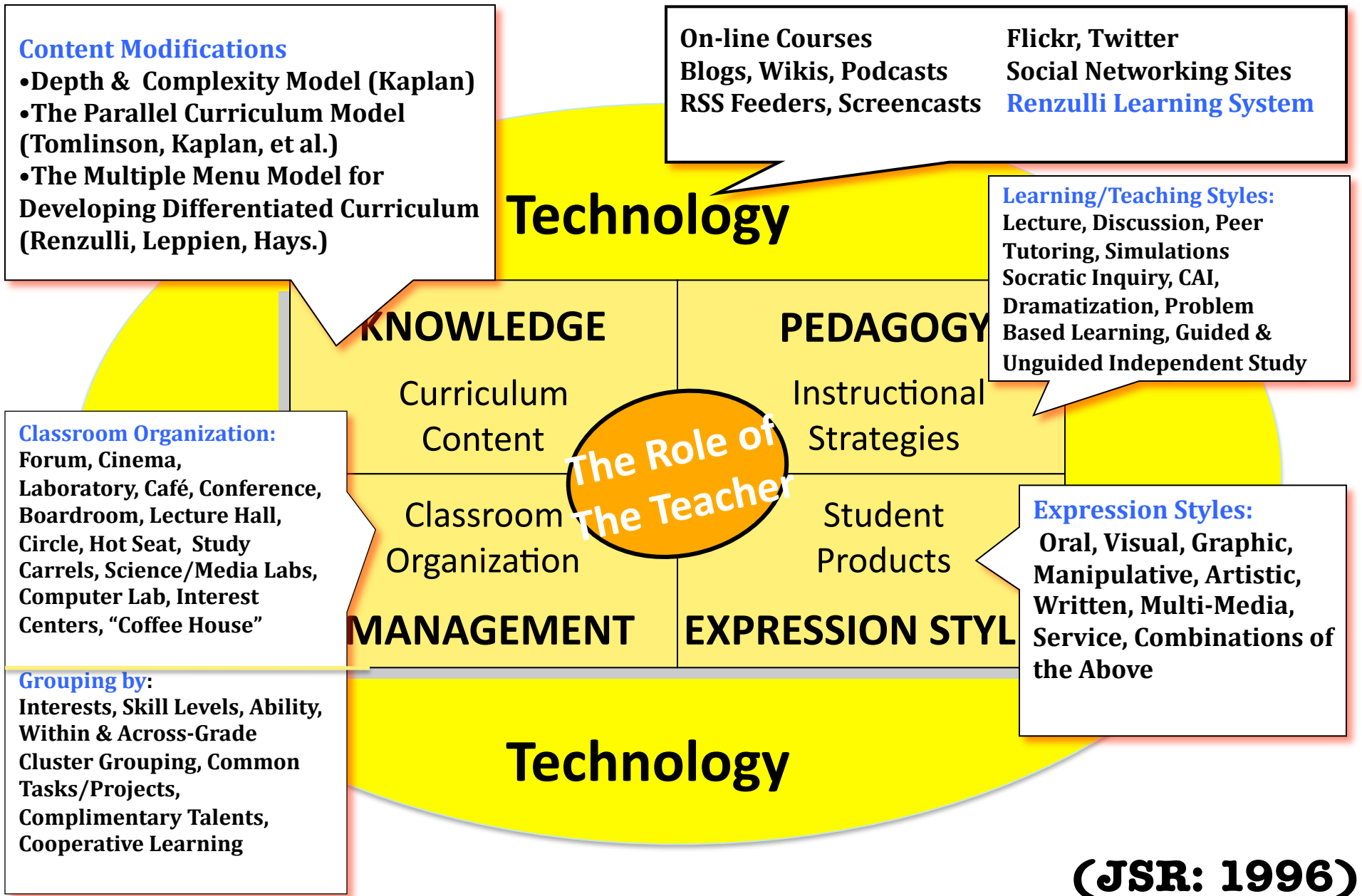


## The Enrichment Triad Model



### Theme:

*A rising tide lifts all ships*



# The Five Dimensions of Differentiation

# Key Concepts for Types I, II, & III Enrichment



Exposure to new books and genres



Self-selection and choice



Training in self-regulation and reading strategies and skills

# Research-based Strategies to Challenge Talented Readers

Curriculum compacting and acceleration

Differentiated reading instructional strategies individually taught


Substitution of regular reading material with appropriately challenging books

Appropriate use of technology with high end reading challenges

More complex reading conversations differentiated by levels and more complex writing prompts

Independent challenging high interest reading choices

# Components of the SEM-R Framework

Phase 1 - Exposure	Phase 2 - Training & Self-Selected Reading	Phase 3 - Interest & Choice Components
<ul style="list-style-type: none"> <li>• High-interest book hooks for read aloud</li> <li>• Higher-order thinking probing questions</li> <li>• Bookmarks for teachers with questions focusing on advanced thinking skills and reading skill instruction that is relevant to a broad range of literature</li> </ul>	<ul style="list-style-type: none"> <li>• Training and discussions on Supported Independent Reading</li> <li>• One-on-one teacher conferences on higher level reading strategy and instruction</li> <li>• Bookmarks for students posing higher-order questions regarding character, plot, setting, considering the story, and other useful topics.</li> </ul>	 <ul style="list-style-type: none"> <li>• Introducing creative thinking</li> <li>• Exploring the Internet</li> <li>• Genre studies</li> <li>• Literary exploration</li> <li>• Responding to books</li> <li>• Investigation centers</li> <li>• Focus on biographies</li> <li>• Buddy reading</li> <li>• Books on tape</li> <li>• Literature circles</li> <li>• Creative or expository writing</li> <li>• Type III investigations</li> </ul>
<p><b>Type I Activities</b></p>	<p><b>Type II Activities</b></p>	<p><b>Type II &amp; Type III Investigations</b></p>



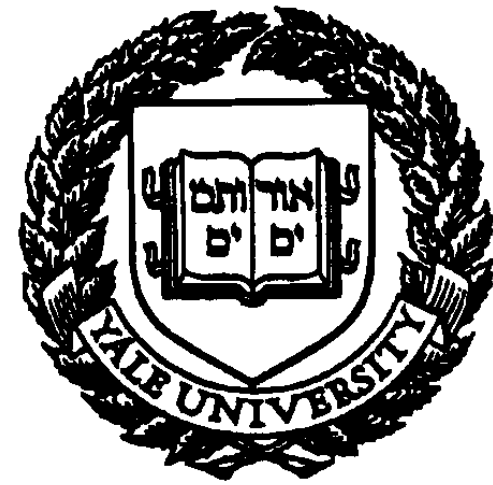
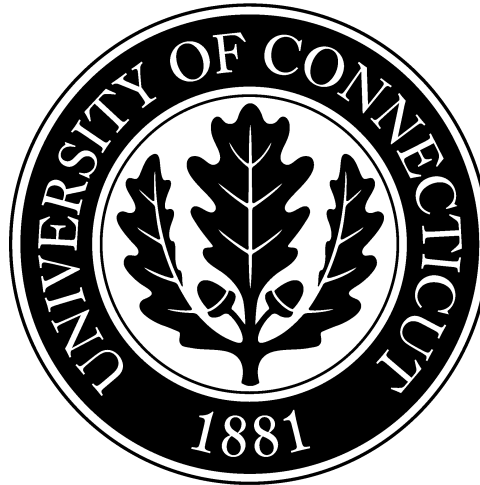
# Three Goals of the Schoolwide Enrichment Model Reading (SEM-R)



- ✧ To increase enjoyment in reading
- ✧ To encourage students to pursue challenging independent reading
- ✧ To improve reading fluency, comprehension, and increase reading achievement



# The National Research Center on the Gifted and Talented



[www.gifted.uconn.edu/semr](http://www.gifted.uconn.edu/semr)

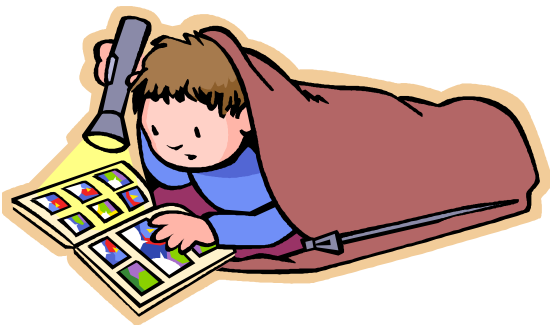
# What Is Differentiation?

**Matching the given content area with a student's interests, abilities, and learning styles through various instructional strategies!**



Enjoyable activities, in contrast, “are not natural; they demand an effort that initially one is reluctant to make. But once the interaction starts to provide feedback to the person’s skills, it usually begins to be intrinsically rewarding”

— Csikszentmihalyi, 1990

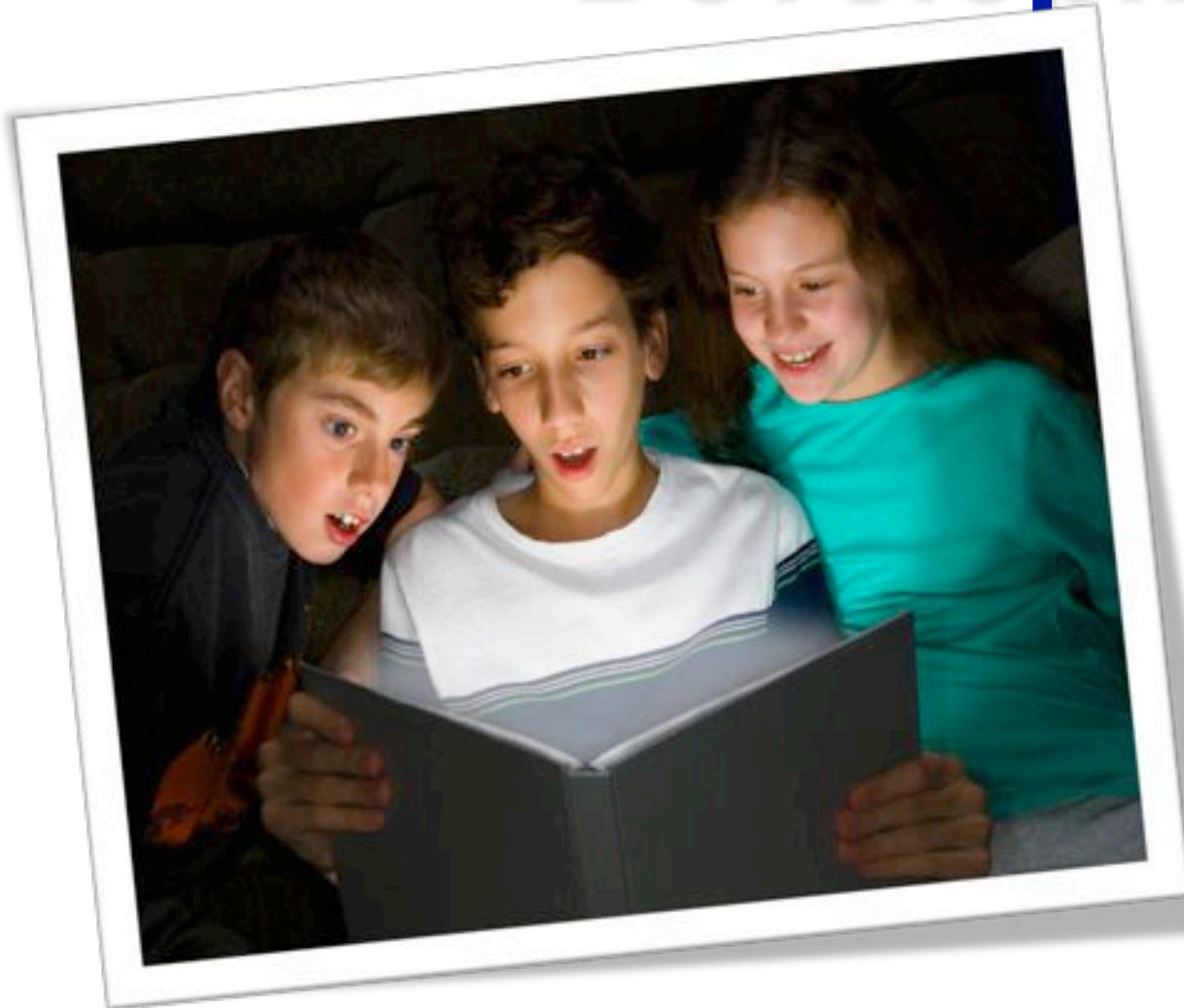


# Three-Legged Stool

- Renzulli (1977)
  - Enrichment Triad Model
- Vygotsky (1962)
  - Zone of Proximal Development
- Differentiation in Reading



# Zone of Proximal Development



*If the environment presents no such [challenging] tasks to the adolescent, makes no new demands on him, and does not stimulate his intellect by providing a sequence of new goals, his thinking fails to reach the highest stages, or reaches them with great delay.*

*~ Vygotsky*

# Do any of you remember reading instruction when you were in school?

Choral reading;  
Waiting to read;  
Waiting for others to catch up..



“I mumbled that I was sorry and retired meditating upon my crime.”

Scout

# To Kill a Mockingbird

Miss Caroline writes the alphabet on the board and Scout reads it through easily, then reads from her reader and the local paper. Miss Caroline forbids Scout to let Atticus teach her to read anymore. Miss Caroline tells her she can not read at home anymore. When Miss Caroline forbids her to continue reading, Scout realizes how important it is to her: **"Until I feared I would lose it, I never loved to read. One does not love breathing."**





Reading at Risk: A Survey of Literary Reading in  
America

**National Endowment for the Arts**

**Reading Is Declining Faster Than Before**

The findings in the report show a steady drop in the percentage of Americans who read books of any sort!

Only **56.6 %** of respondents reported reading any type book, a decline of 7% from the previous decade.

# Differentiation Strategies that can be used with talented readers

**Curriculum Compacting**

**Tiered Assignments**

**Alternate Choice Assignments**

**Enrichment**

**Acceleration**

**Higher level Questions**

**Grouping Options**

**Independent Study**

**Research Studies**

**Competitions and Mentorships**

**Technology**



Karen Westberg's research at the NRC-GT  
found that:

Students experienced no instructional  
or curricular differentiation in 84% of the  
activities in which they participated in:

Reading

Language Arts

Mathematics

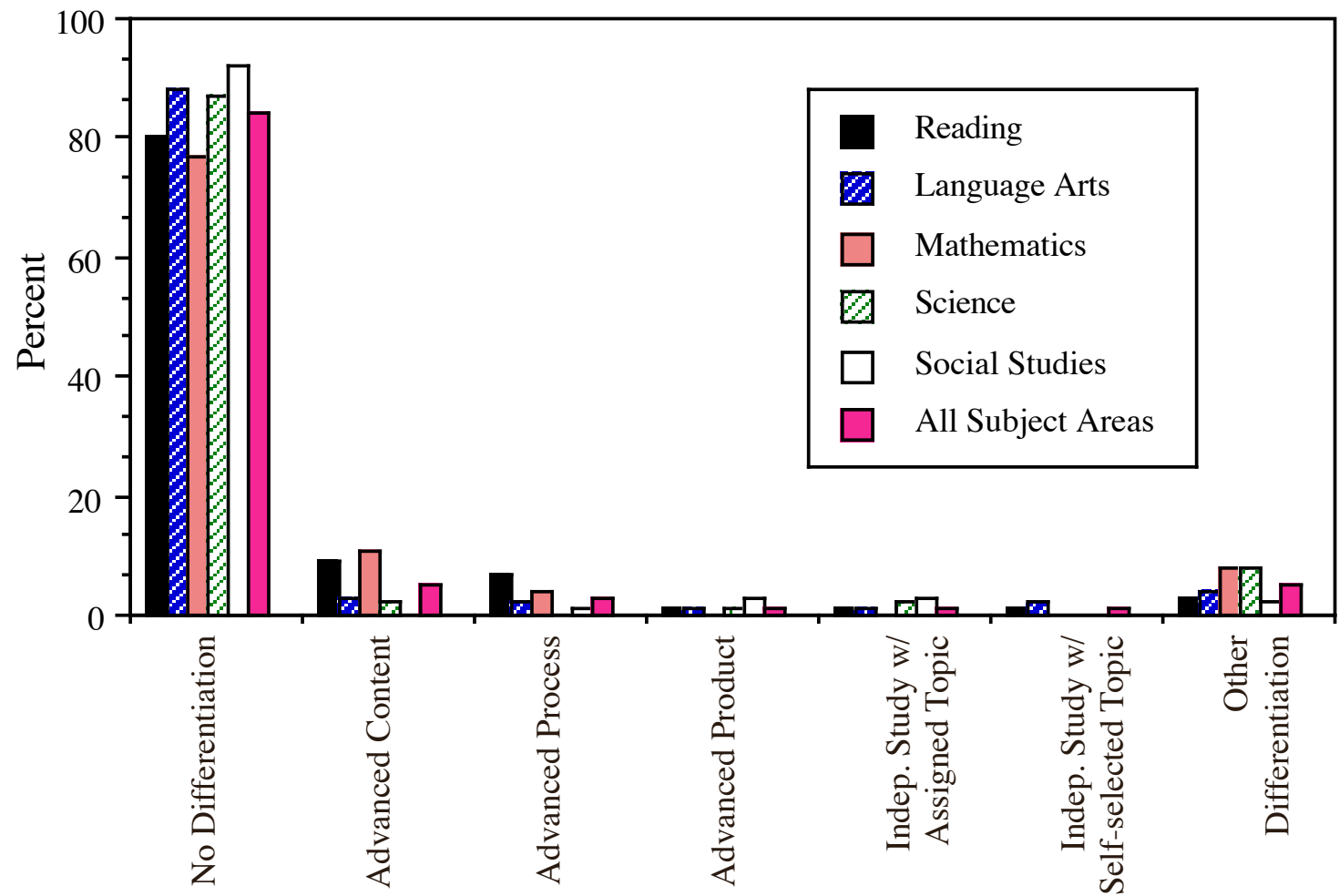
Social Studies

Science

(see graph on next slide)

Westberg, K. L., Archambault, F. X., Jr., Dobyms, S. M., & Salvin, T. J. (1993). *An observational study of instructional and curricular practices used with gifted and talented students in regular classroom* (Research Monograph 93104). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.

# Types of Differentiation in Which Target Gifted Students Were Involved:



# Why Not Let High Ability Students Start School in January? The Curriculum Compacting Study

Sally M. Reis  
Karen L. Westberg  
Jonna Kulikowich  
Florence Caillard  
Thomas Hébert  
Jonathan Plucker  
Jeanne H. Purcell  
John B. Rogers  
Julianne M. Smist

The National Research Center on the Gifted and  
Talented

Approximately 40-50% of traditional classroom material could be eliminated for gifted students. When teachers eliminated as much as 50% of the curriculum, no differences were found between treatment and control groups in most content areas. In fact, students whose curriculum was compacted scored higher than control group students in some content areas.



# What Is Needed to Teach Reading?

“Teachers must have a strong knowledge of multiple methods for teaching reading and a strong knowledge of the children in their care so they can create the appropriate balance of methods needed for the children they teach.”

(International Reading Association, 1999, p.1)

# Many (but not all) talented readers read early



- Read at least two grade levels above chronological grade placement
- Begin reading early and may be self-taught



# Talented readers enjoy the process of reading

- Read avidly and with enjoyment
- Use reading differently for different purposes
- Thirst for insight and knowledge through reading
- Pursue varied interests in texts
- View books as a way to explore the richness of life



- Seek and enjoy depth and complexity in reading
- Develop a deeper understanding of particular topics through reading
- Demonstrate preferences for non-fiction
- Pursue interest-based reading opportunities

# Talented readers have advanced language skills.

- **Enjoy the subtleties and complexities of language**
- **Demonstrate advanced understanding of language**
- **Use expansive vocabulary**
- **Use reading to acquire a large repertoire of language skills**
- **Use language for humor**
- **Display verbal ability in self-expression**
- **Use colorful and descriptive phrasing**
- **Demonstrate ease in use of language**



# **Talented readers demonstrate advanced processing skills**



- **Retain a large quantity of information for retrieval**
- **Automatically integrate prior knowledge in reading**
- **Utilize higher-order thinking skills such as analysis and synthesis**
- **Process information and thoughts at an accelerated pace**
- **Synthesize ideas in a comprehensive way**
- **Perceive unusual relationships**
- **Grasp complex ideas and nuances**

# Research-based Strategies to Challenge Talented Readers

- High interest teacher book hooks
- Freedom, but guidance to select appropriately challenging books--advanced content in areas of personal interest--some supported struggle daily--early intervention
- Quiet space during regularly scheduled time to read without distraction
- Trial and reflection about specific reading strategies use
- Teacher/researcher persistence in asking higher order questions and providing wait time for thoughtful responses
- Reflection and practice and follow-up reflection on self-regulation strategies used for challenging reading

# Research-based strategies to challenge talented readers

Curriculum compacting

Acceleration

Substitution of regular reading material with more advanced trade books

Appropriate use of technology

More complex reading and writing

Independent reading choices

# Focus of SEM-R

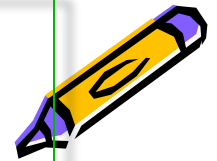
- Joyful reading
- Reading above level
- Acknowledging and celebrating students' interests & strengths
- Challenging conversations
- Differentiation in reading
- Increased self-regulation





Case Studies of Talented  
Readers in Third and Seventh  
Grade Classrooms

**National Research Center on the  
Gifted and Talented-UConn site**



# The needs of talented readers are not being met!



**I try to get to them (the talented readers) at least once a week, but I am not always able to do that. You see, so many of my other students read below grade level that it is hard to justify not working with them. Many of these lower readers will be retained in this grade if they do not improve. The top group already reads at grade level, so I rarely have any instructional time to give to them.**



Fordham Institute Report  
In a Nutshell: **HIGH-ACHIEVING STUDENTS IN THE  
ERA OF NCLB**

**While the nation's lowest-achieving youngsters made respectable gains from 2000 to 2007, the performance of top students languished. Children at the tenth percentile of achievement (the bottom 10 percent of students) have shown solid progress in fourth-grade reading and math and eighth-grade math, but those at the 90th percentile (the top 10 percent) have not!**



# Phase 1

Book Hooks: High interest read alouds and higher order questions



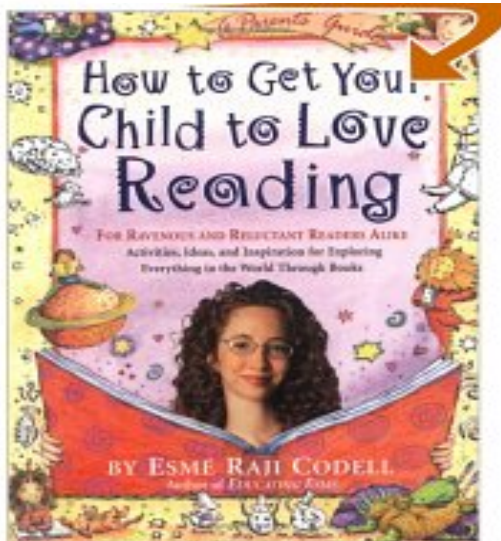
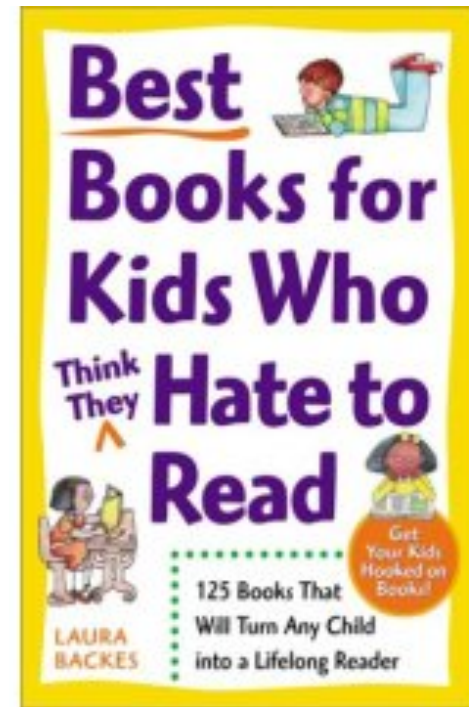
# Reading Strategies

Making Connections	Making Connections	Making Connections
Determining Importance	Determining Importance	Determining Importance
Questioning	Questioning	Questioning
Visualizing	Visualizing/ Sensory Images	Visualizing & Inferring
Making Inferences	Making Inferences	
Summarizing	Synthesizing	Synthesizing
Metacognition		

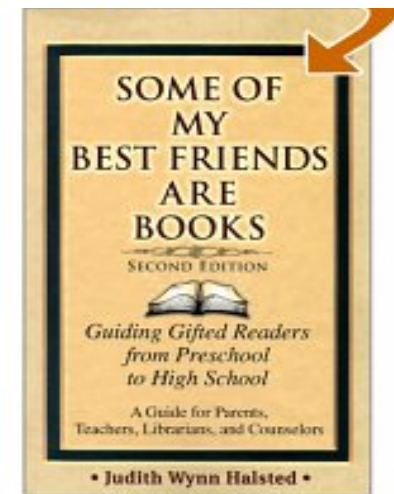
Paris, 2004

Keene & Zimmerman, 1997

Harvey & Goudvis, 2000



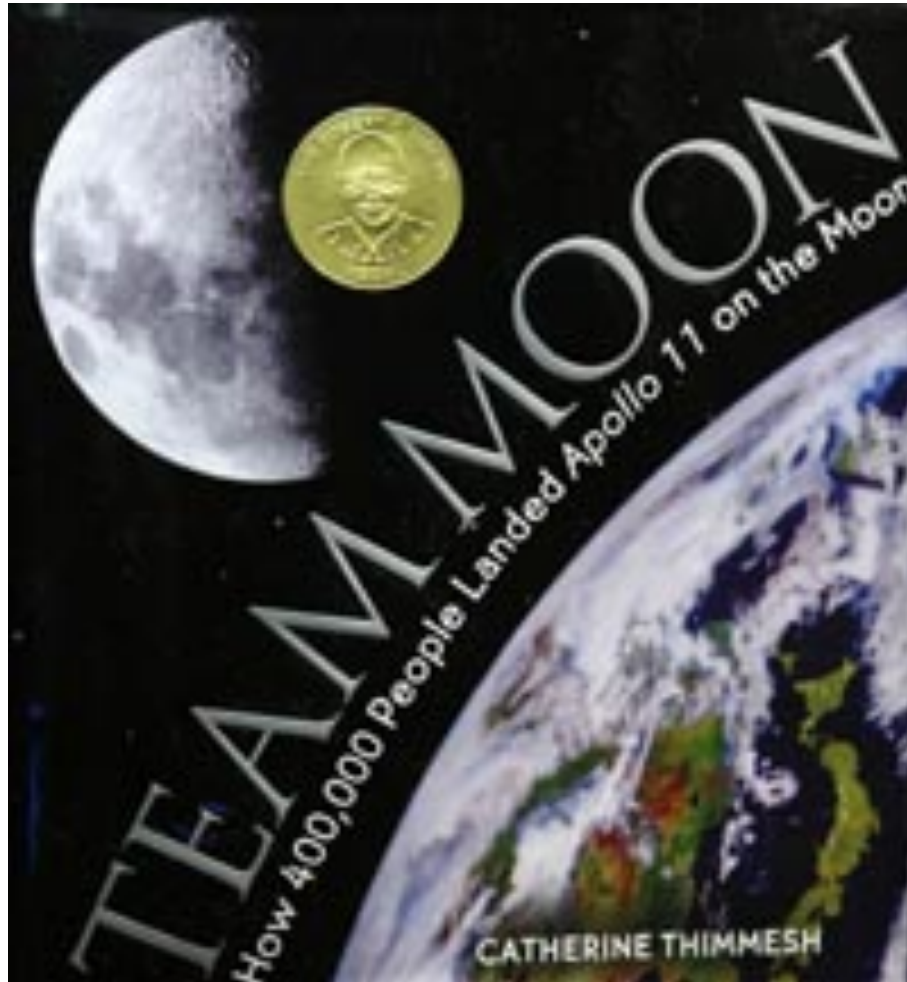
## Resources for Finding Books



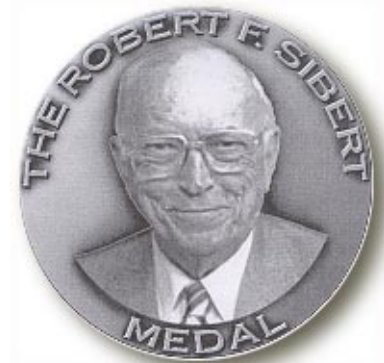
# Book Lists

- **Book Links Salutes A Few Good Books** published in *Book Links* in January
- **CCBC Choices**, compiled and published by The Center for Children's Books, available in April/May
- **Children's Choices**, International Reading Association, published in October in *The Reading Teacher*
- **Ruminator Review -Children's Books of Distinction** listed in the spring with the final award winners listed in the summer
- **Notable Children's Trade Books in the Field of Social Studies**, published in April/May *Social Education* and available at <http://www.ncss.org/resources/notable/home.html>
- **Outstanding Science Trade Books for Children** published in March in *Science and Children* and available at <http://www.nsta.org/210>
- Riverbank Review's Children's Books of Distinction at [www.riverbankreview.com](http://www.riverbankreview.com)
- **School Library Journal's Best of** published in December/January of each year
- **SLJ Star Track**, *School Library Journal*, published in January and August as a supplement to *School Library Journal*
- **Teacher's Choices**, International Reading Association, published in November in *The Reading Teacher*
- **Young Adult Choices**, International Reading Association, published in November in the *Journal of Reading*.
- **Our own list is available on our web site.**

## Text Level



‘After sitting atop a virtual bomb and traveling nearly half a million miles; after battling 1202 alarms, low fuel, and frozen fuel slugs; after walking on an airless rock; . . .’



Given to the most distinguished children’s informational book published in the preceding year.



## Character

What gift would you like to give the main character? Why?

Illustrate some of the similarities between two or more characters.

How might you rewrite this story to include one of your friends as a character?

If you were the author, what further episodes, events, or discoveries would you have the characters participate in?



## Setting

List all the places that the story took place.

Think of six words that describe a setting from the story.

Why did the author place the story in this location?

Do you think the setting for this story was real or imaginary? Why?

Locate the probable location for the story on a map. If the setting is imaginary, draw it.



## Setting

Why was the setting an appropriate place for this story to take place?

Do you think the author would enjoy writing a story that took place where you live? Why?

Would you want to live in a setting similar to the story location?

How might your parents or friends react to living in the story setting?

# Teacher Read Aloud Guidelines in Phase One



- Find a book you enjoy.
- Match the book to your audience.
- Use book hooks to illustrate reading strategies
- Use a range of intonations, speeds, and volumes.
- Read part of the book.
- Use book chats to scaffold higher level thinking skills.
- Read selections from multiple books by the same author.
- Change genres and styles often.
- Expose kids to great books on tape.
- Invite special guest readers.



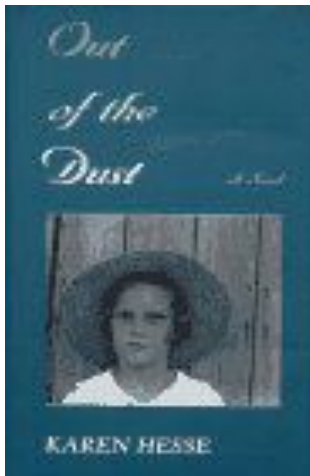
# Weekly Book Hook Theme Ideas

[www.CarolHurst.com/subjects/subjects.html](http://www.CarolHurst.com/subjects/subjects.html)

- Historical Themes applied to: (WW2, Hiroshima, Gold Rush, Pioneering, Colonialism)
- Struggle and Conflict
- Power
- Culture and Diversity
- Gender Issues
- Abstract Themes (hate, love, peace, inhumanity to others...)

# Weekly Theme: Changes in Life

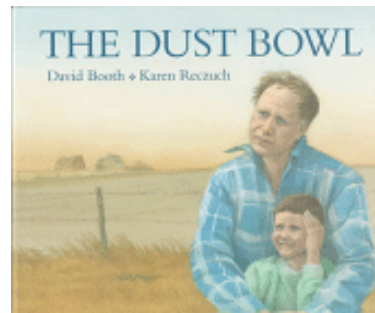
Out of the Dust



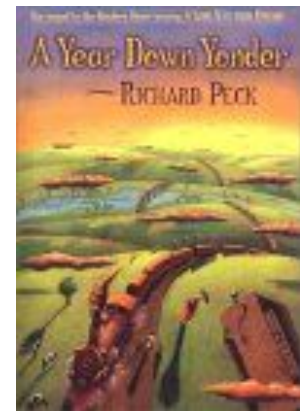
Bud Not Buddy



The Dust Bowl

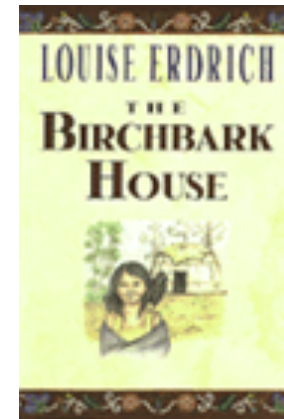


A Year Down Yonder



# Cultural Diversity and Richness of Life

Birchbark House



The Desert is  
Theirs



Kokopelli's Flute



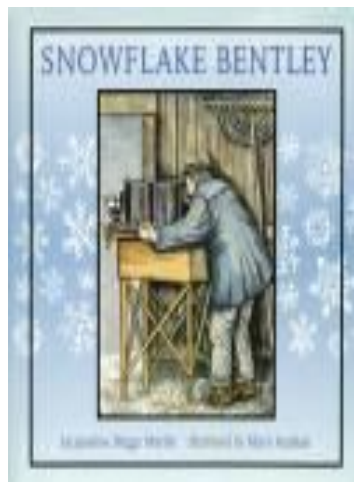
# Weekly Theme: Change

THE LOG CABIN QUILT



by Ellen Howard illustrated by Ronald Himler

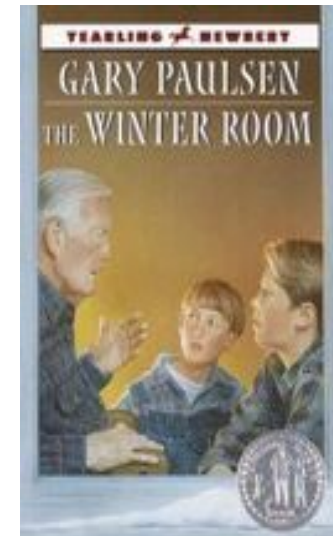
Non-fiction



Picture Books



Fiction

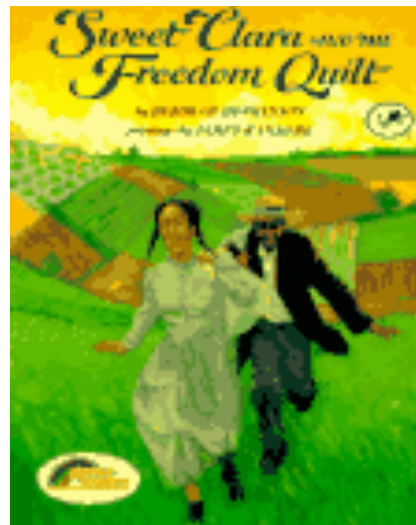


# Weekly Theme: Freedom and Loss of Freedom



Jip: His Story

Sweet Clara and  
the Freedom Quilt

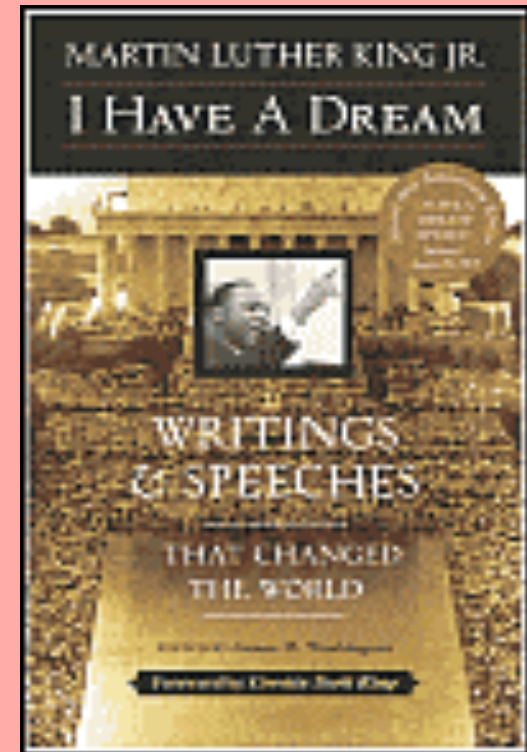


To Be a Slave

# Weekly Theme: Prejudice



## Day 1



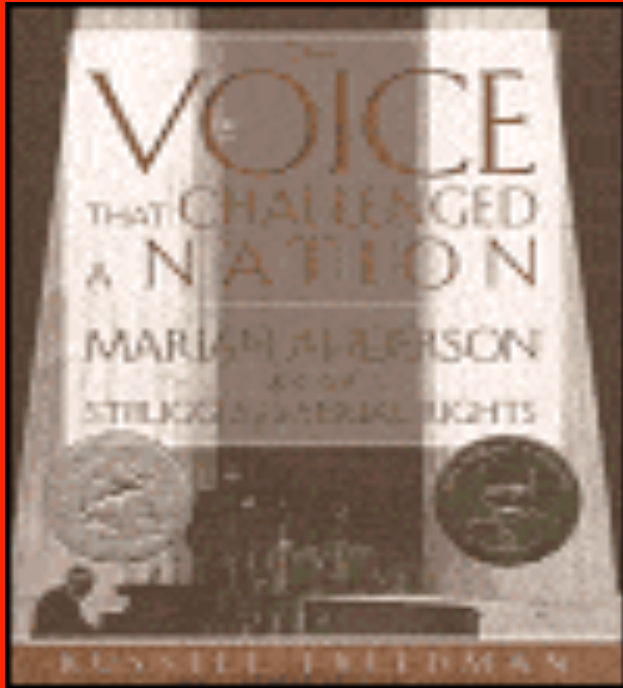
**Dr. King uses interesting words in his speeches. [Give one example]**

(MC text to self)

**How would you have said the same thing?**

**For what purpose should someone read these books?**

# Day 2



**Why did Dr. King's sister decide to write a book about her brother?  
Did Marian Anderson's personality contribute to her success or  
failure?**

**(Making Inferences)**

**(MC text to text)**

# Day 3



How do the events in the passages from these two books relate to what was going on in the world during the stories' time periods?

(MC text to world)

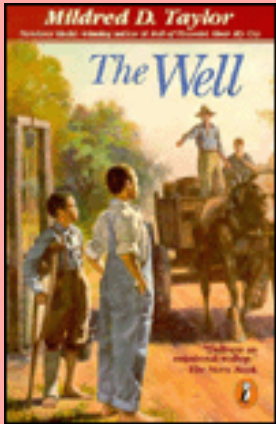
What questions do you have about the time period in which these books took place?

(Questioning)

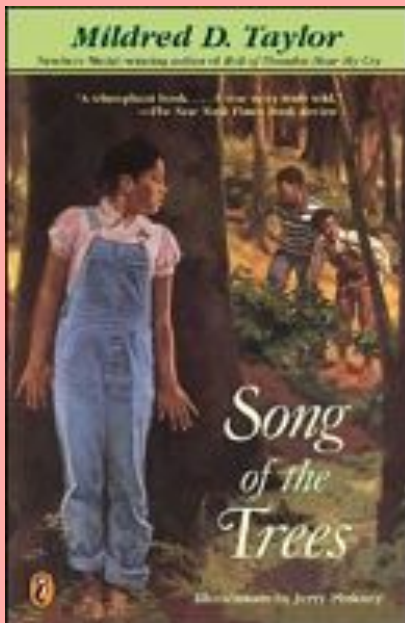
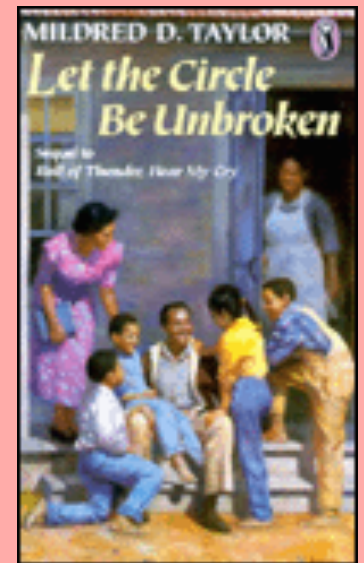
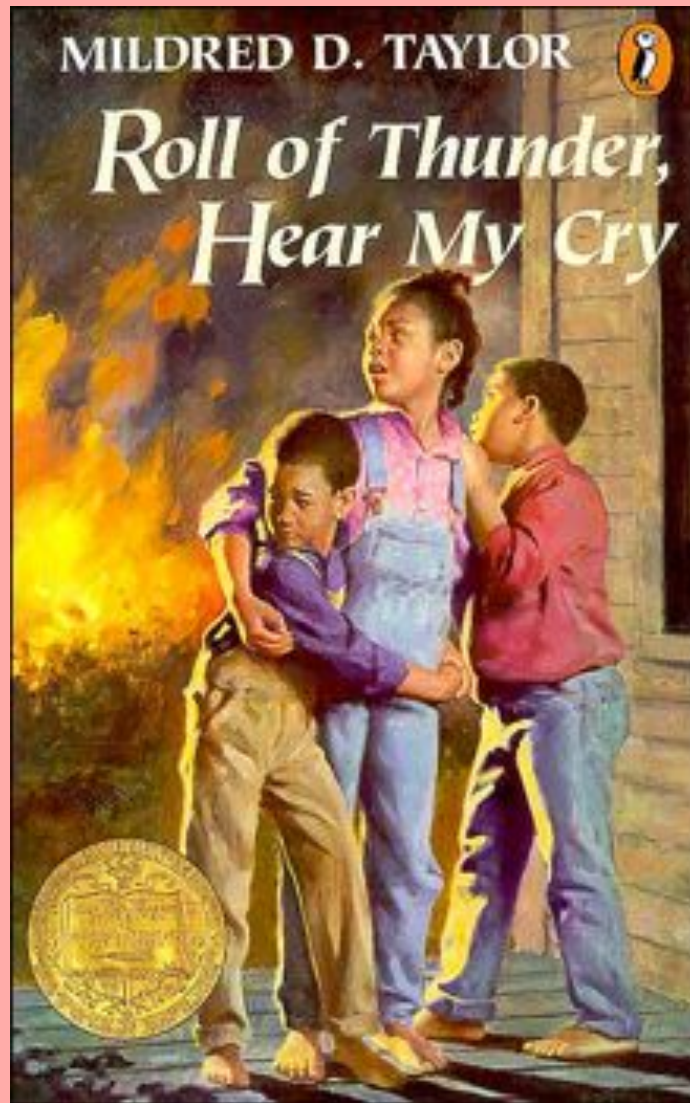
What kind of text could you use to find answers to your questions?

(MC text to text)



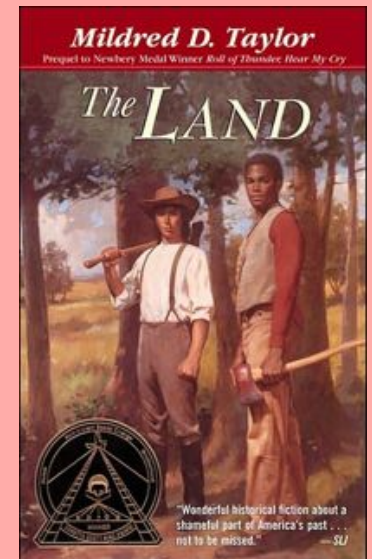


# Day 4



As I read from this book, I want you to try to picture in your mind one of the characters and the setting in which he or she lived.

(Visualization)

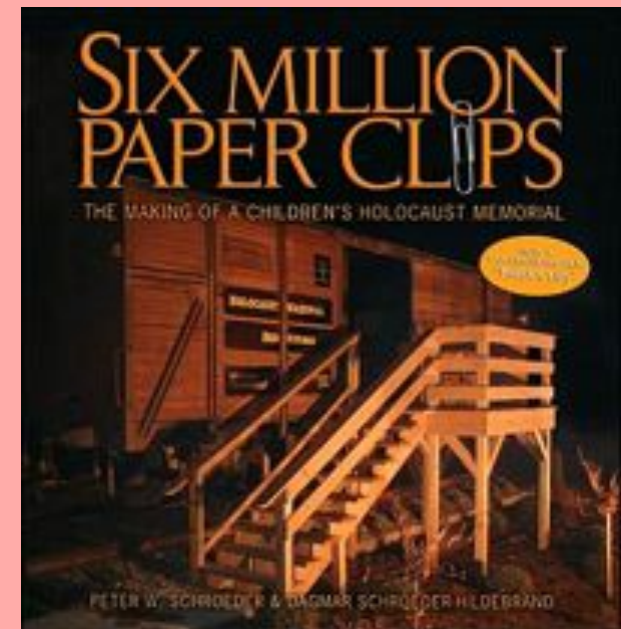
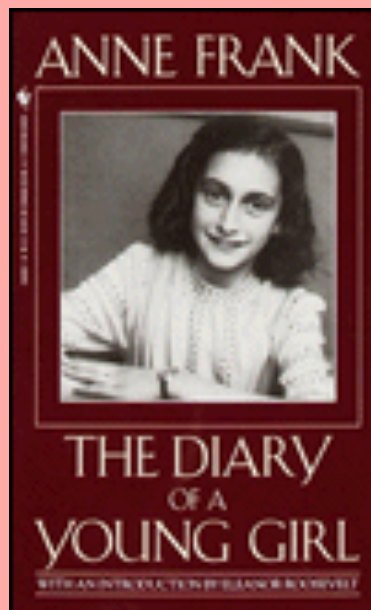
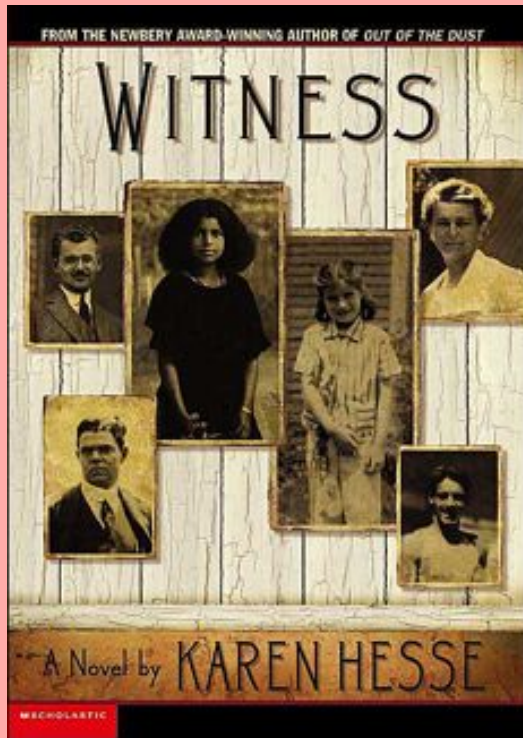


# DAY 5

Today's books are different from the books we've book talked about earlier this week, but they have a similar theme. How are they different?

(MC text to text)

(Synthesis)





# Phase 2

- Supported Independent Reading (SIR) using individual conferences and differentiated reading instruction



# Phase Two Goals

- Students will . . .
  - Enjoy reading books of their own selection
  - Read appropriately challenging books (1 to 1.5 above their current reading level)
  - Develop self-regulation skills to enable all students to read appropriately challenging books for at least 25-35 minutes each day
  - Have individualized, differentiated reading strategy instruction



# Individualizing and Differentiating Conferences

*It is important to remember that not all students will need the same strategy instruction at the very same time, but that all students need some instruction if they are reading a book that is adequately challenging. For that reason, be sure that strategy instruction is integrated throughout conferences and differentiated to meet the needs of individual students.*



Supported Independent  
Reading is not  
sustained silent reading

Without discipline, there's  
no life at all.

“If you always do  
what interests you,  
at least one person  
is pleased.”



– Katharine Hepburn



# Reading Comprehension Strategies

Schoolwide Enrichment Model  
Reading Framework





# Self-Regulated Learning

Zimmerman (1989) defines self-regulated learning as involving the regulation of three general aspects of academic learning.

First, self-regulation of ***behavior***

- active control of various resources students have available- such as time, study environment-where they study
- use of peers and faculty members to help

Second, self-regulation of ***motivation and affect***

- controlling and changing motivational beliefs such as self-efficacy and goal orientation
- controlling emotions and affect in ways that improve learning.

Third, self-regulation of ***cognition***

- control of various cognitive strategies for learning such as the use of deep processing strategies for better learning and increased performance.

# Rules for SIR

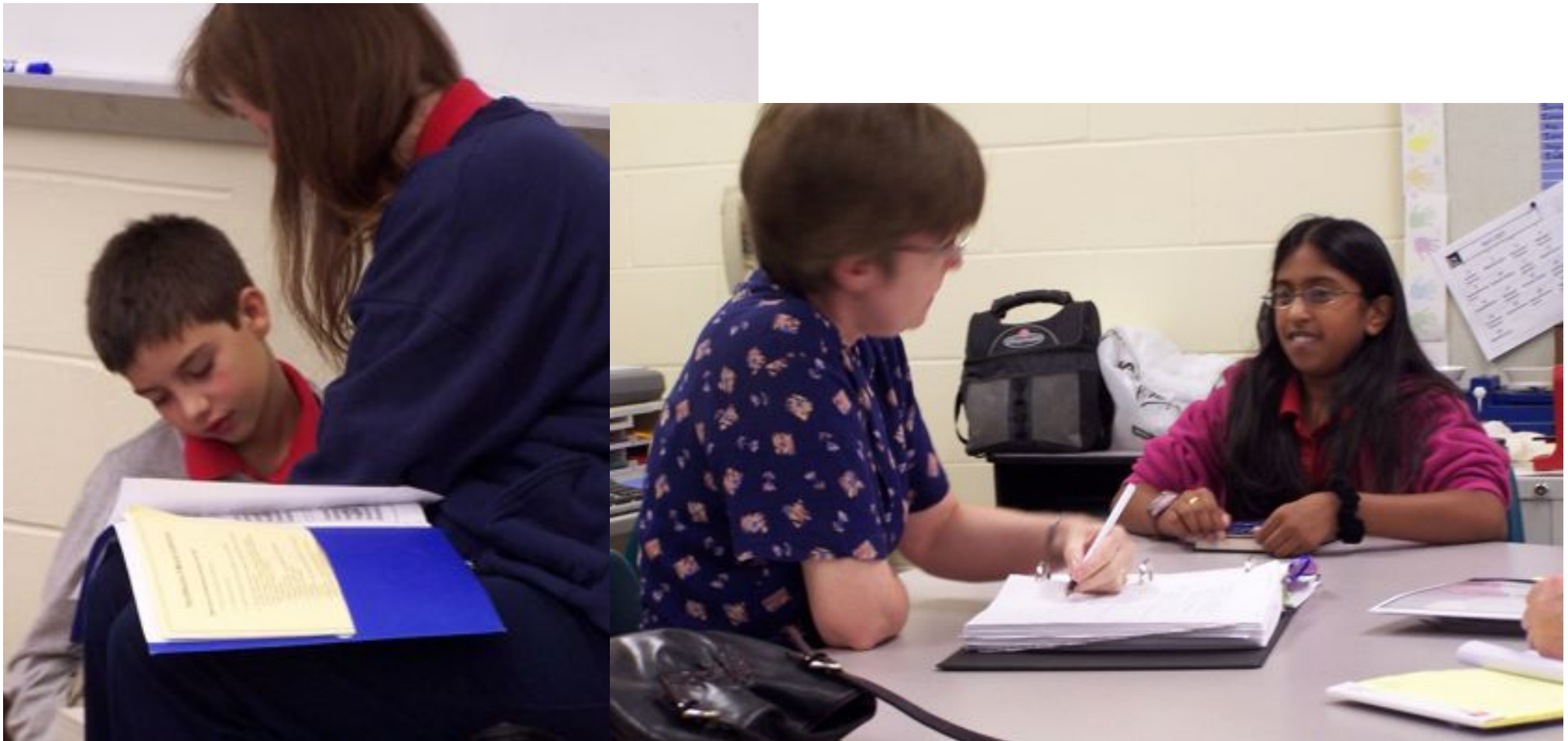


- You must have a **book** to read
- If you aren't enjoying a book and have given it a fair chance (10 pages!), ask someone to help you choose a new one.
- Remain in your reading area during SIR
- Only reading is happening
- Books must be appropriately challenging
- Do your best reading the whole time

Having them read out of their comfort zone (current reading level or lower) has proven to stretch their minds in ways that have amazed me. They have learned how to select books that are a challenge to them, and devour them, to only quickly get another that is one their reading list.



I have seen gains in their fluency,  
comprehension, as well as word skills.  
It is truly amazing.





# Supported Independent Reading



More than just SSR!

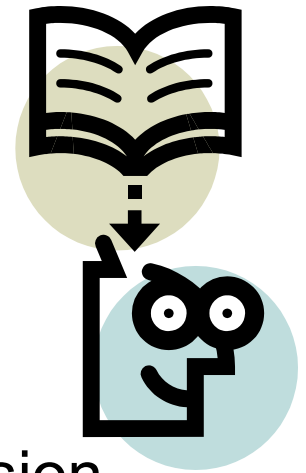


# What does an individual conference look like?



1. Begin by reviewing the student's log
2. Inquire about the book
3. Invite the student to read a paragraph or two to you aloud

# What does an individual conference look like?



4. Ask the student a series of questions to spark discussion and enable you to assess comprehension
  - a. Provide support in helping students with decoding and fluency
  - b. Foster comprehension through strategy development integrated and differentiated throughout conferences
    - i. Synthesizing
    - ii. Making inferences
    - iii. Making connections – help students make connections to understand difficult material
    - iv. Determining importance
    - v. Visualizing
    - vi. Questioning – help students clarify the questions in their mind as they read
    - vii. Metacognition – help students identify when they are having trouble concentrating or understanding and why

# What does an individual conference look like?

- c. Evaluate the appropriateness of the student's book selection for comprehension and sophistication of ideas and content
- d. Suggest possibilities for further reading and pursuits



## 5. Record your meeting



### Reflection Section

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### Conference Information

Date:	Book:	
	Did the student read aloud? Y / N	Is this book a good match Y / N
Conference Focus:		Focus for Next Time:
Length:	Notes:	

Student reflection on reading

Student participation in assessment and review

Explicit strategy instruction

Purpose for reading and goal setting

Efficacy building via specific feedback



The one on one five minute conferences are the best way for me to monitor each child's unique learning needs, and be able to use strategies individually for each student that benefits them the most.



## Character

What gift would you like to give the main character? Why?

Illustrate some of the similarities between two or more characters.

How might you rewrite this story to include one of your friends as a character?

If you were the author, what further episodes, events, or discoveries would you have the characters participate in?



## Setting

List all the places that the story took place.

Think of six words that describe a setting from the story.

Why did the author place the story in this location?

Do you think the setting for this story was real or imaginary? Why?

Locate the probable location for the story on a map. If the setting is imaginary, draw it.



## Setting

Why was the setting an appropriate place for this story to take place?

Do you think the author would enjoy writing a story that took place where you live? Why?

Would you want to live in a setting similar to the story location?

How might your parents or friends react to living in the story setting?



## Character

What gift would you like to give the main character? Why?

Illustrate some of the similarities between two or more characters. ↑

**Making Inferences**

How might you rewrite this story to include one of your friends as a character?

If you were the author, what further episodes, events, or discoveries would you have the characters participate in? ↗

**Synthesis**



## Setting

List all the places that the story took place. ↖

**Knowledge**

Think of six words that describe a setting from the story.

Why did the author place the story in this location? ↘

**Making Inferences**

Do you think the setting for this story was real or imaginary? Why?

Locate the probable location for the story on a map. If the setting is imaginary, draw it.



## Setting

Why was the setting an appropriate place for this story to take place?

Do you think the author would enjoy writing a story that took place where you live? Why?

Would you want to live in a setting similar to the story location? ↖

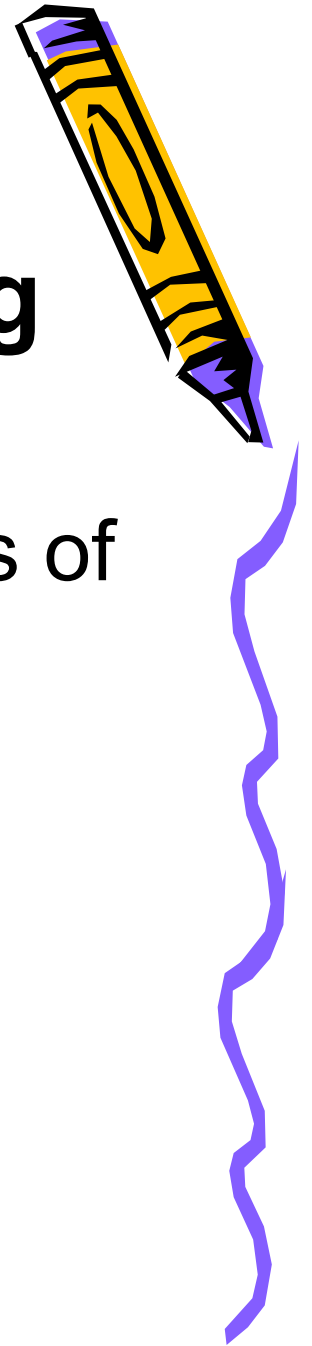
**Making Connections (T-S)**

How might your parents or friends react to living in the story setting? ↘

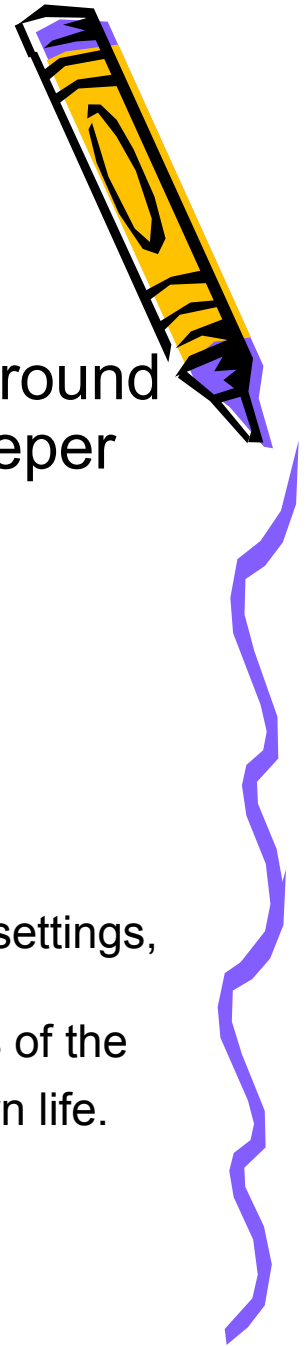
**Making Connections (T-W)**

# Using the SEMR bookmarks for questioning

- higher order, open-ended questions
- chances to model your own methods of critical analysis
- time for creative ideas
- discussions about literature that challenge and enrich children's experiences



# Making Connections



- ✎ Making connections allows readers to bring background knowledge (activate schema) and, therefore, a deeper understanding to the texts they read.

*Examples:*

How does this story relate to your own life?

Does this book remind you of another book that you have read?

Do you think your friends would enjoy meeting the main character?

Standards:

The student knows the similarities and differences among the characters, settings, and events presented in various texts.

The student responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.



# Metacognition

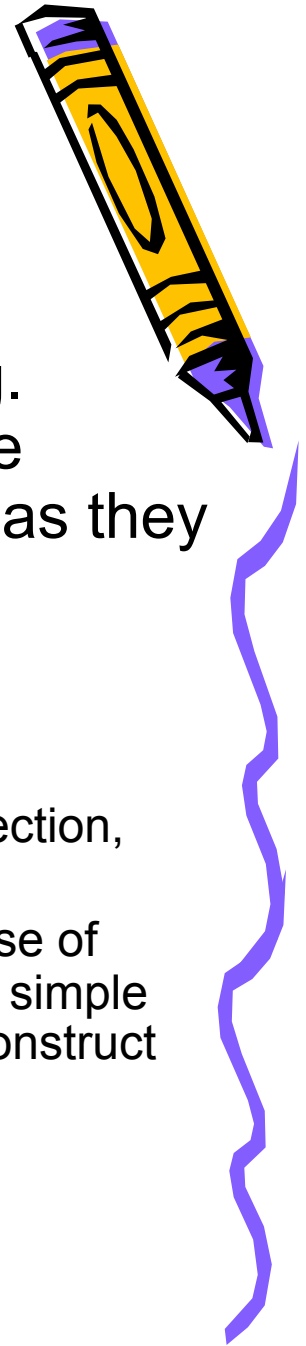
- ✎ Metacognition is thinking about one's own thinking. Enhancing metacognition during reading draws the reader's attention to the processes they are using as they read so that they can be more cognizant of them.

*Examples:*

How has the book influenced your beliefs?

Standards: The student clarifies understanding by rereading, self-correction, checking other sources, and class or group discussion.

The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.



## SIR Conference Rubric

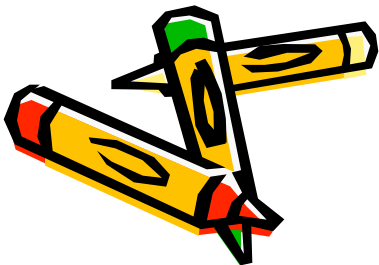
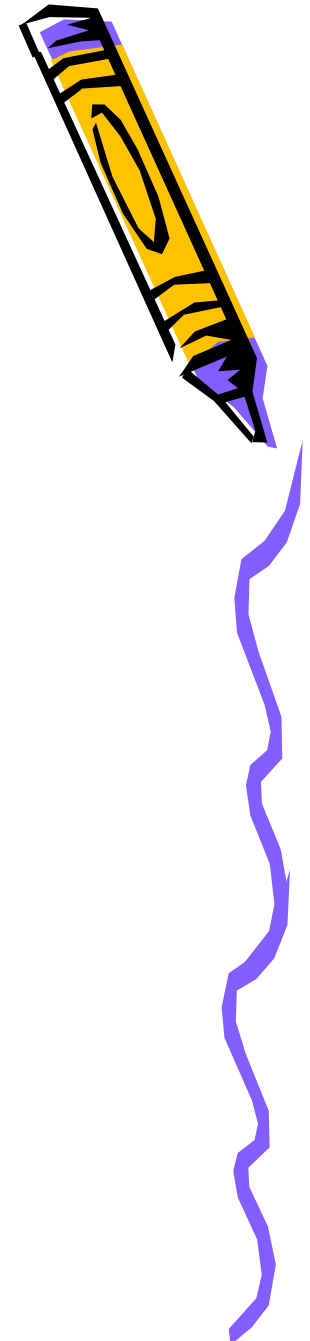
Student Name: \_\_\_\_\_

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

	ALWAYS	USUALLY	RARELY	NEVER
<i>Student uses the reading process effectively.</i>  Uses strategies to determine meaning & increase vocabulary: <b>context clues</b>	3	2	1	0
<i>The student constructs meaning from a wide range of texts.</i>  Determines <b>main idea/details, sequence</b> events. Identifies <b>author's purpose</b> . Recognizes use of <b>compare &amp; contrast</b>	3	2	1	0
<i>The student understands the common features of literary forms.</i>  Understands the development of <b>plot</b> . Knows the similarities & differences among <b>characters, settings, and events</b> .	3	2	1	0
<i>The student responds critically to fiction, non-fiction, poetry, &amp; drama.</i>  Student identifies <b>cause and effect</b> relationships in literary text.	3	2	1	0
TOTAL SCORE: _____ /12 12-11= A    10- 9= B    8-7= C    6-4= D    3-below= F				

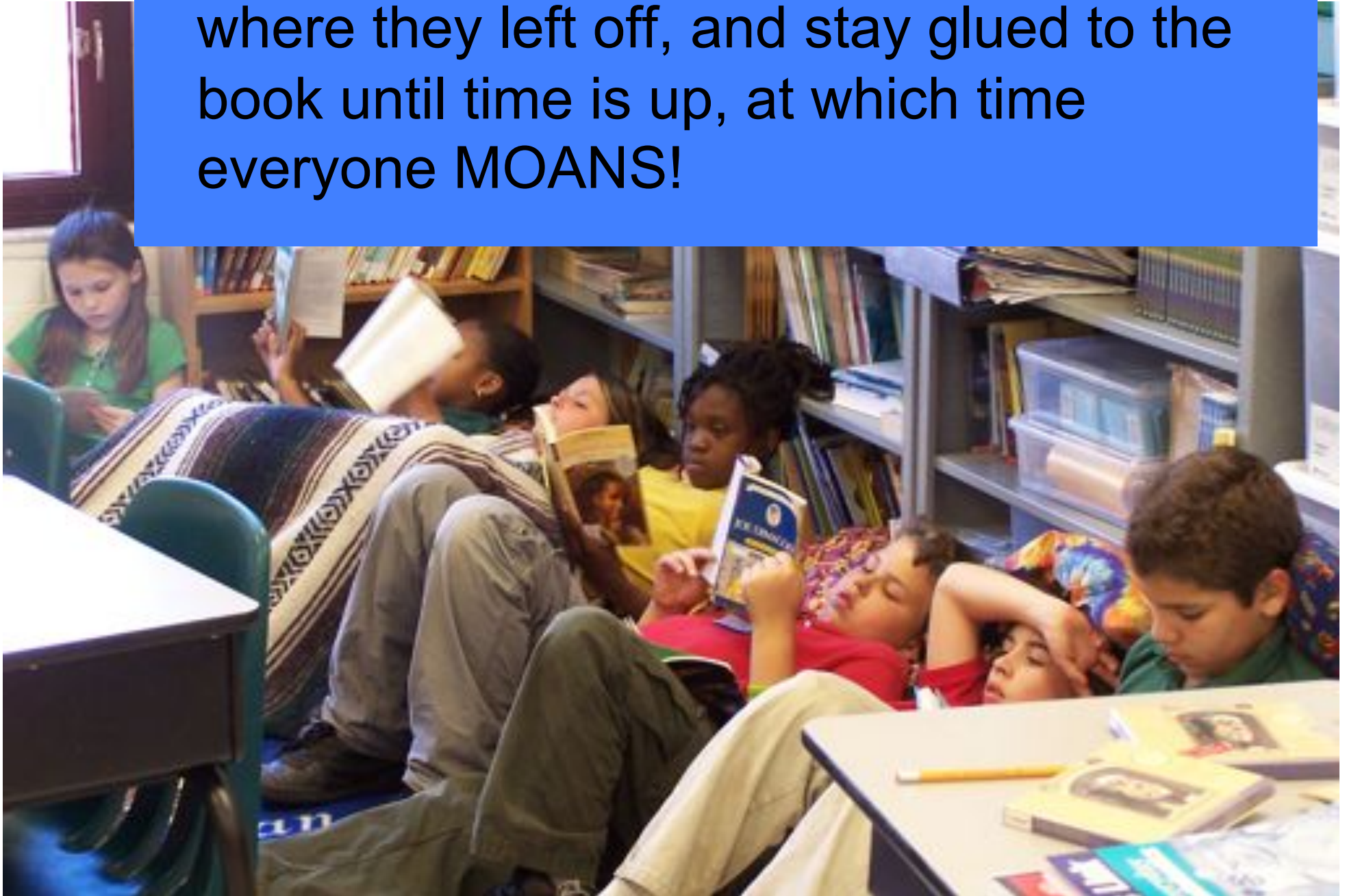
**Area(s) of Concern (circle):** LA.A.1.2.3- context clues    LA.A.2.2.1- main idea, details    LA.A.2.2.1- sequence  
 LA.E.1.2.2- plot    LA.A.2.2.2- author's purpose    LA.A.2.2.7- compare & contrast    LA.A.2.2.8 & LA.A.2.2.5- graphic sources  
 LA.E.1.2.3- characters    LA.E.2.2.1- cause & effect

Comments:





After our conference is done they pick up where they left off, and stay glued to the book until time is up, at which time everyone MOANS!



# Phase 3

## Interest and Choice



### Phase 3 - Interest & Choice Components

- Introducing creative thinking
- Exploring the Internet
- Genre studies
- Literary exploration
- Responding to books
- Investigation centers
- Focus on biographies
- Buddy reading
- Books on tape
- Literature circles
- Creative or expository writing
- Type III investigations

Increasing degree of student selection

**Type II & Type III Investigations**

# Independent Projects

- Build on student interest
- Encourage independence
- Allow work with complex and abstract ideas
- Enable long-term and in-depth work on topics of interest
- Develop task commitment and self-regulation
- Teach planning and research skills at advanced levels



Phase 1

Phase 2

Phase 3

20  
Minutes

10  
Minutes

30  
Minutes

10  
Minutes

20  
Minutes

30  
Minutes

5  
Minutes

40  
Minutes

???

**Some Options for  
Phase 3  
Implementation**

**DAILY**

15 - 20 minutes  
1 center per day  
Small chunks of time

**WEEKLY**

60 minutes  
Multiple Centers OR  
Focused Investigation

**BI-WEEKLY**

30 minutes  
Twice a Week  
2 Centers per day



# Research

## [Plimoth Plantation Online Learning Center](#)

Find out firsthand about the first Thanksgiving. Learn how historians decide what is fact and fiction using primary sources. Share what you have learned online for everyone to see.

## [Within These Walls](#)

Historians use clues to understand the past. Use the clues in this house to learn about its history just like the professionals do!



# Contests & Competitions

- Hundreds of contests & competitions
- Based on students' interests
- Using authentic methods of research and inquiry
- Writing, Math, Science, History, Technology, Debate, and the list goes on...

## [Young Inventors!](#)

**The 2010 Young Inventors Awards Program is open to all students in grades 2-8 in the United States. Students must work to conceive and design their tool inventions.**



books  
(fiction)



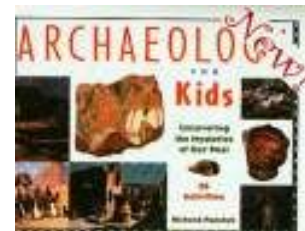
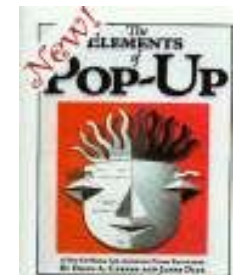
books  
(non-fiction)



books  
(how-to)

# Book Resources

- Fiction and non-fiction books to match readers' different interests
- E-books can motivate reluctant readers
- How-to books are a resource for independent projects







books  
(fiction)

# **E-books: Books available to read online**

## **Little Women by Louisa May Alcott**

### **CHAPTER ONE**

**"Christmas won't be Christmas without any presents," grumbled Jo, lying on the rug. "It's so dreadful to be poor!" sighed Meg, looking down at her old dress. "I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all," added little Amy, with an injured sniff.**

[Home](#) [K-5](#) [6-8](#) [9-12](#) [Hi Ed](#) [Downloads etc.](#)

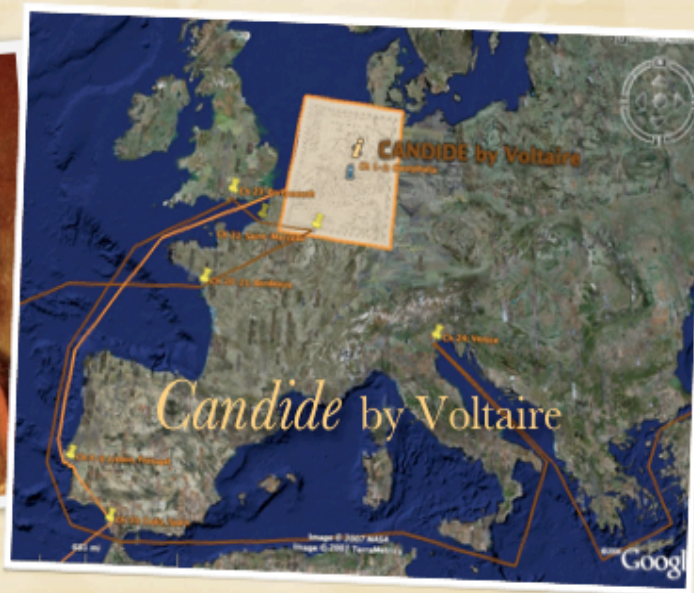
[Getting Started](#)

[Some Kind Words](#)

[Site Map](#)

last revised May 24, 2008

# Welcome to Google Lit Trips!



## ***A Different Way to Read Great Literature!***

This site is an experiment in teaching great literature in a very different way. Using Google Earth, students discover where in the world the greatest road trip stories of all time took place... *and so much more!*

***Conference Presentations***

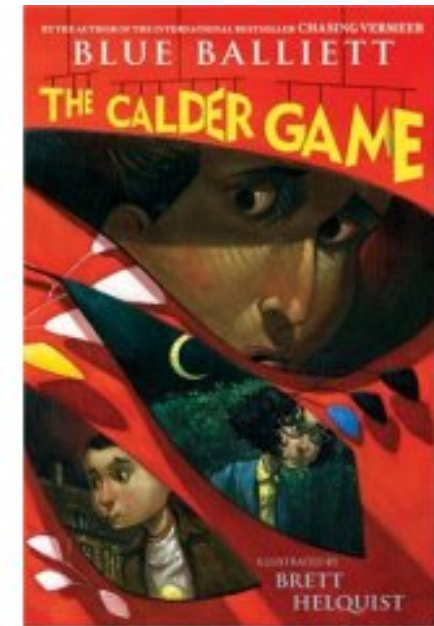
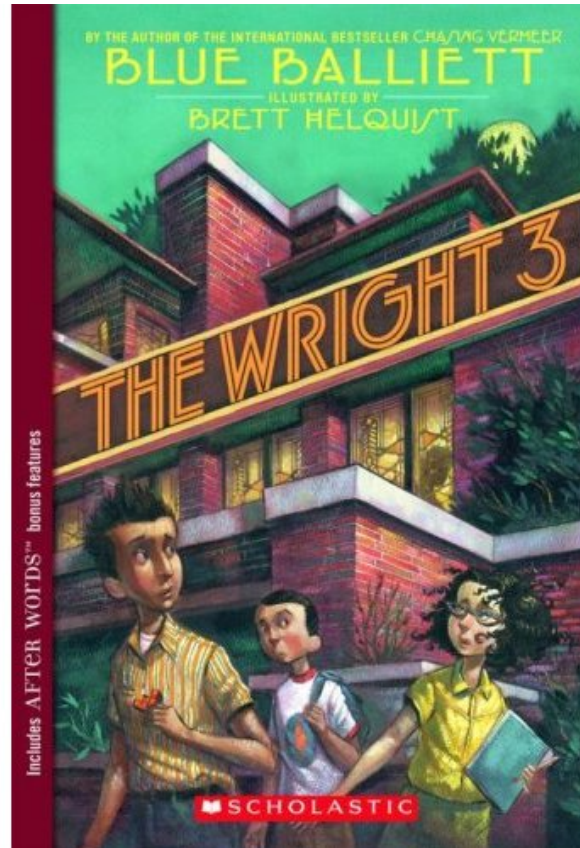
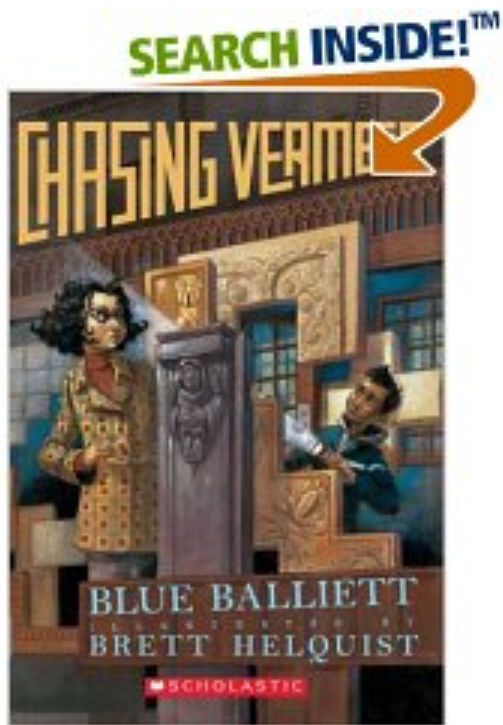
# eBooks

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

<http://books.google.com>

<http://kids.nypl.org/reading/Childreensebooks.cfm>

<http://etext.library.adelaide.edu.au/>



***Connecting Phase 1 to Phase 3***

# Architect Studio 3D



[design studio](#)

[design gallery](#)

[about architecture](#)

[about Frank Lloyd Wright](#)

[design studio:](#)



**With Frank Lloyd Wright as your guide, design a house online:**

Choose a client and a location, then apply your imagination to the challenges of architectural design. You can see your design take shape, then walk through a virtual 3D model of it. How well will your house satisfy the client's needs? How well does it suit its location? Submit your house to the design gallery so the world can see it—and rate it!

The Design Studio requires a fast Internet connection to download big 3D models for your house. We also recommend a pretty fast computer (1 Ghz or faster). For older computers or slower connections, try the non-3D version.

[Enter Design Studio](#)

[Non-3D Version](#)

[About this Site](#)

[For Teachers and Librarians](#)

[Related Links](#)



**Frank Lloyd Wright**  
PRESERVATION TRUST



## Welcome to Renzulli Learning

The Renzulli Learning System is an exciting new on-line program that matches students' interests and learning styles to many different opportunities designed to provide enriched, challenging learning. All of the activities and options in the Renzulli Learning System are based on The Enrichment Triad Model, which has been cited as the most widely used plan for enrichment and talent development in the world.

In the Renzulli Learning System, the Renzulli Profiler™ generates an individual profile for each student. Click [here](#) to read a sample profile. Then an individualized Enrichment Differentiation collection of Internet and downloadable resources are made available that matches student interests, learning styles, and preferred modes of expression.

If you would like to arrange for a product trial or receive a proposal for your district or school, please call 877-429-1955 or fill out a request form by clicking [here](#).

[Download Product Literature](#) | [User Instructions](#) | [Request a Free Trial](#) | [Test Drive Renzulli Learning](#) | [Testimonials](#) | [Site Map](#)

### Student Site



### Teacher Site



### Parent Site



### Manager Site



# System Overview At A Glance



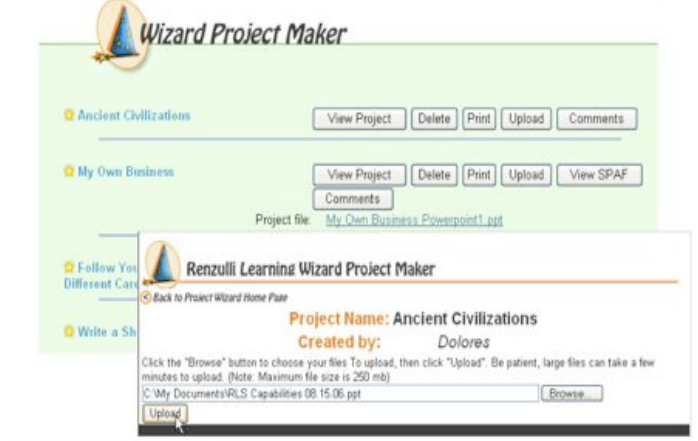
Individualized Strength Assessment



Resource Matching



Total Talent Portfolio



Application of Resources to Class Work And Projects

- Reproducible Activities
- Teacher Monitoring Tools
- Lesson Plans & Learning Maps
- Grouping By Interest Areas, etc.
- Teacher Favorites Portfolio
- Curricular Related “Push -Ins”
- Built-In Assessment Tools
- Parent Review Access
- 24/7/365 Usage

What is Renzulli Learning?

<http://www.renzullilearning.com/>



**Renzulli Learning matches students' interests, product and learning styles to thousands of enriched, challenging opportunities on-line, and matches kids to books in their area of interest at appropriate levels of challenge.**



# Renzulli Learning—currently over 40,000 enrichment activities.



virtual fieldtrips



real fieldtrips



creativity training



critical thinking



projects & independent study



contests & competitions



websites



books (fiction)



books (non-fiction)



books (how-to)



summer programs



on-line classes & activities



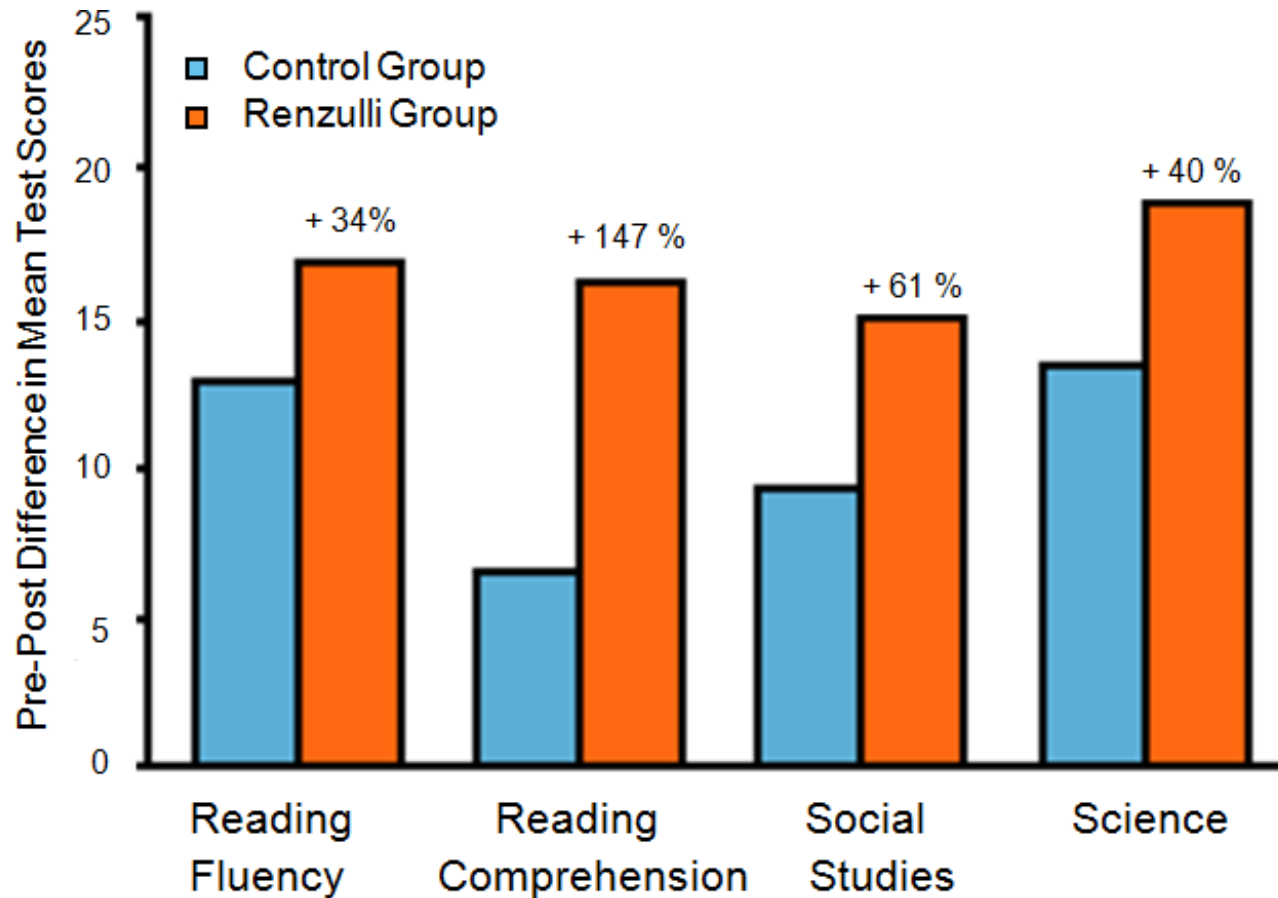
research skills



videos & dvd's

# Significant Achievement Gains Research

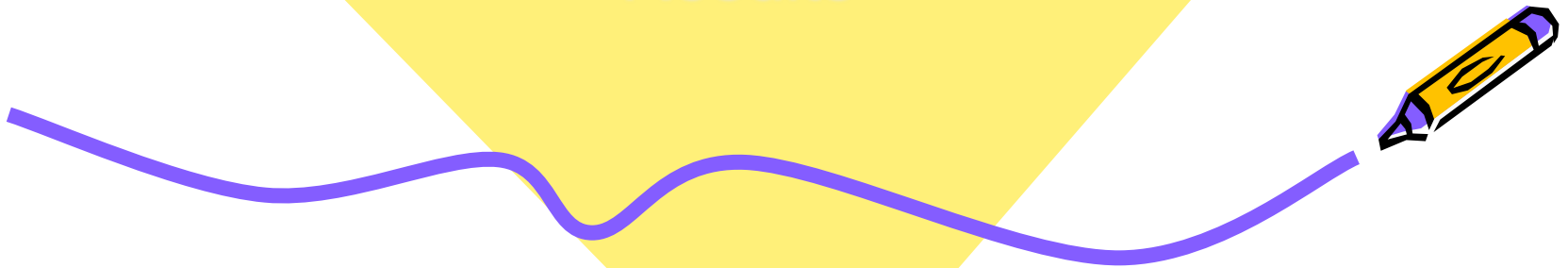
Reading comprehension scores with Renzulli improved **147%** over non-users in *just 16 weeks*.





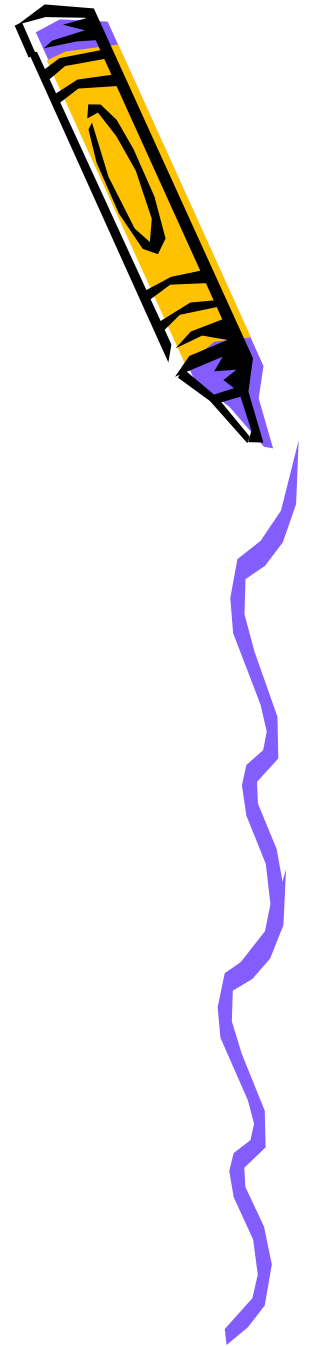
# Schoolwide Enrichment Model —Reading Framework

Results



# Pre and Post-Assessments

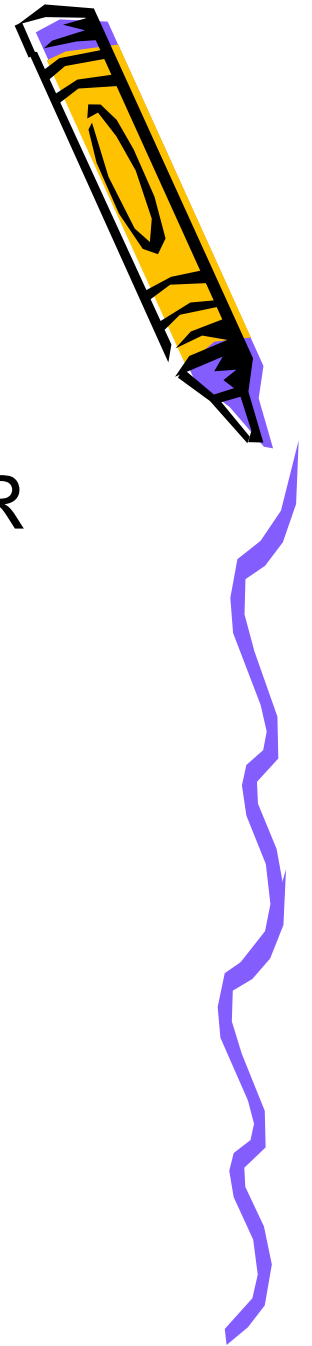
- Measures of Oral Reading Fluency
- *Iowa Test of Basic Skills: Reading Comprehension Subtest*
- *Elementary Reading Attitude Survey*



# SEM-R Results

Significant differences favoring the SEM-R treatment group in:

Attitudes toward Reading  
Reading Fluency  
Reading Comprehension

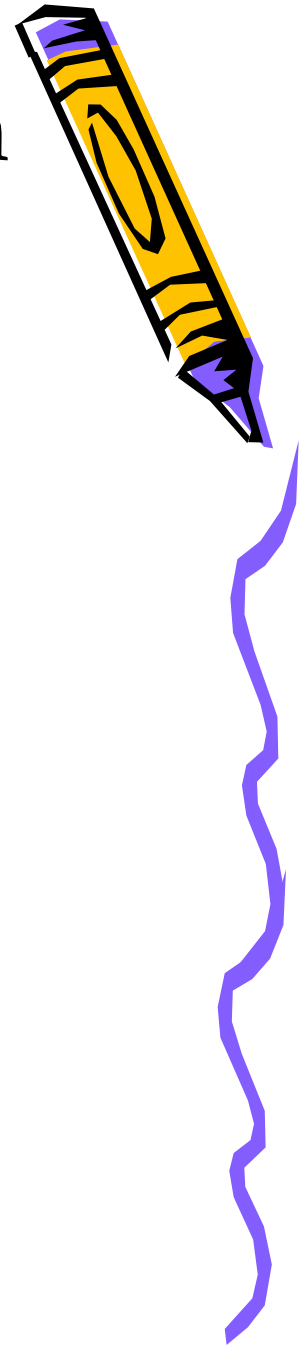


# Self-regulation in reading and task commitment in reading

- ❖ Challenge vs. comfort
- ❖ Ability of students to enjoy challenge and develop self-regulation in reading appropriately challenging material



# Findings related to self-regulation in and task commitment in reading



Pre

Post

10%

95%

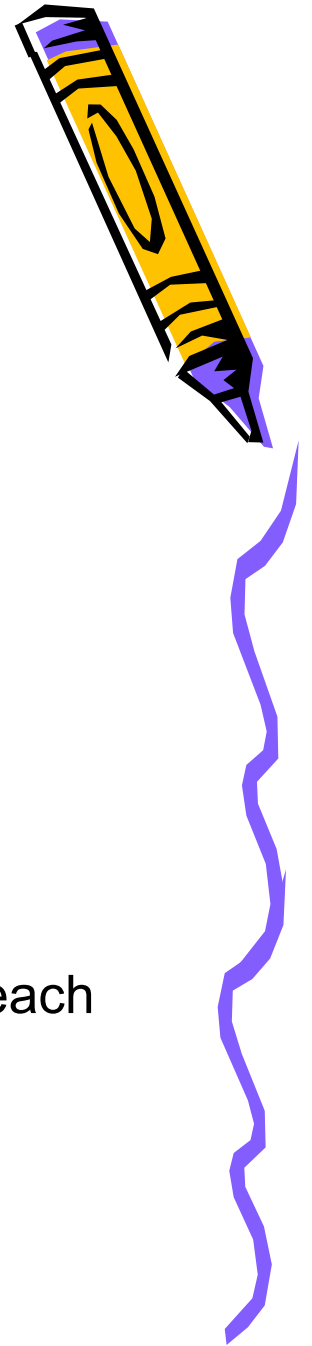
30-40 minutes of  
reading a day

30-40 minutes of  
reading a day



# Differences between SEM-R and other Reading Programs

- Focus on the joy found in reading
- Increasing levels of challenge in reading
- Can be used in conjunction with other programs
- Increased self-regulation in reading
- Acknowledging and celebrating students' interests
- Deeper more complex conversations about reading
- Higher level thinking skills and questioning
- Individualized instruction on a regular basis 2-4 times each week during Phase 2
- Freedom to choose activities and reading!







In the beginning my kids looked at me as if I had two heads when I took the books away from them and told them that they were reading a book that was too easy for them.



—4th grade treatment teacher



The individual conferences were so helpful. My average to above average readers really surprised me. They went beyond what I ever thought they could do with advanced thinking skills and questioning skills.

5th grade treatment teacher



In the beginning, I did not realize how much middle of the road reading instruction I did and how few of my kids I really challenged.



4th grade  
treatment  
teacher



In the SEM-R, the focus was not on me teaching, but rather on them learning. I did not have to spend hours on a lesson plan. Instead, I spent my time thinking of what to read to my students to get them excited about reading.



3rd grade treatment teacher



At first, I just wanted them to finish a book. Then I became more confident and would say, Come on now, that is just too easy for you. They would smile, because they knew I was right.

5th grade treatment teacher

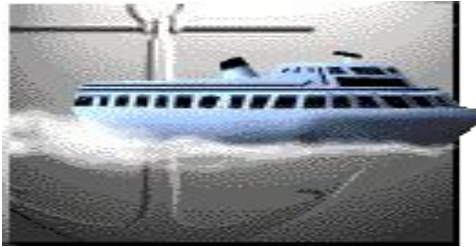
In the SEM-R, our focus was on helping children shift from LEARNING TO READ to READING TO LEARN!



**“We do not need to  
burn books to kill our  
civilization; we need  
only to leave them  
unread for a  
generation.”**

—R. M. Hutchins

**A focus of our work in The Schoolwide Enrichment Model is to increase enrichment opportunities and achievement and provide differentiated instruction for all students, the core of SEM-R.**

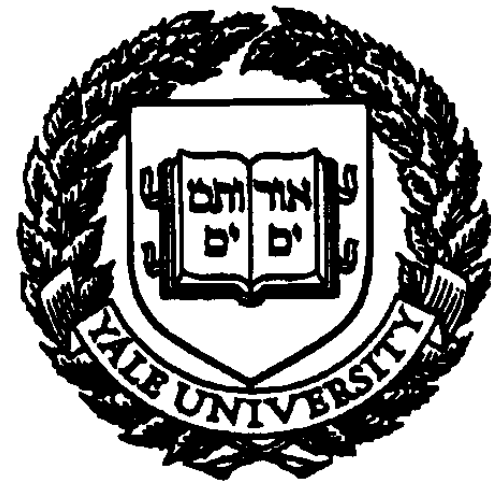
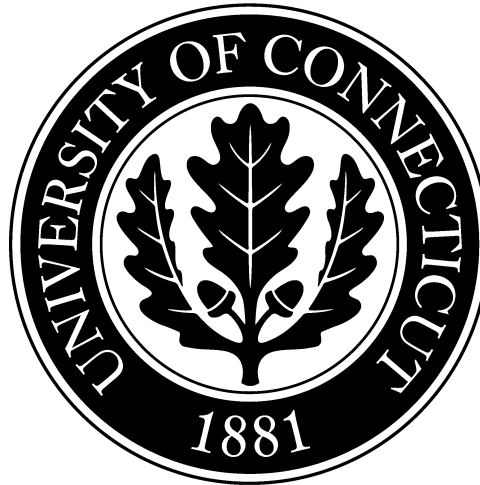


**A rising tide lifts all ships...**

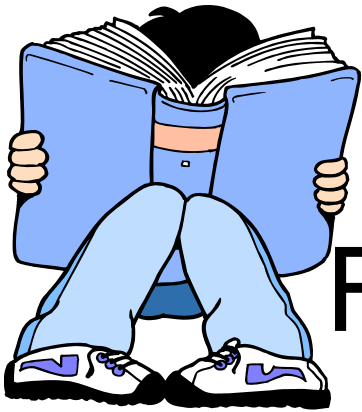




# The National Research Center on the Gifted and Talented



[www.gifted.uconn.edu/semr](http://www.gifted.uconn.edu/semr)



# For more information



- See our web page on SEM-R
- [www.renzullilearning.com](http://www.renzullilearning.com)
- Joyful Reading Books 1 and 2  
Jossey-Bass Booth #1444

Renzulli Learning Booth  
1344

Most importantly: what will  
you do?

Thank you very much!