But Why Can't I Read A Book From the Other Shelf?
Challenging Talented Readers
Sally M. Reis

Strategies to Challenge Talented Readers

- High interest teacher book hooks
- Compacting in basic skills and replacement with challenging reading
- 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
- Advanced reading strategies applied to challenging books
- Higher order questions with wait time for thoughtful responses
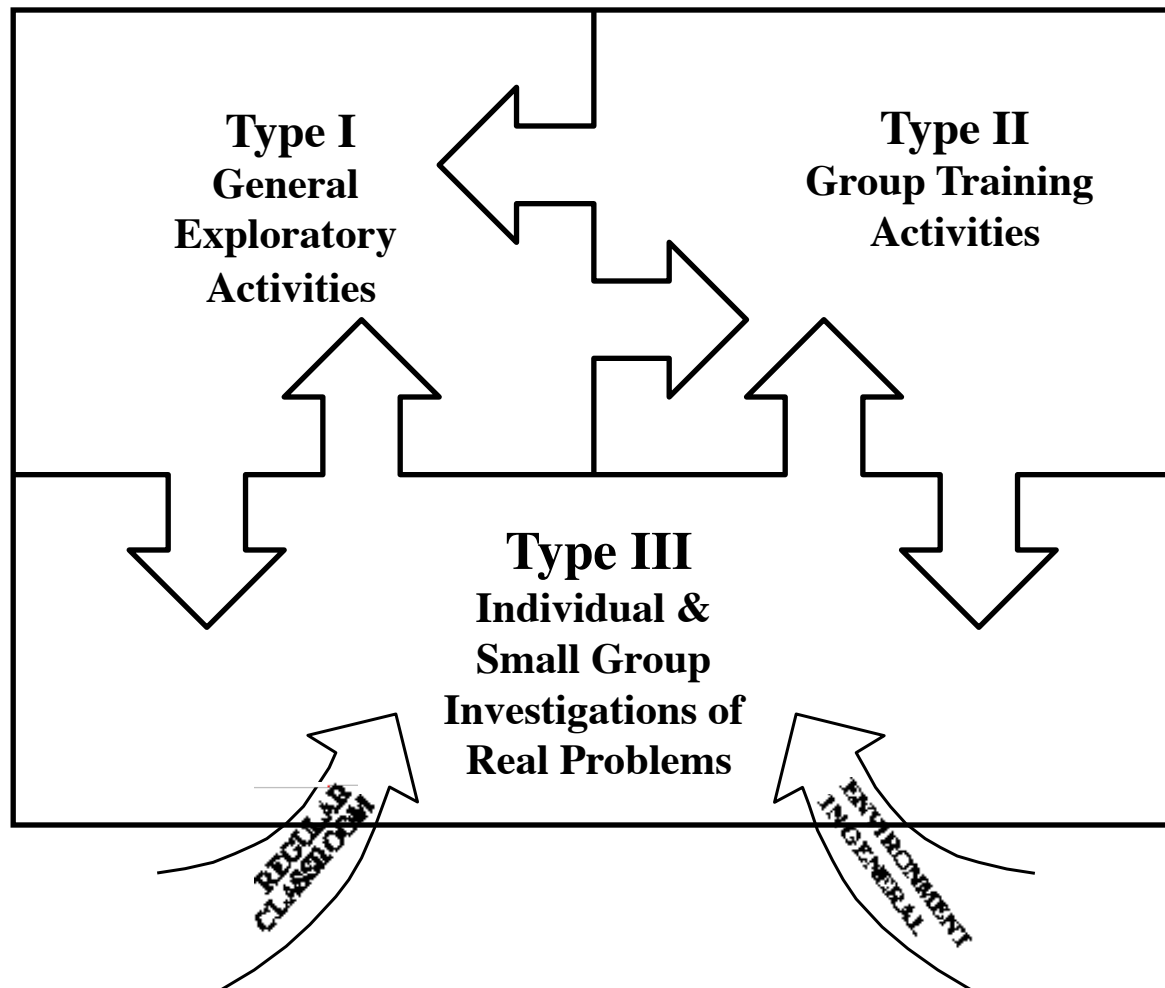- Reflection and practice and follow-up reflection on self-regulation strategies used for challenging reading

Three-Legged Stool

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

The Enrichment Triad Model

(Renzulli, 1977)

Type I
General Exploratory Activities

Type II
Group Training Activities

Type III
Individual & Small Group Investigations of Real Problems

REGULAR CLASSROOM

ENVIRONMENT IN GENERAL

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

One Size Fits All

"First grade would be all right if it weren't for the 11 sequels."

What is Differentiation?

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

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE
The Compactor

Prepared by: Joseph S. Renzulli
Linda M. Smith

NAME_____ AGE_____ TEACHER(S) _____ Individual Conference Dates And Persons Participating in Planning Of IEP

SCHOOL _____ GRADE_____ PARENT(S) _____ _____ _____ _____ _____

CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	PROCEDURES FOR COMPACTING BASIC MATERIAL Describe activities that will be used to guarantee proficiency in basic curricular areas.	ACCELERATION AND/OR ENRICHMENT ACTIVITIES Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
# Name it.	# Prove it.	# Change it.
What material needs to be covered?	Exactly what material is to be excluded?	What enrichment and/or acceleration activities will be included?
What evidence shows a need for compacting?	How will you prove mastery?	Independent Study Acceleration Mini-courses Honors Courses College Courses Mentorships Small Group Investigations Work Study

☐ Check here if additional information is recorded on the reverse side.

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

In our national studies on talented readers, we learned that

Approximately 50%-70% of traditional reading material could be eliminated for academically talented students.

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Think Back...

Choral Reading

Waiting to Read

Waiting for others to catch up

To Kill a Mockingbird

Miss Caroline writes the alphabet on the board and Scout reads it through easily. Suspicious, Miss Caroline asks Scout to read from the reader and from the local paper. Then she forbids Scout to let Atticus teach her to read anymore. Miss Caroline tells her she can not read at home anymore. Scout explains she doesn't remember learning how to read, but it seems she always knew how. 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 is…

"a complex and purposeful socio-cultural, cognitive, and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning with text."

(National Council of Teachers of English, 2004)

Differences between SEM-R and other Reading Programs

- Focus on the joy found in reading

- Increasing levels of challenge in reading

- 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 during Phase 2

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

Three Goals of SEM-R

To increase enjoyment in reading

To improve reading fluency, comprehension, and increase reading achievement

To encourage students to pursue challenging independent reading

2005 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, **brt.uoregon.edu/tech_reports.htm**.

This table shows the oral reading fluency rates of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

*WCPM = Words Correct Per Minute

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

**Average words per week growth

Focus of SEM-R

- Joyful reading

- Reading above level

- Acknowledging and celebrating students' interests & strengths

- Challenging conversations about reading

- Increased self-regulation

"I didn't actually read the book, but I did play the video game loosely based on it."

Components of the SEM-R Framework

Phase 1 - Exposure	Phase 2 - Training & Self-Selected Reading	Phase 3 - Interest & Choice Components
• High-interest book hooks for read aloud • Higher-order thinking probing questions • Bookmarks for teachers with questions focusing on advanced thinking skills and reading skill instruction that is relevant to a broad range of literature	☐ Training and discussions on Supported Independent Reading ☐ One-on-one teacher conferences on higher level reading strategy and instruction ☐ Bookmarks for students posing higher-order questions regarding character, plot, setting, considering the story, and other useful topics.	☐ 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
Type I Activities	**Type II Activities**	**Type II & Type III Investigations**

Increasing degree of student selectio

- High-interest book hooks for read aloud

- Higher-order thinking probing questions

- Bookmarks for teachers with questions focusing on advanced thinking skills and reading skill instruction that is relevant to a broad range of literature

Type I Activities

Phase 1
Exposure - Book Hooks:
High interest read alouds and higher order questions
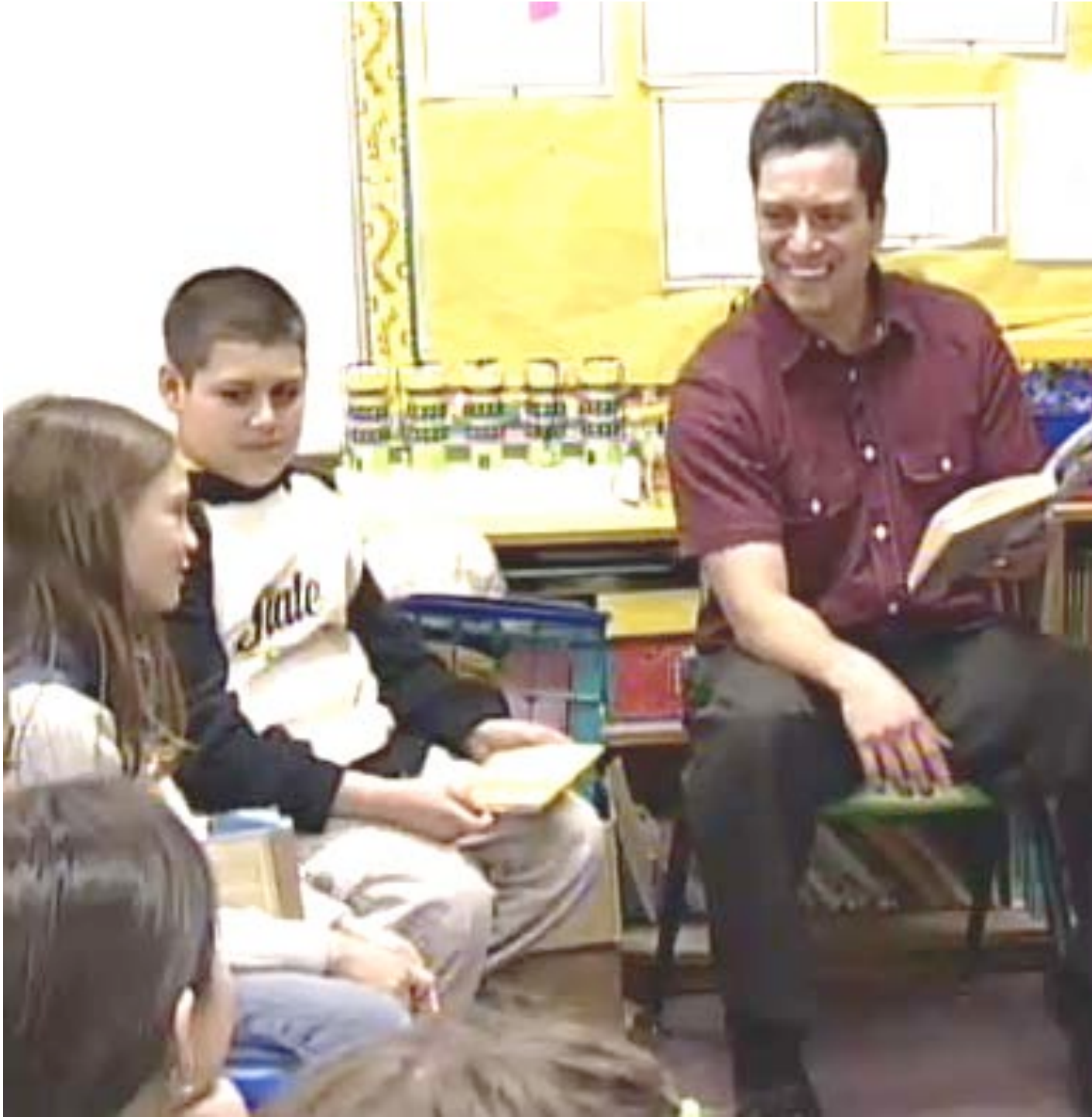
BOOK HOOKS

Teacher Read Aloud Guidelines in Phase One

- Use a book you enjoy.
- Match the book to your audience.
- Illustrate reading strategies
- Change intonation, speed, and volume.
- Leave them wanting to hear more.
- Scaffold higher level skills.
- Choose multiple books by the same author.
- Change genres and styles often.
- Utilize great books on tape.
- Invite special guest readers.

Basic Book Hook
Jacket
   Author information
   Back cover
   Illustration
Publication
Information
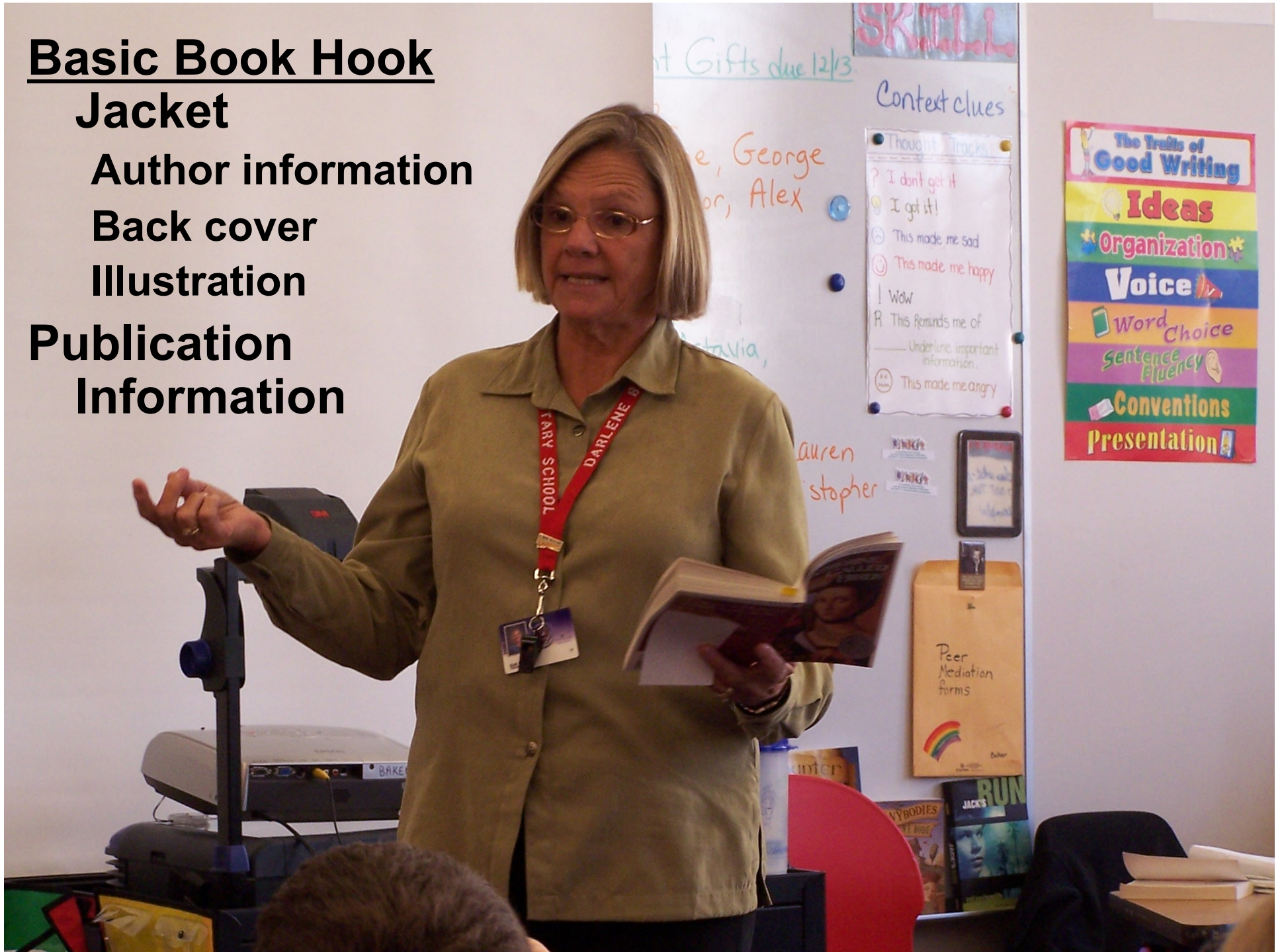
NEIL GAIMAN

THE GRAVEYARD BOOK

With illustrations by DAVE McKEAN

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?

The Wednesday Wars

GARY D. SCHMIDT

author of
LIZZIE BRIGHT AND THE BUCKMINSTER BOY
a Newbery Honor book and a Printz Honor book

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 |

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Exposure to a Wide

Range of Books
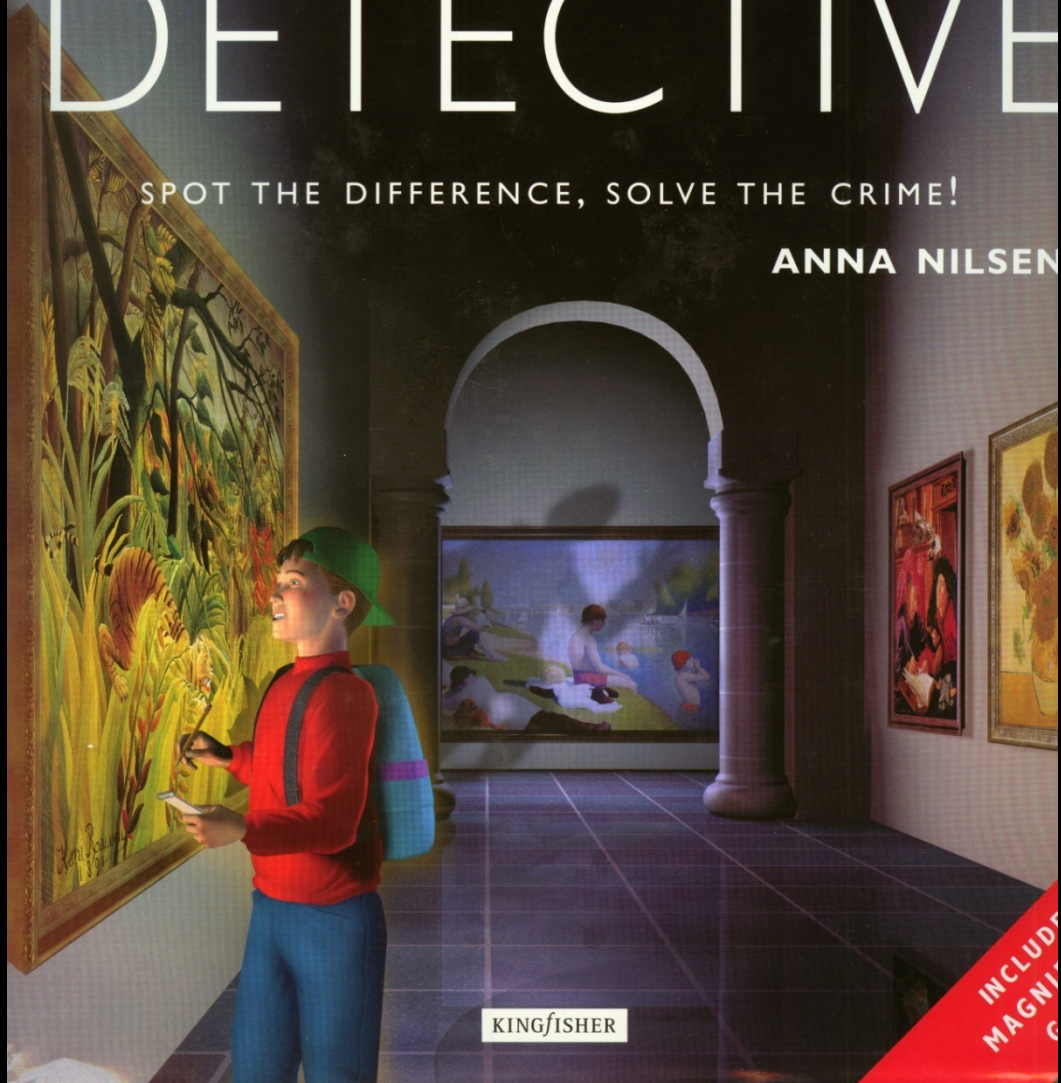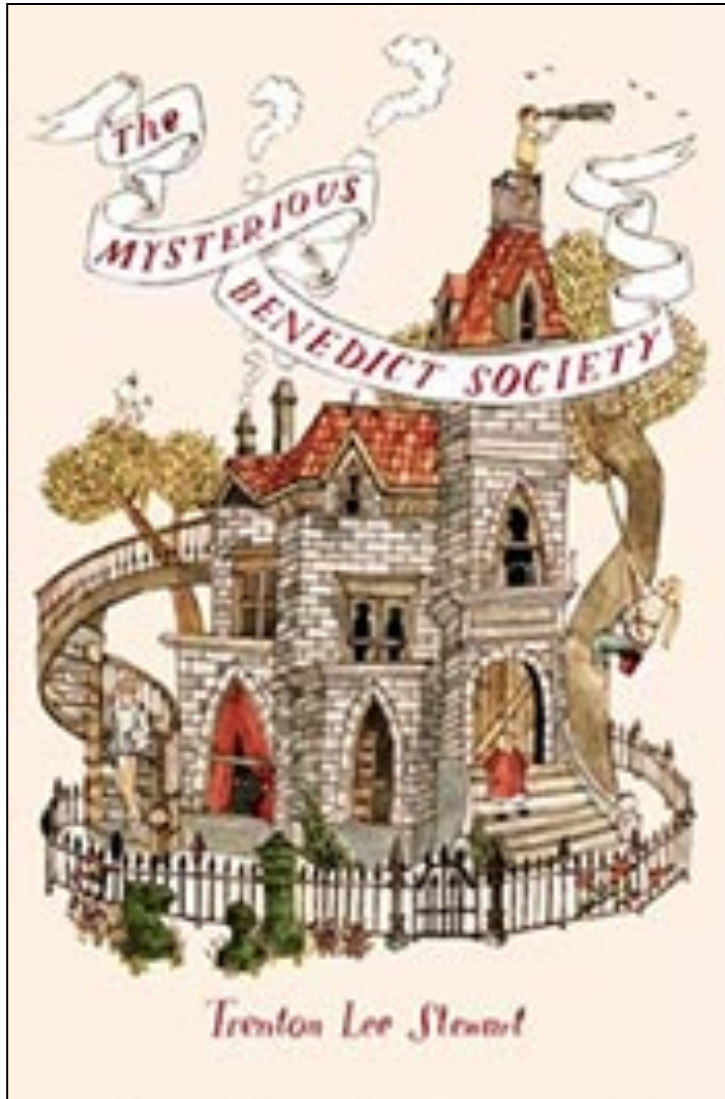
'But though he's helped me make sense of what's happened, and has earned my loyalty, the entire business is so extraordinarily secretive and complicated that I've long been convinced I will never learn anything about my past.'

The students have broadened their reading choices due to the fact that they have been introduced to all the genres, and many nonfiction and fiction books, that they may have never picked up.
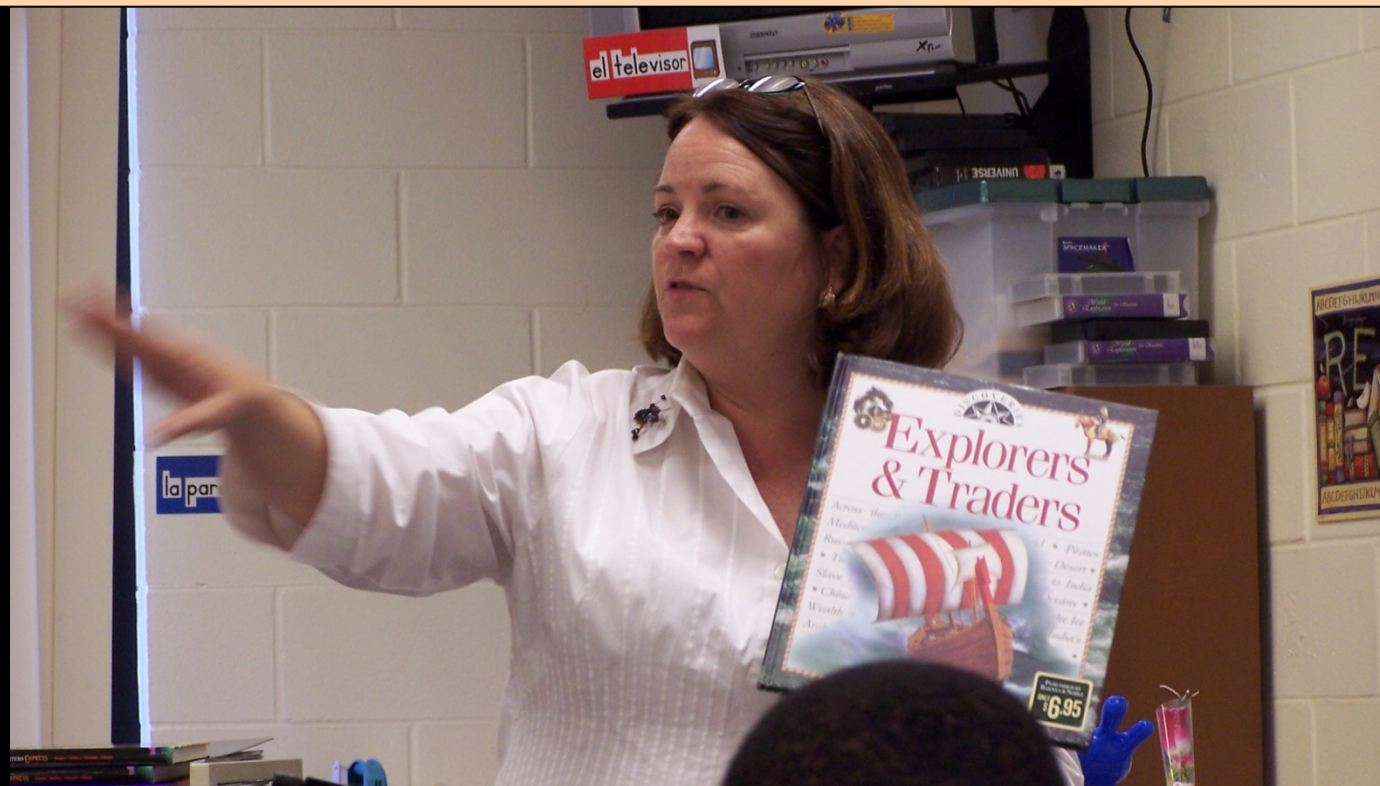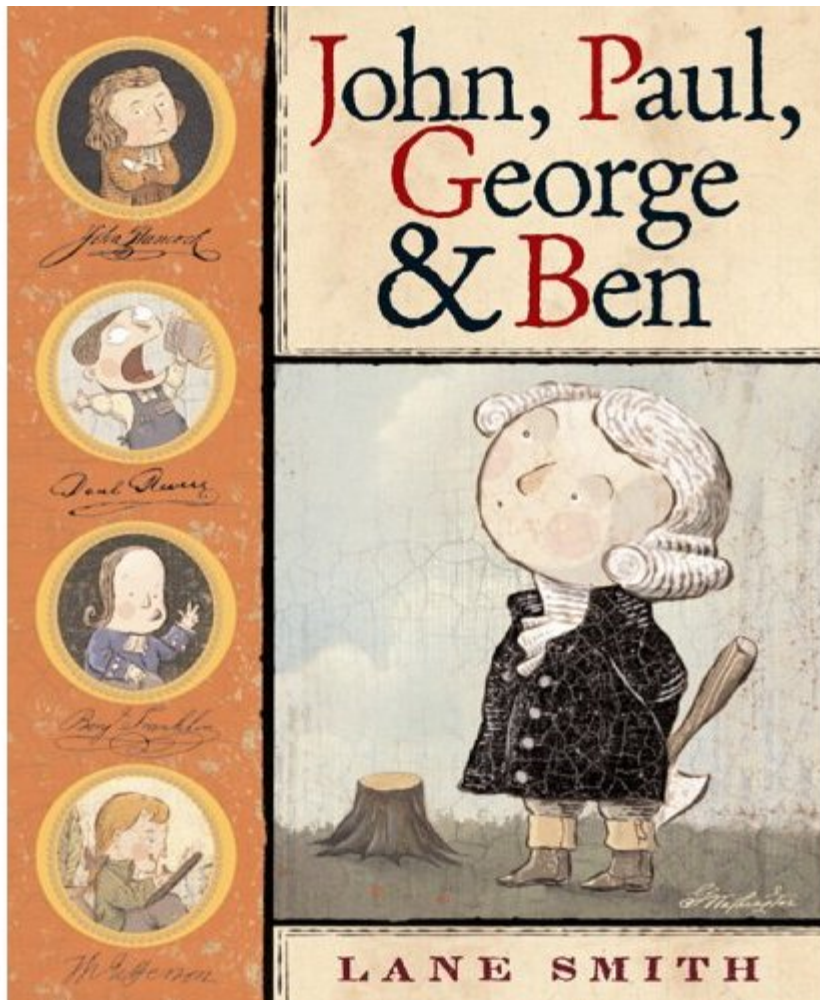
'Before fun was invented, people joined bell-ringing clubs.

As a member at Boston's Old North Church, Paul spent hours practicing in the belfry tower.'
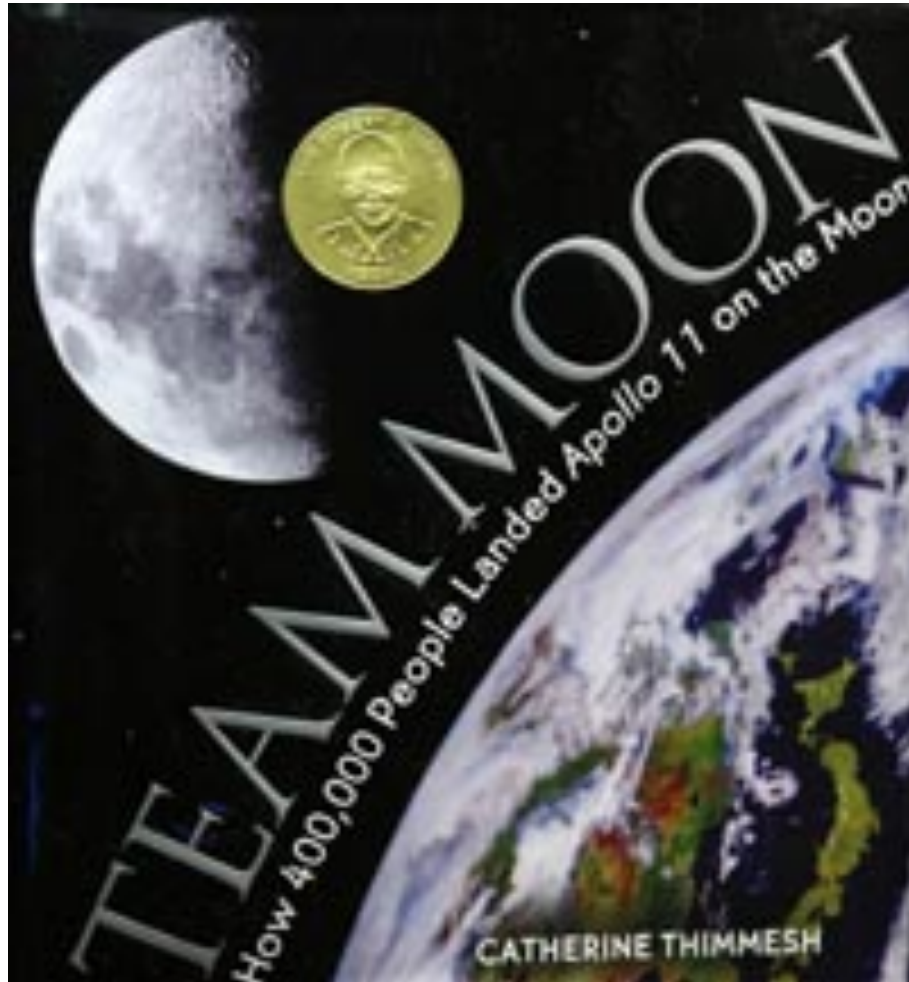
'After sitting atop a virtual bomb and traveling nearly half a million miles; after battling 1202 alarms, low fuel, and frozen fuel slugs; after walking on an airless rock; . . .'

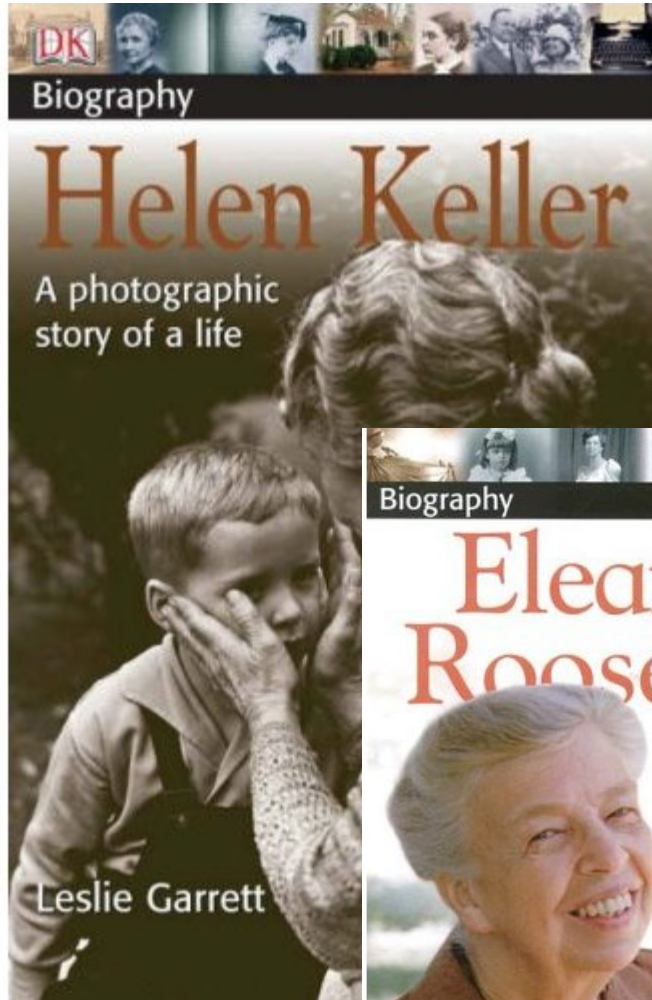Given to the most distinguished children's informational book published in the preceding year.

The Journey That Saved Curious George

THE ROBERT F. SIBERT MEDAL

to dance
a ballerina's graphic novel

QUEST FOR THE TREE KANGAROO
AN EXPEDITION TO THE CLOUD FOREST OF NEW GUINEA

text by SY MONTGOMERY
photographs by NIC BISHOP

Vinnie and Abraham

Dawn FitzGerald · Illustrated by Catherine Stock
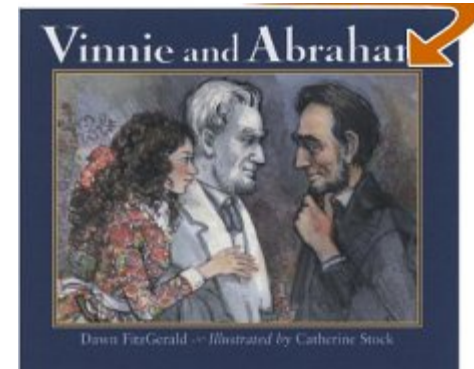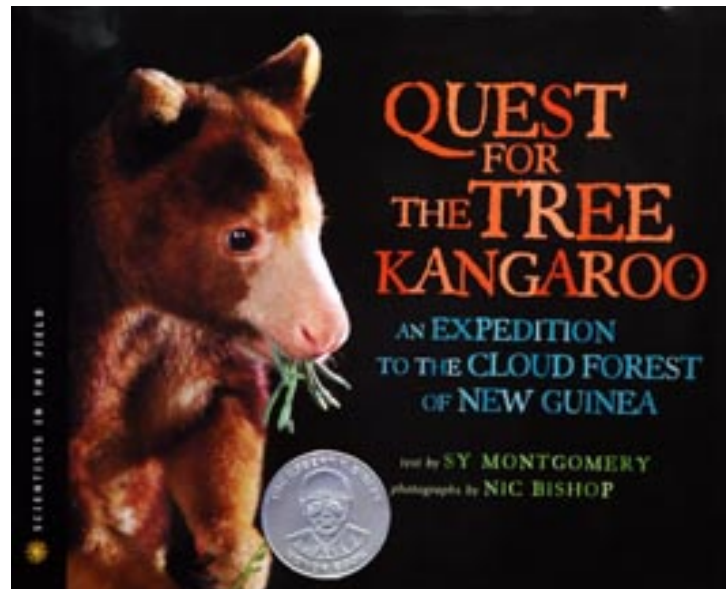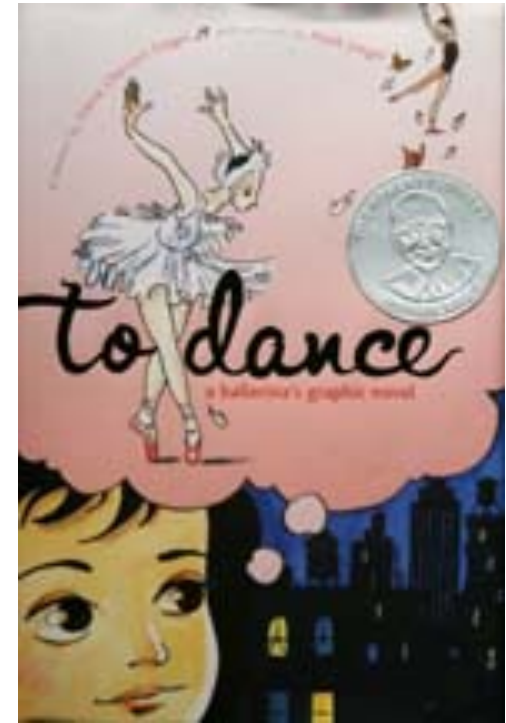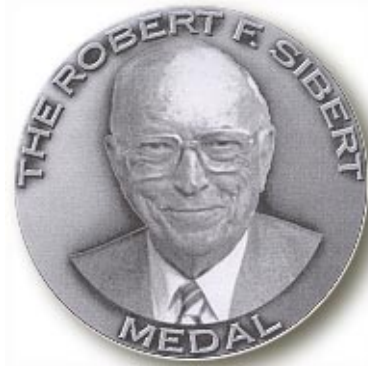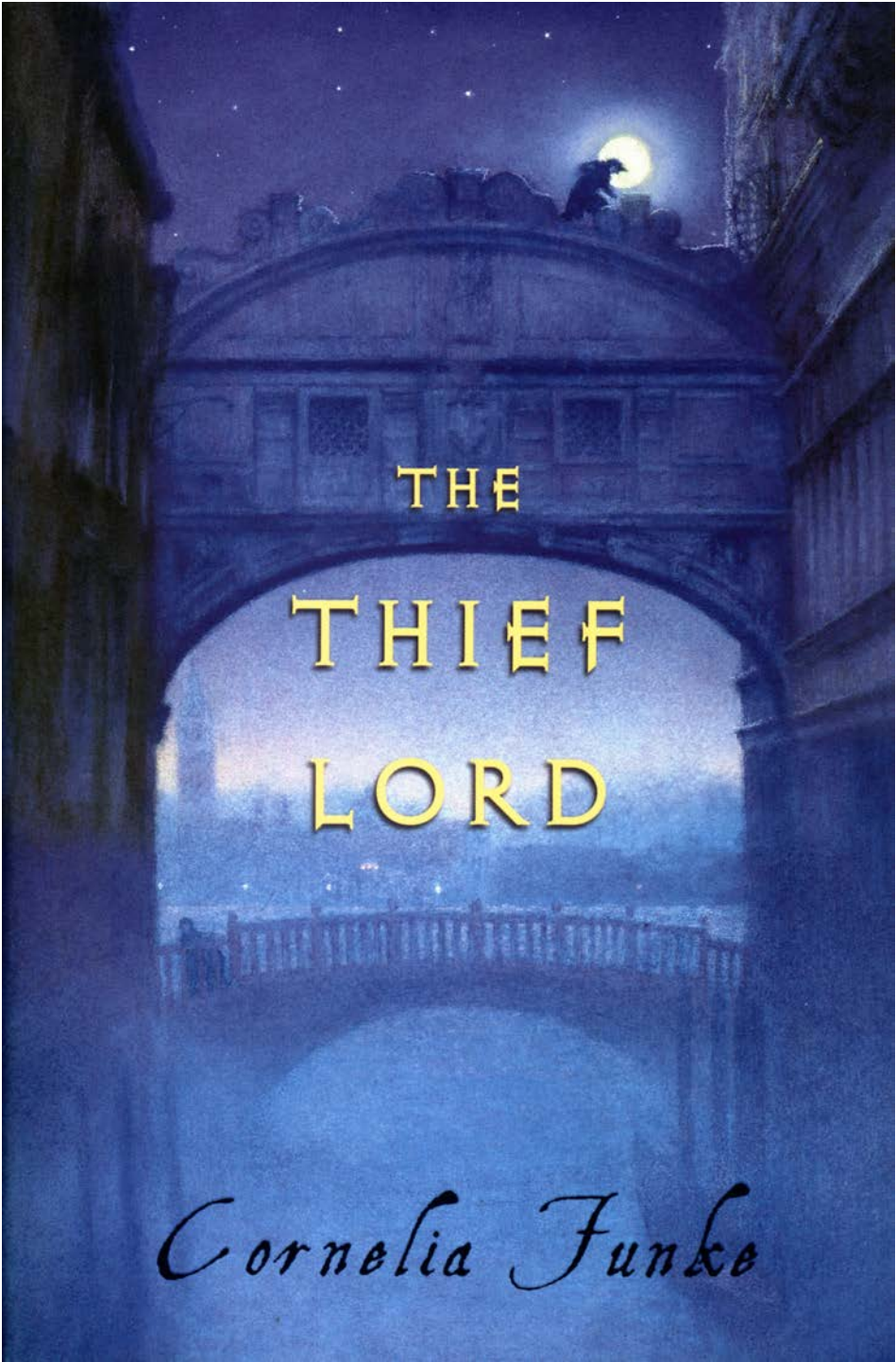
THE
THIEF
LORD

Cornelia Funke

ANCIENT EGYPT

REVEALED
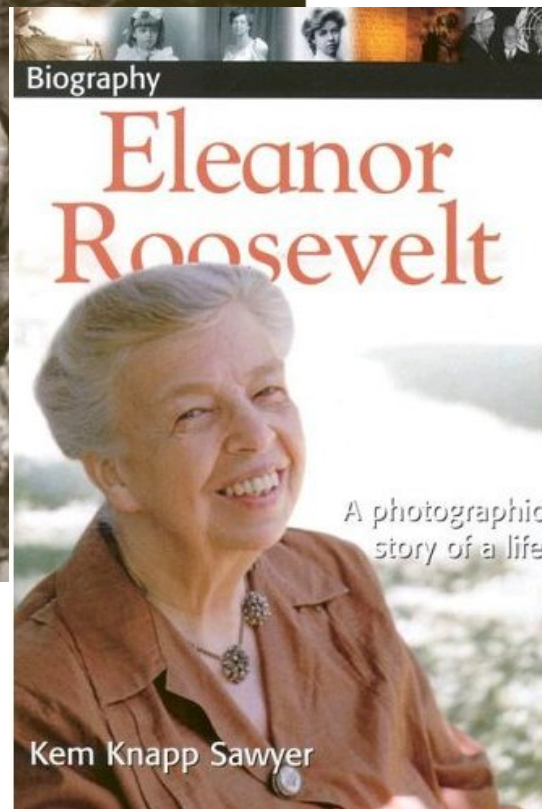
'That year at Perkins had also given Helen a glimpse of her own future. She had learned about another deaf-blind boy named Tommy Stringer. Five-year-old Tommy had lived in a poor house and …'

Weekly Book Hook Theme Ideas

www.CarolHurst.com/subjects/subjects.html

- Author
- Historical Event (WW2, Hiroshima, Gold Rush, Pioneering, Colonialism)
- Struggle
- Race
- Gender Issues
- Big Questions (Why hate? Why love?)

Weekly Theme:
Dealing with Change in Life

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Type I Activities	**Type II Activities**	**Type II & Type III Investigations**

Increasing degree of student selectio

Phase 2

Supported Independent Reading using individual conferences and differentiated reading instruction

Supported Independent
Reading was not
sustained silent reading

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.

Phase 2 is a time that the students can't wait for. Being able to sit anywhere in the class, in any position that they want helps them to really dive deep into their reading.

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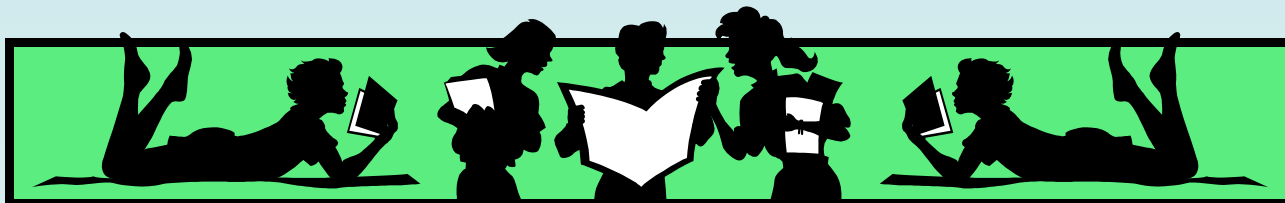
- You must have a **book** to read
- If you aren't enjoying a book and have given it a fair chance (10 pages!), ask someone to help you choose a new one.
- Remain in your reading area during SIR
- Only reading is happening
- Books must be appropriately challenging
- Do your best reading the whole time

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 them to read appropriately challenging books for at least 25-35 minutes each day
  - ➤ Have individualized reading instruction that is tailored to each student's needs

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.

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?
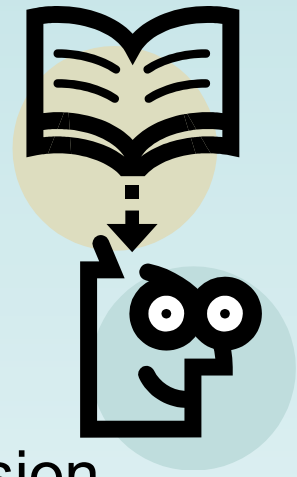
4. Ask the student a series of questions to spark discussion and enable you to assess comprehension

     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

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

Conferences Provide:

Support for each student's needs -

- Enthusiasm about books

- Reading skill development

- Interest-based reading opportunities

- Self-regulation/ monitoring

- Increasing ability to focus

Opportunity to assess reading level and book match

Thoughtful conversations about literature

Opportunities to use higher order thinking skill questions from bookmarks

Differentiation for students in skills, questions, and book selection for OPTIMAL CHALLENGE!

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.

I chose to go to them for the conferences to help make them feel more comfortable, and keep them in their reading mode with the least interruption.

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!
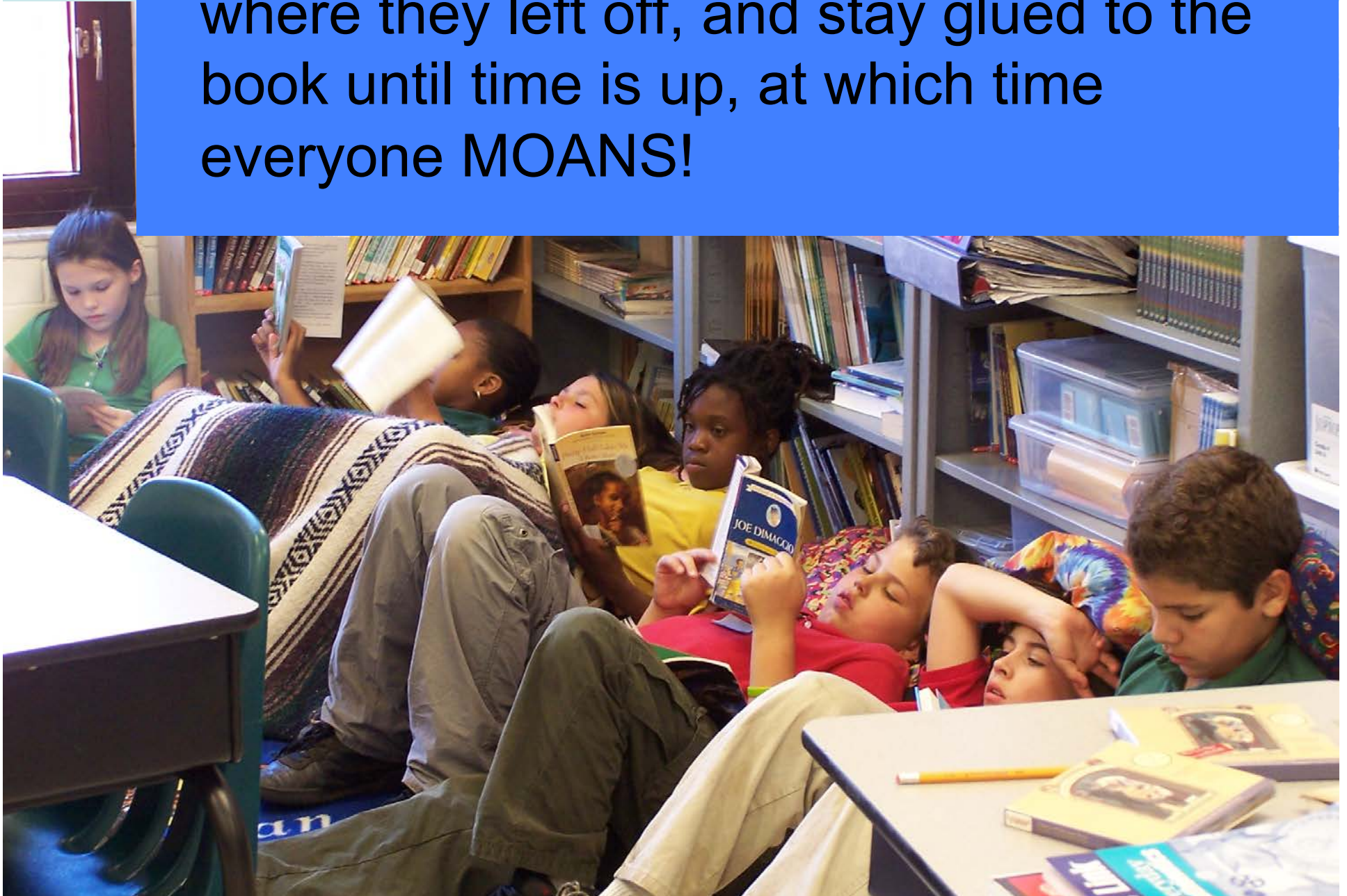
I am able to stretch their minds with the higher level questions that I used in every conference. I absolutely love the bookmarks, and placed them on rings to use.

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

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 setting?

Makin Connections (T-

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

Making Connections (T-W)
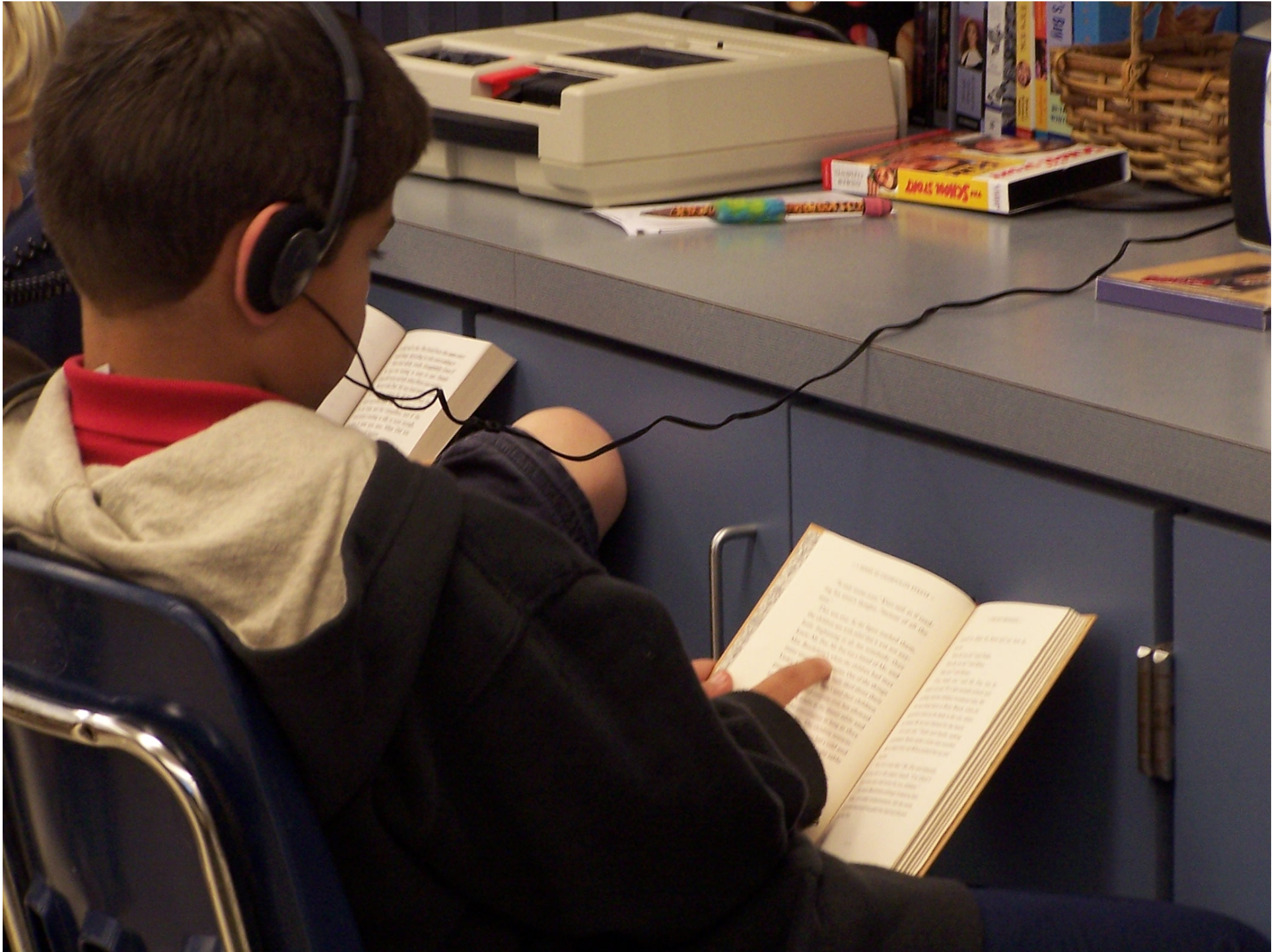
SIR Conference Rubric

Student Name: _____

Date: _____   Teacher: _____

	ALWAYS	USUALLY	RARELY	NEVER
Student uses the reading process effectively. Uses strategies to determine meaning & increase vocabulary: **context clues**	3	2	1	0
The student constructs meaning from a wide range of texts. Determines **main idea/details, sequence** events. Identifies **authorÕs purpose.** Recognizes use of **compare & contrast**	3	2	1	0
The student understands the common features of literary forms. Understands the development of **plot**. Knows the similarities & differences among **characters, settings,** and **events**.	3	2	1	0
The student responds critically to fiction, non-fiction, poetry, & drama. Student identifies **cause and effect** relationships in literary text.	3	2	1	0

TOTAL SCORE: _____/12

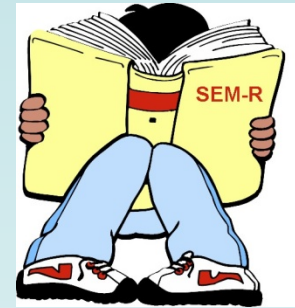12-11= A   10- 9= B   8-7= C   6-4= D   3-below= F

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- authorÕs prpose   LA.A.2.2.7- compare & contrast   LA.A.2.2.8 & L.A.A.2.2.5- graphic sources

LA.E.1.2.3- characters   LA.E.2.2.1- cause & effect

Comments:

Henegar 2005

Classroom Management

- Strategies to support self-regulation
  - Suns and Clouds
  - Teacher moving around the classroom
  - Have students use post-its when they have a question about a word
  - Students who are really struggling:
    - Personal timer (10 minutes)
    - Listen to books on CD
    - Get up, get a drink, stretch

Classroom Management
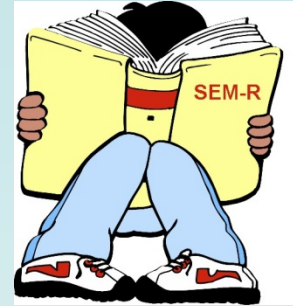
- Set ground rules:
  - State your expectations in advance of the conferences
  - Keep conference interruptions to a minimum

- Let the students decide how long reading time is. When the majority of students have lost focus, time is up.

Rug-Rats

Monday
Alaina
Zach
Michelle
Jennifer

Tuesday
Nick
Ann
Rebecca
Anamaria

Wednesday
Rachel
Chris
Maxx
Anthony L.

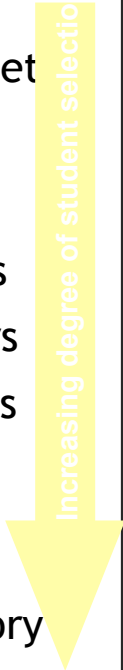**Thursday**
Mark
Nathaniel
Devin
Deanna

Friday
Robert   Jenny
Sam   Anthony

15. 4. 2003

Components of the SEM-R Framework

Phase 1 - Exposure	Phase 2 - Training & Self-Selected Reading	Phase 3 - Interest & Choice Components
• High-interest book hooks for read aloud • Higher-order thinking probing questions • Bookmarks for teachers with questions focusing on advanced thinking skills and reading skill instruction that is relevant to a broad range of literature	☐ Training and discussions on Supported Independent Reading ☐ One-on-one teacher conferences on higher level reading strategy and instruction ☐ Bookmarks for students posing higher-order questions regarding character, plot, setting, considering the story, and other useful topics.	☐ 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
Type I Activities	**Type II Activities**	**Type II & Type III Investigations**

Increasing degree of student selection

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 selectio

Type II & Type III Investigations

Pay attention to student interests and what is important to them (Renzulli)

… and show them how what interests are connected to reading!

Tara

Technology and Phase 3

E-books:
Books available to read online

Example:

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.

Interests
Choices
Explorations

Some Options for Phase 3 Implementation
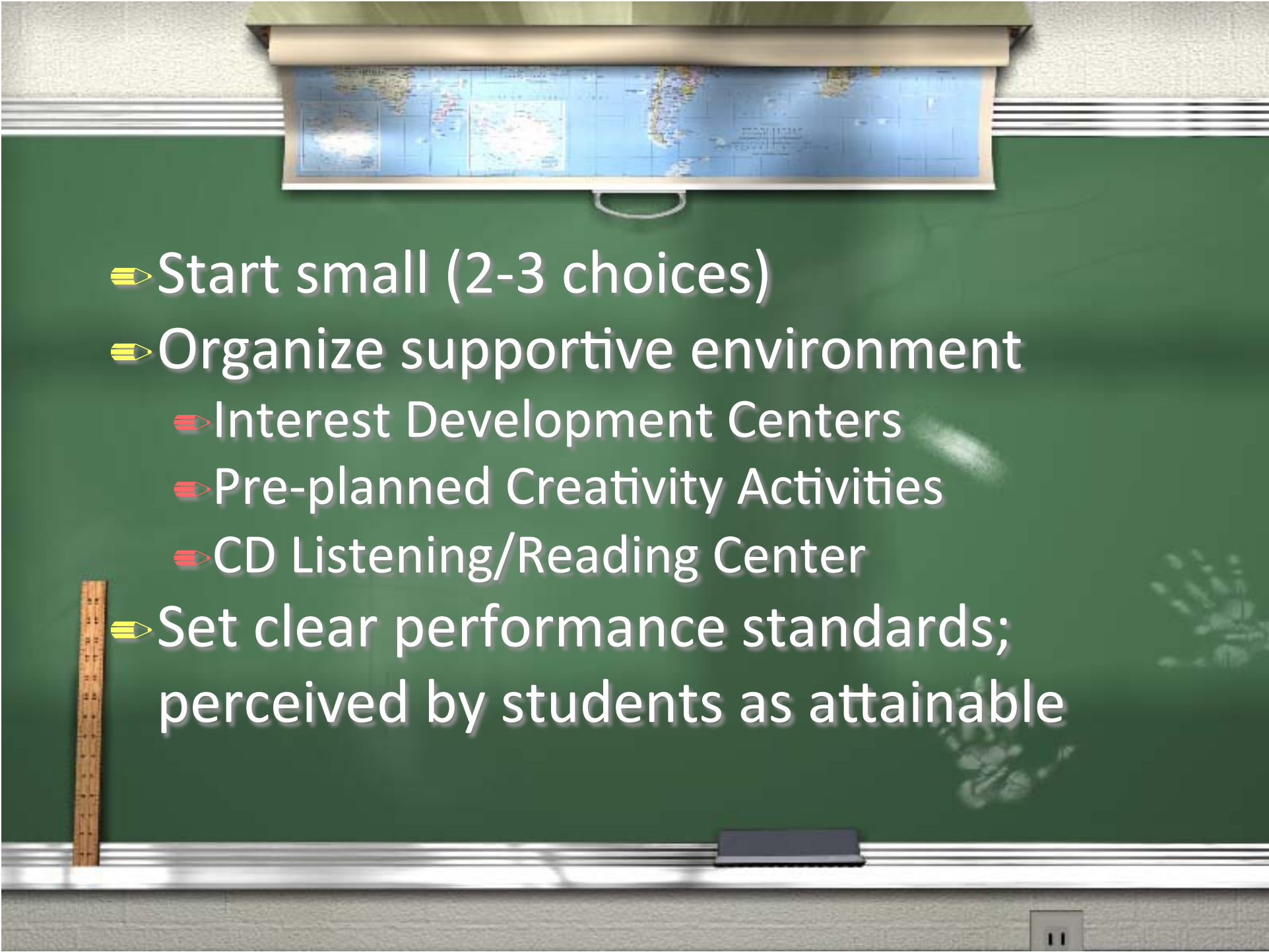
DAILY
15 - 20 minutes

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

- Start small (2-3 choices)
- Organize supportive environment
  - Interest Development Centers
  - Pre-planned Creativity Activities
  - CD Listening/Reading Center
- Set clear performance standards; perceived by students as attainable

Renzulli™
L E A R N I N G
AN ENRICHMENT DIFFERENTIATION SEARCH ENGINE

Renzulli Profiler™

MY Enrichment Activities

MY Notebook

🐾 MY ENRICHMENT ACTIVITIES:

Here are some enrichment activities that might interest you. Click any of the icons below to view the activities:

☐ Check this box to view only your favorites!

virtual field trips 59 Activities	**real field trips** 129 Activities	**creativity training** 95 Activities

critical thinking 73 Activities	**projects & independent study** 79 Activities	**contests & competitions** 81 Activities	**websites** 20 Activities

books (fiction) 133 Activities	**books (non-fiction)** 46 Activities	**books (how-to)** 72 Activities	**summer programs** 46 Activities	**on-line classes & activities** 29 Activities	**research sites** 32 Activities	**videos & dvd's** 13 Activities

A University of Connecticut Research & Development Corporation Company

eBooks

http://www.icdlbooks.org/

http://books.google.com

http://kids.nypl.org/reading/Childrensebooks.cfm

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

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!

Candide by Voltaire

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
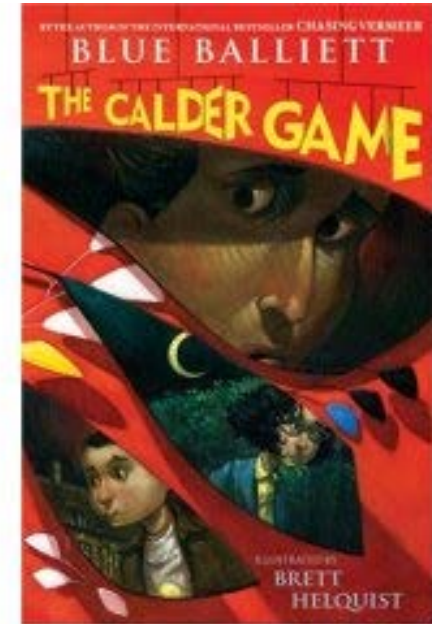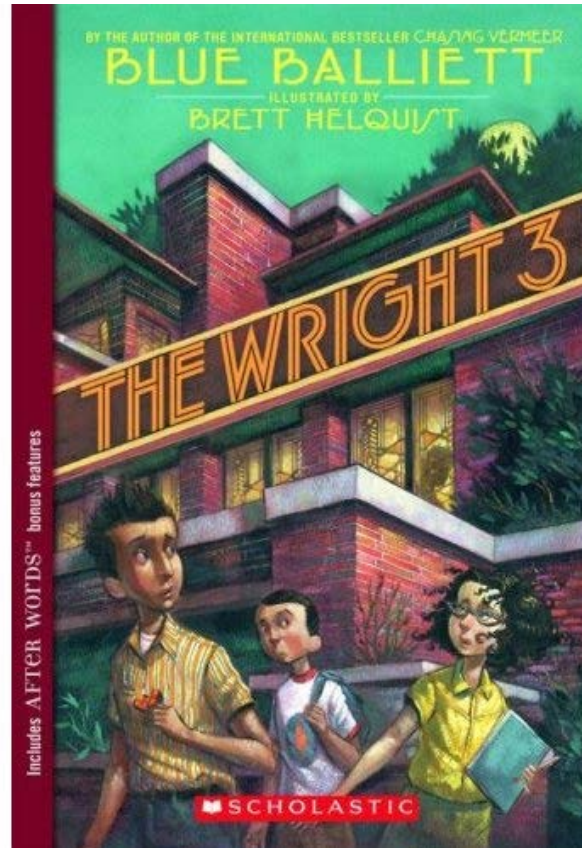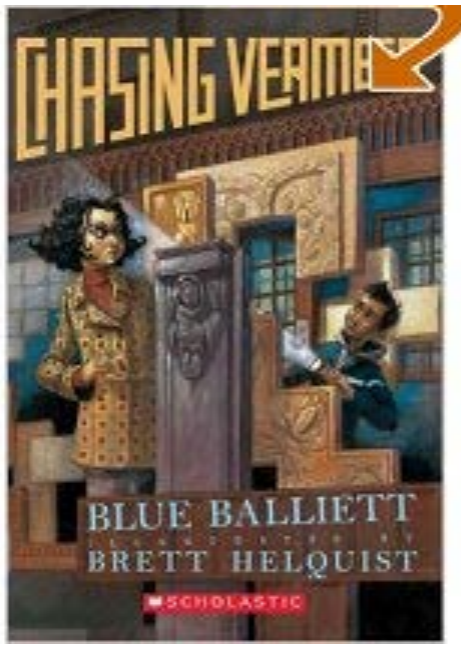
Connecting Phase 1 to Phase 3

Architect
Studio 3D

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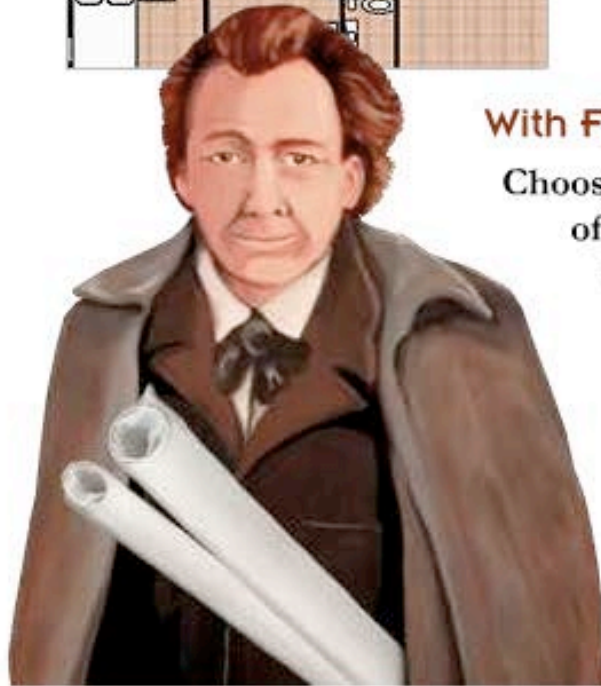
With Frank Lloyd Wright as your guide, design a house online:

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

PRESERVATION TRUST
Frank Lloyd Wright

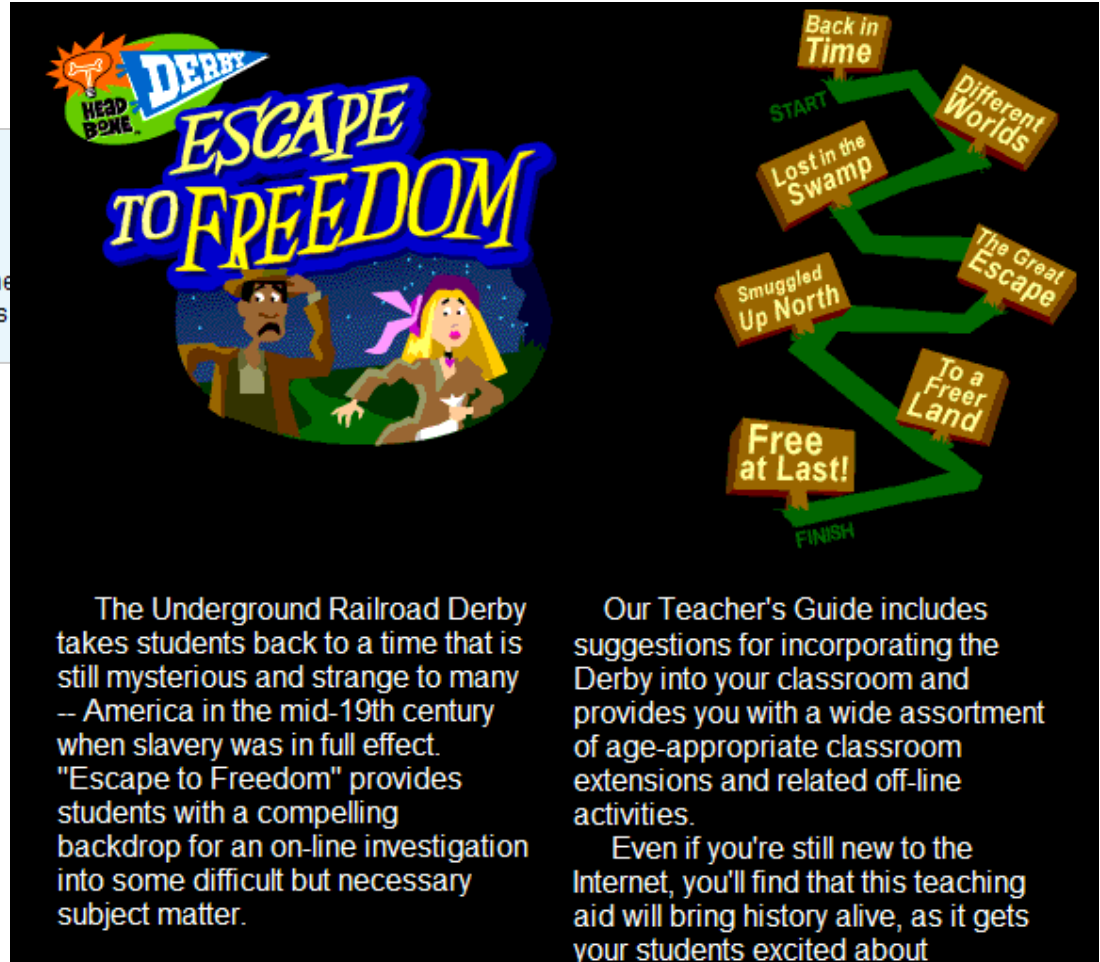Franklin's learning styles of games and technology are engaged by these selected activities…

Critical Thinking

Escape to Freedom
Travel back in time to a dangerous and divided world: Ame[rica]
Freedom" is a game, and a powerful picture of how things
View Activity

The Underground Railroad Derby takes students back to a time that is still mysterious and strange to many -- America in the mid-19th century when slavery was in full effect. "Escape to Freedom" provides students with a compelling backdrop for an on-line investigation into some difficult but necessary subject matter.

Our Teacher's Guide includes suggestions for incorporating the Derby into your classroom and provides you with a wide assortment of age-appropriate classroom extensions and related off-line activities.
    Even if you're still new to the Internet, you'll find that this teaching aid will bring history alive, as it gets your students excited about

SEM-R Results

Significant differences favoring the SEM-R treatment group in:
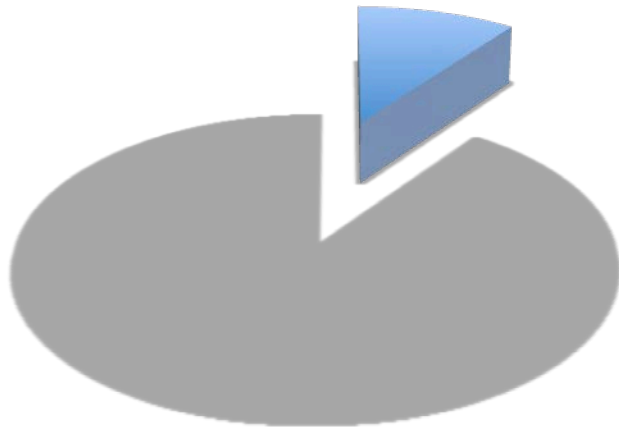

Reading Fluency
Reading Comprehension

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

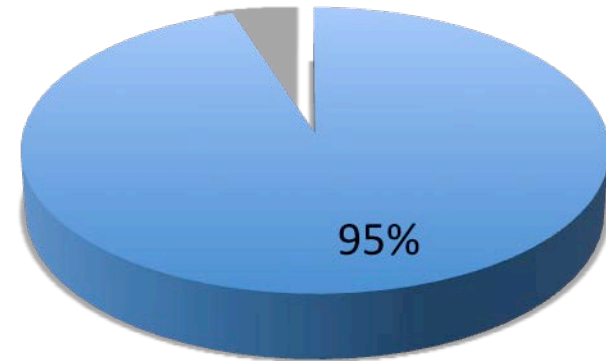# Findings related to self-regulation in and task commitment in reading

Pre - % of students reading
30-40 minutes a day

10%

Post - % of students reading
30-40 minutes a day

95%

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

The Right Match

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

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

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

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.
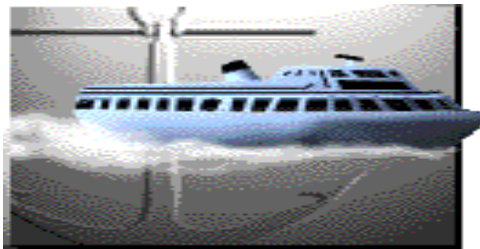
A rising tide lifts all
ships...

Strategies to Challenge Talented Readers

- High interest teacher book hooks
- Compacting in basic skills and replacement with challenging reading
- Freedom, but guidance to select appropriately challenging books--advanced content in areas of personal interest--some supported struggle daily
- Quiet space and regularly scheduled time to read without distraction
- Advanced reading strategies applied to challenging books
- Higher order questions with wait time for thoughtful responses
- Reflection and practice and follow-up reflection on self-regulation strategies used for challenging reading
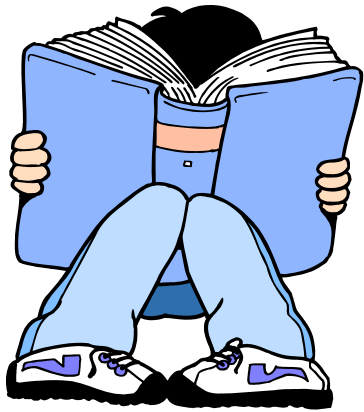
For more information

- *Our web page on SEM-R:*
- *www.gifted.uconn.edu/semr*

- *http://gifted.uconn.edu/semr-pubs/*

- *Joyful Reading Books 1 and 2*