

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



NRC
G/T

The National Research Center on the Gifted and Talented



gifted.uconn.edu/semr

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

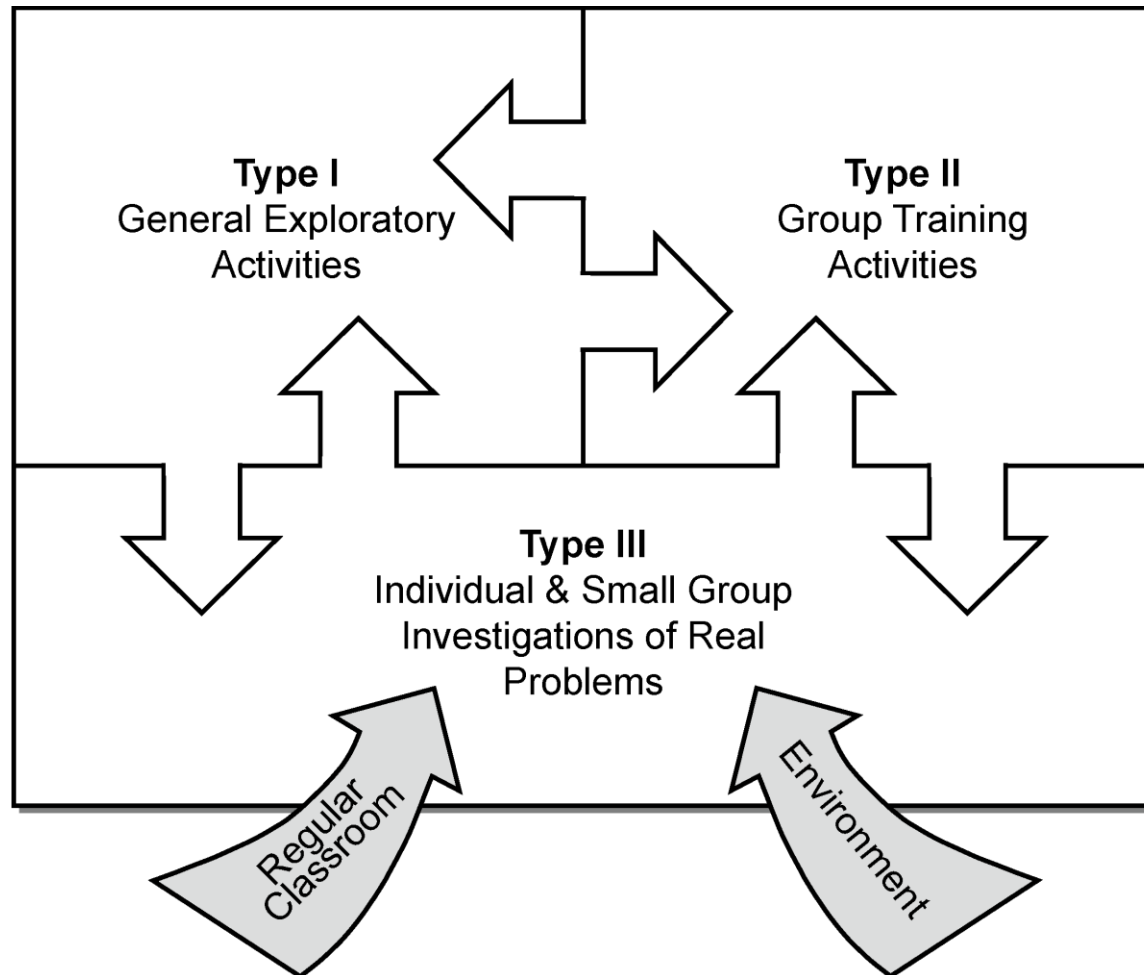
Three-Legged Stool

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



The Enrichment Triad Model

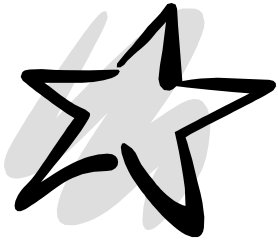
(Renzulli, 1977)



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

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) _____

<u>CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING</u> 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.	<u>PROCEDURES FOR COMPACTING BASIC MATERIAL</u> Describe activities that will be used to guarantee proficiency in basic curricular areas.	<u>ACCELERATION AND/OR ENRICHMENT ACTIVITIES</u> Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
<h1>Name it.</h1>	<h1>Prove it.</h1>	<h1>Change it.</h1>
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 Mentorship
		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
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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.**

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_report.htm.

This table shows the oral reading fluency rates of students in grade 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*	Ave. 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*	Ave. 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	.09
	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	123	0.8
	10	79	88	98	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	.04
	75	161	173	177	.05
	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



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"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<p style="text-align: center;">Type I Activities</p>	<p style="text-align: center;">Type II Activities</p>	<p style="text-align: center;">Type II & Type III Investigations</p>

Increasing degree of student selection





**B
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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.

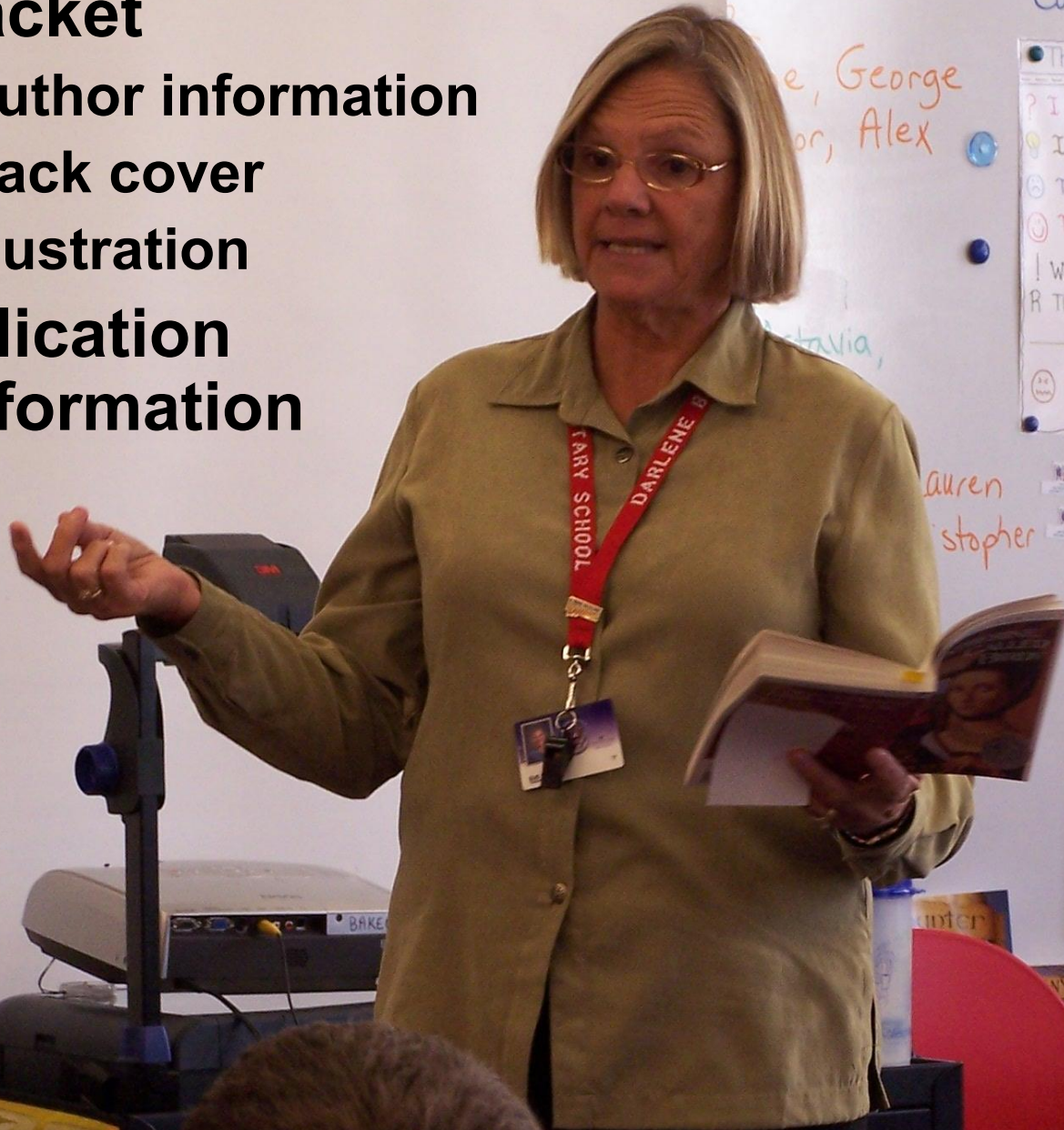
Basic Book Hook Jacket

Author information

Back cover

Illustration

Publication Information



Skills

Context clues

Thought Tracks

- ? I don't get it
- ! I got it!
- ☹ This made me sad
- 😊 This made me happy
- ! Wow
- R This reminds me of
- _____ Underline important information.
- ☠ This made me angry

The Traits of Good Writing

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions
- Presentation

Peer Mediation forms

BOOKS: NARBODIES, JACK'S RUN

By the *New York Times* bestselling author of *Coraline*

NEIL
GAIMAN



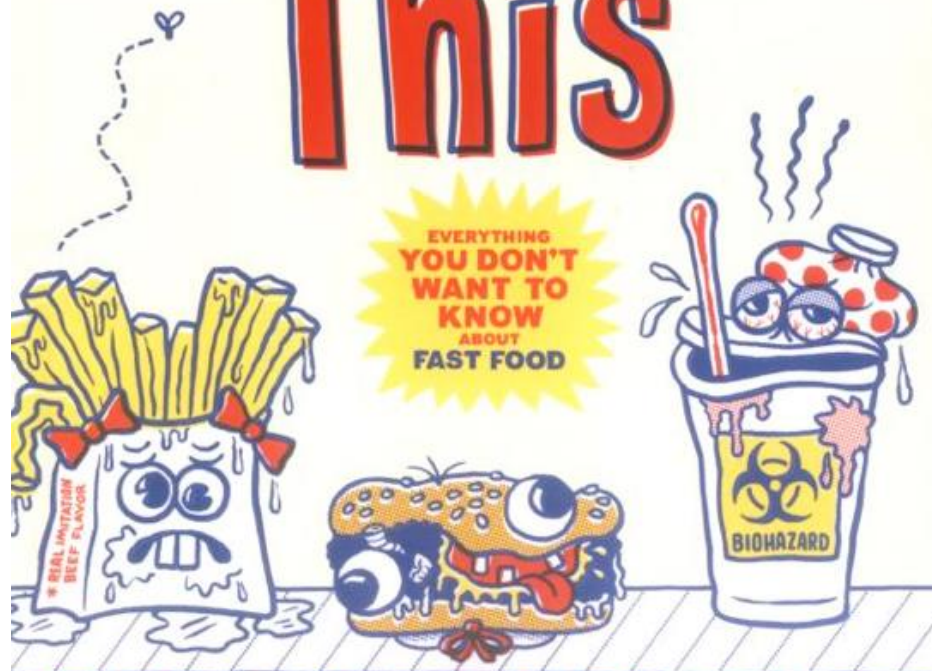
THE
Graveyard
Book

With illustrations by DAVE McKEAN

FROM THE AUTHOR OF
**FAST FOOD
NATION**

Chew On This

EVERYTHING
YOU DON'T
KNOW
ABOUT
FAST FOOD



ERIC SCHLOSSER & CHARLES WILSON



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 character 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 on appropriate place for this story to take place?

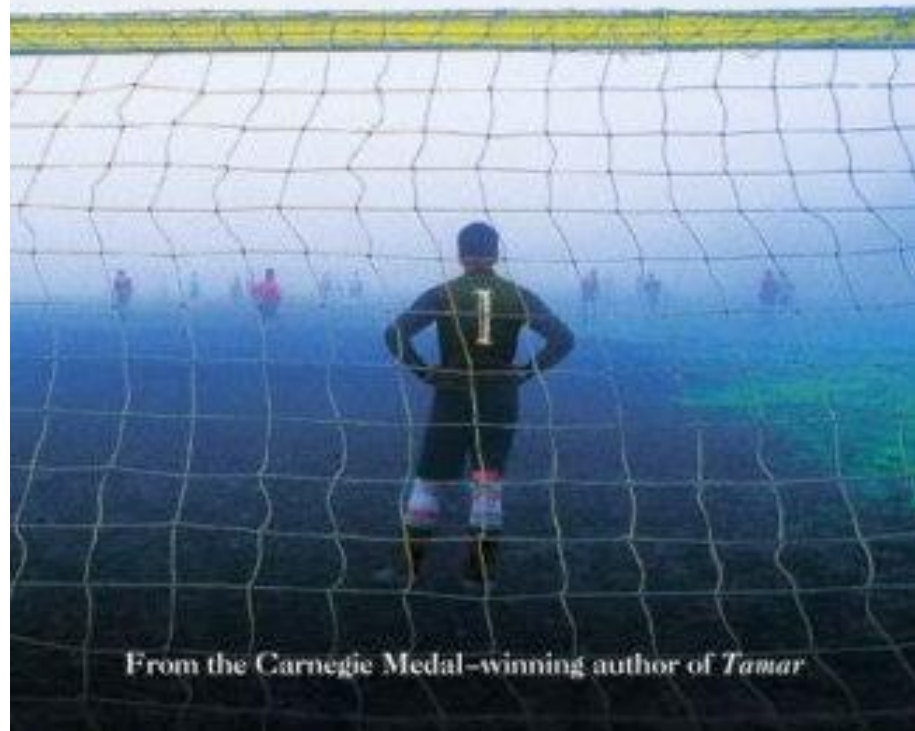
Do you think the author would enjoy writing a story that took place where you live? Why?

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

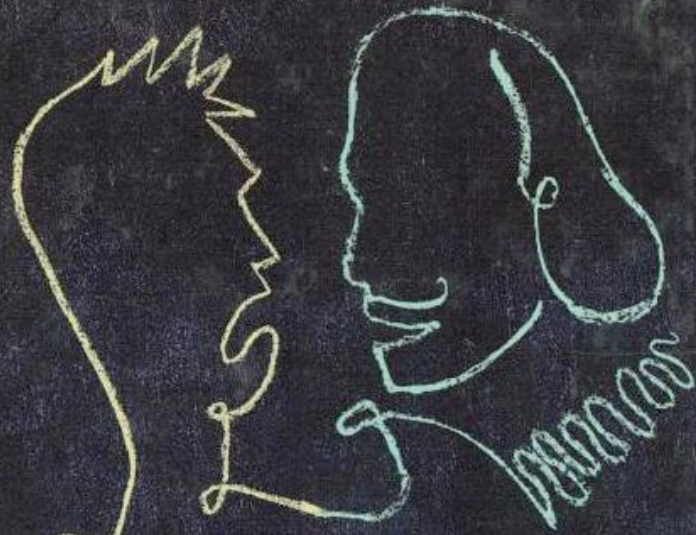
How might your parents or friends react to living in the story setting?

MAL PEET

KEEPER



From the Carnegie Medal-winning author of *Tamar*



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

Paris, 2004	Keene & Zimmerman, 1997	Harvey & Goudvis, 2000
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		

Exposure to a Wide

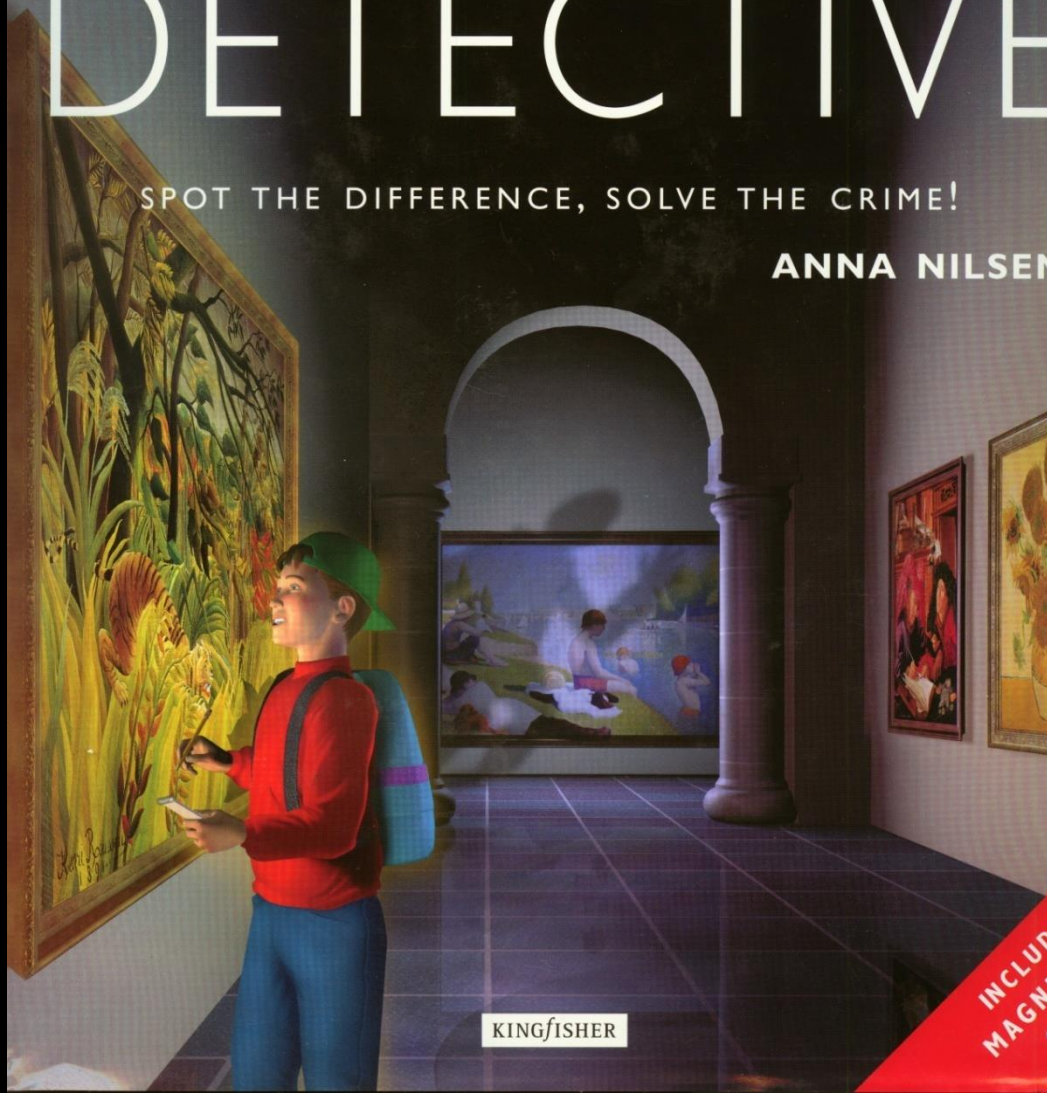
Range of Books

IN ASSOCIATION WITH THE NATIONAL GALLERY

ART FRAUD DETECTIVE

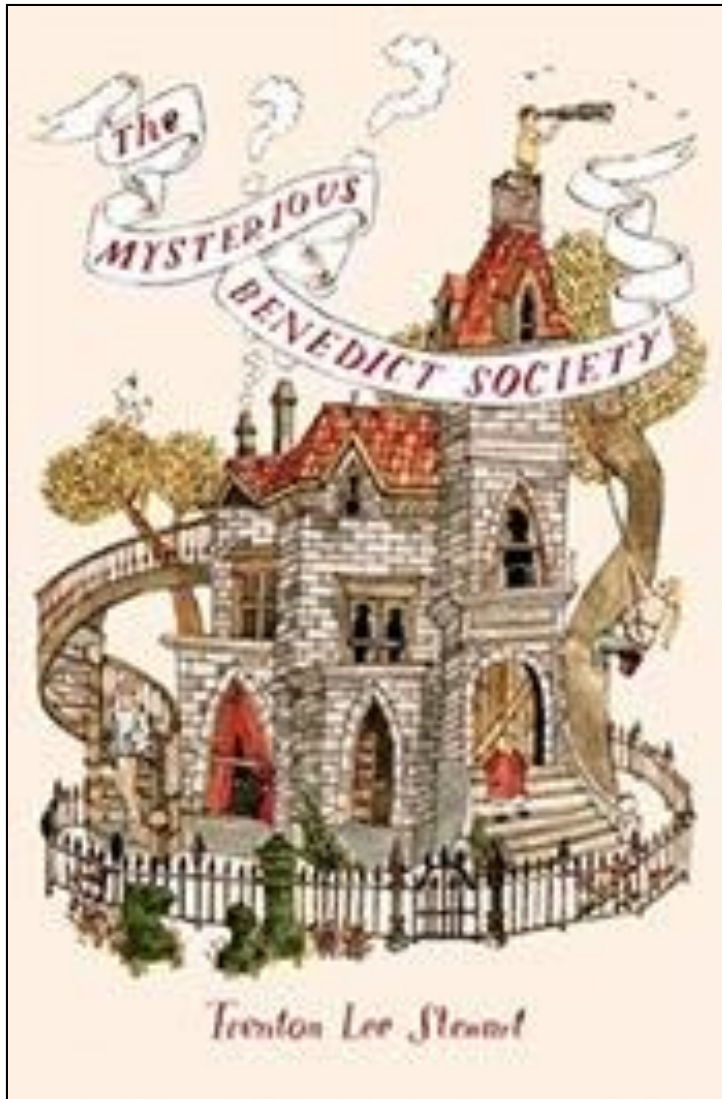
SPOT THE DIFFERENCE, SOLVE THE CRIME!

ANNA NILSEN



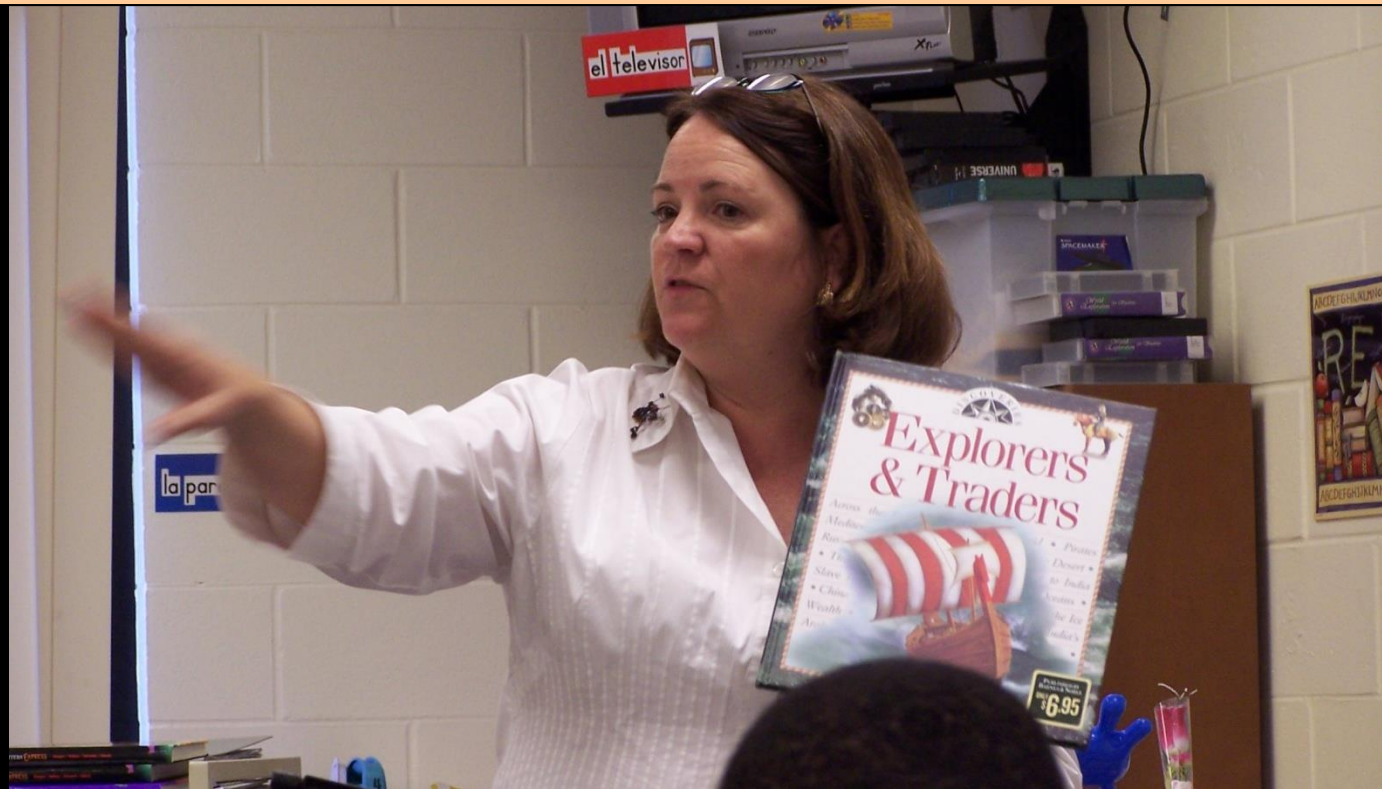
KINGFISHER

INCLUDES
MAGNETIC
GAMES

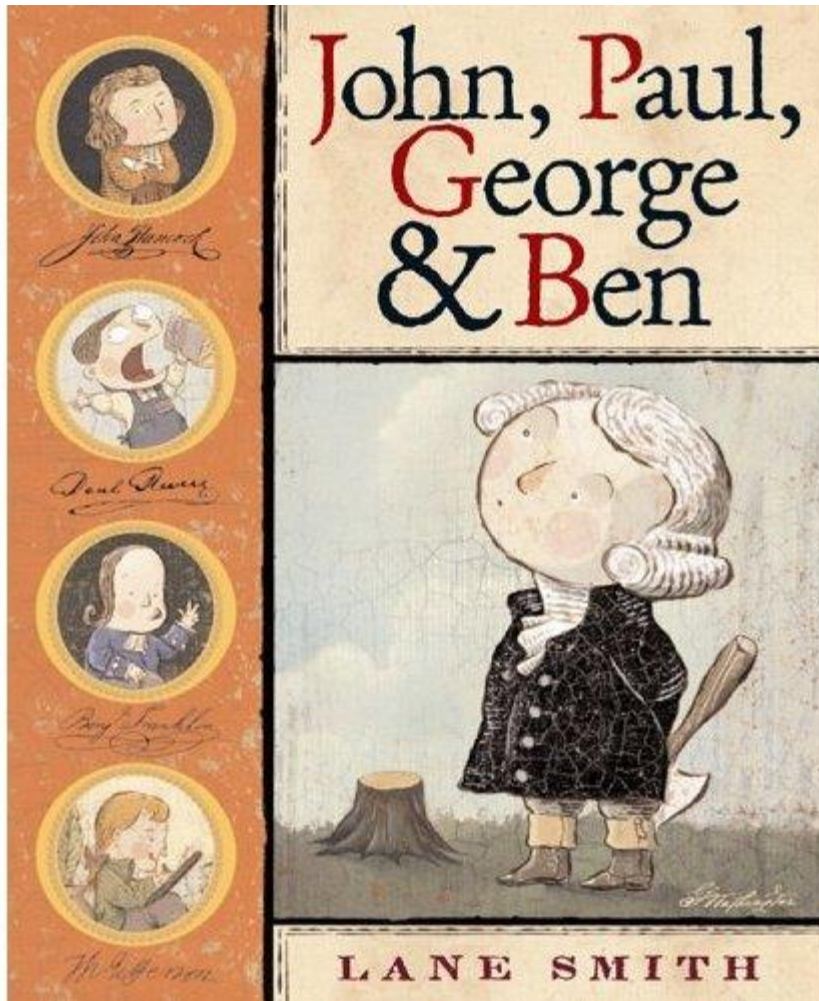


‘But though he’s helped me make sense of what’s happened, and has earned my loyalty, the entire business is so extraordinarily secretive and complicated that I’ve long been convinced I will never learn anything about my past.’

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.

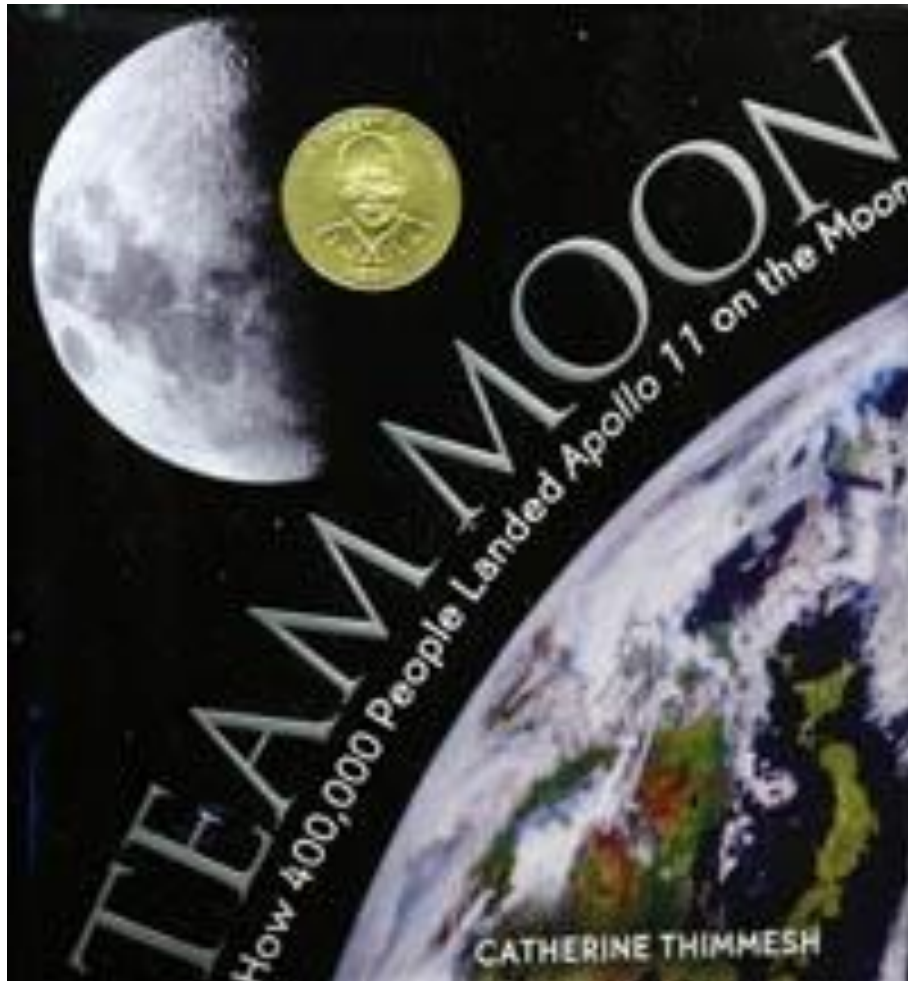


Complexity of Ideas and Content

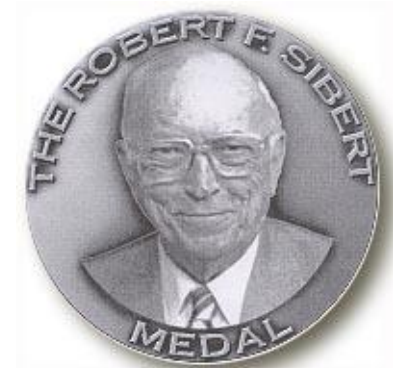


‘Before fun was invented, people joined bell-ringing clubs.

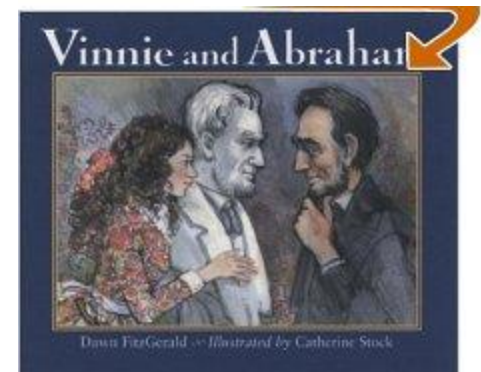
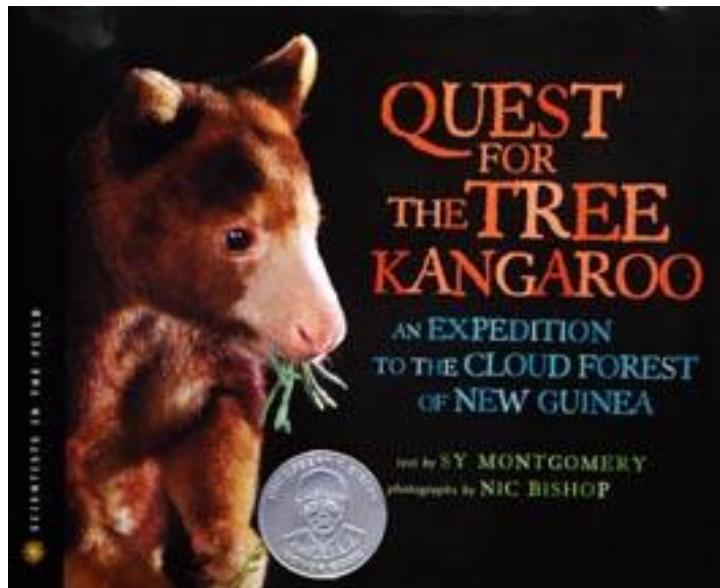
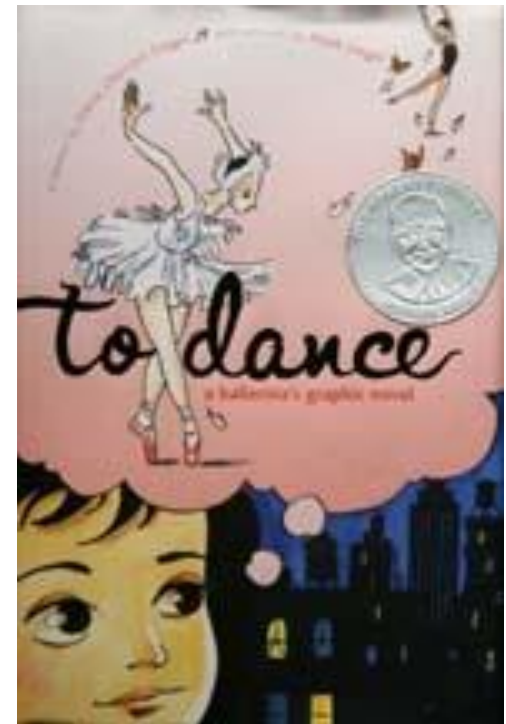
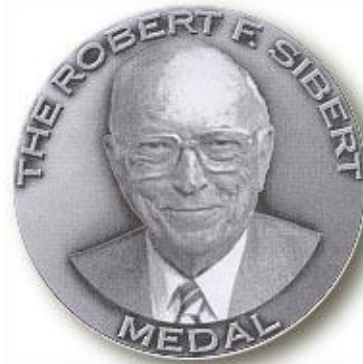
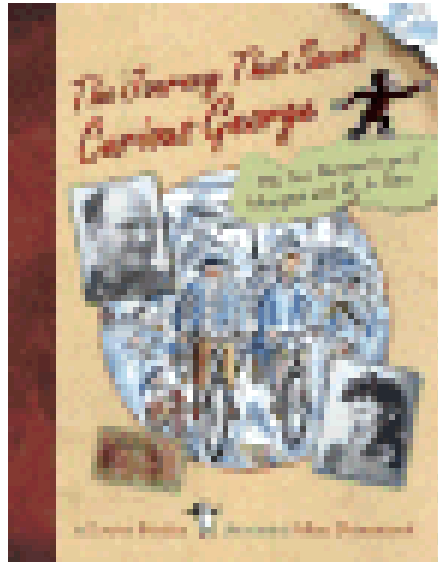
As a member at Boston’s Old North Church, Paul spent hours practicing in the belfry tower.’

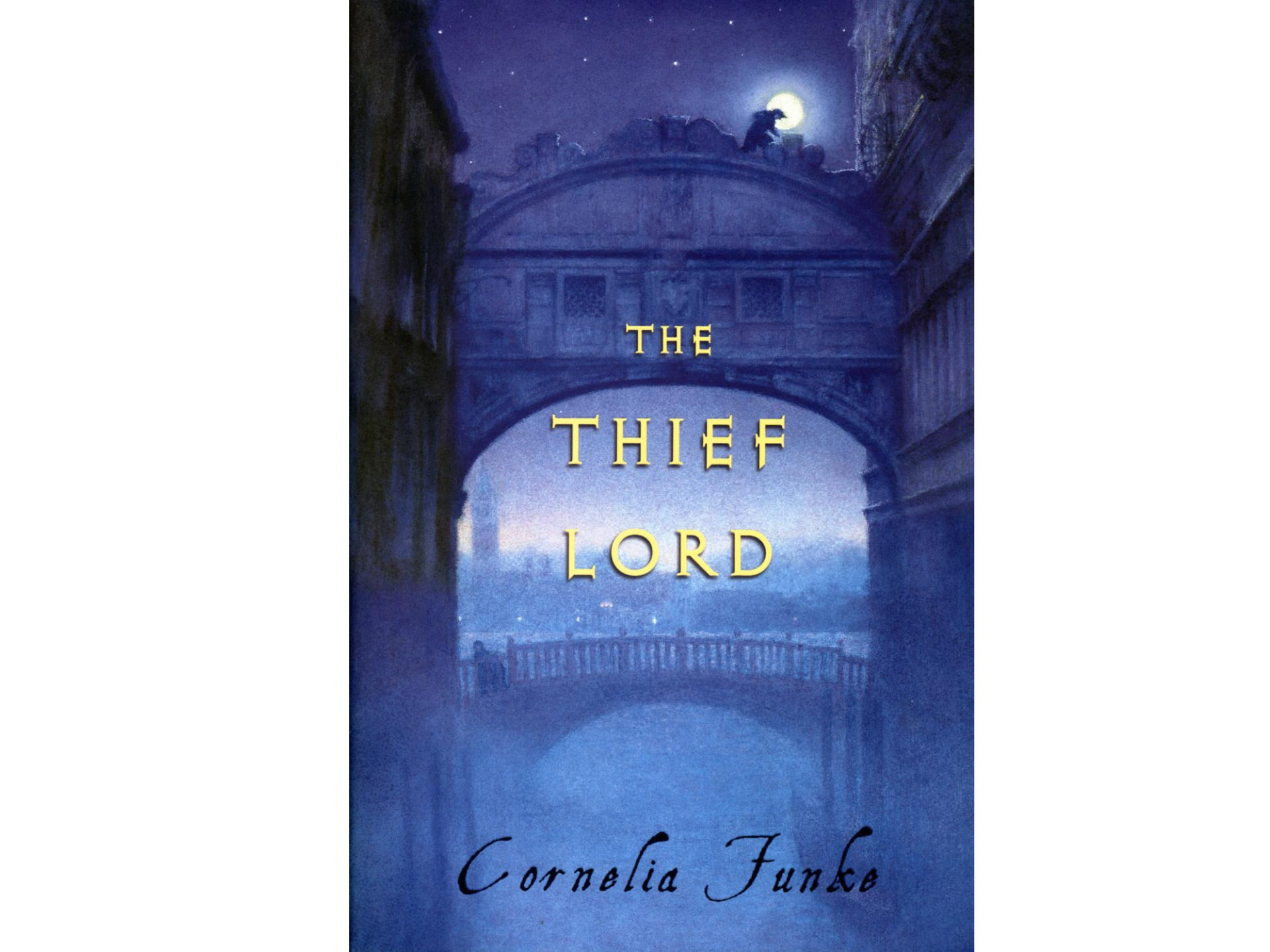


‘After sitting atop a virtual bomb and traveling nearly half a million miles; after battling 1202 alarms, low fuel, and frozen fuel slugs; after walking on an airless rock; . . .’



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





THE
THIEF
LORD

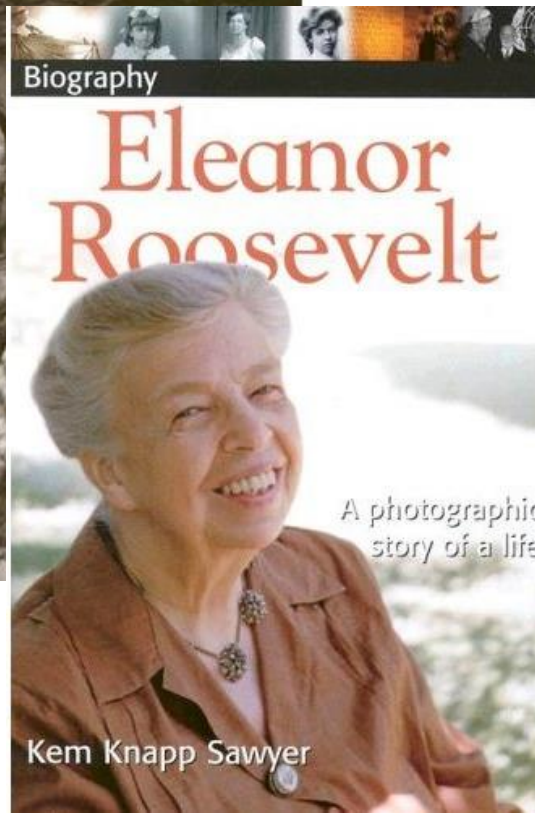
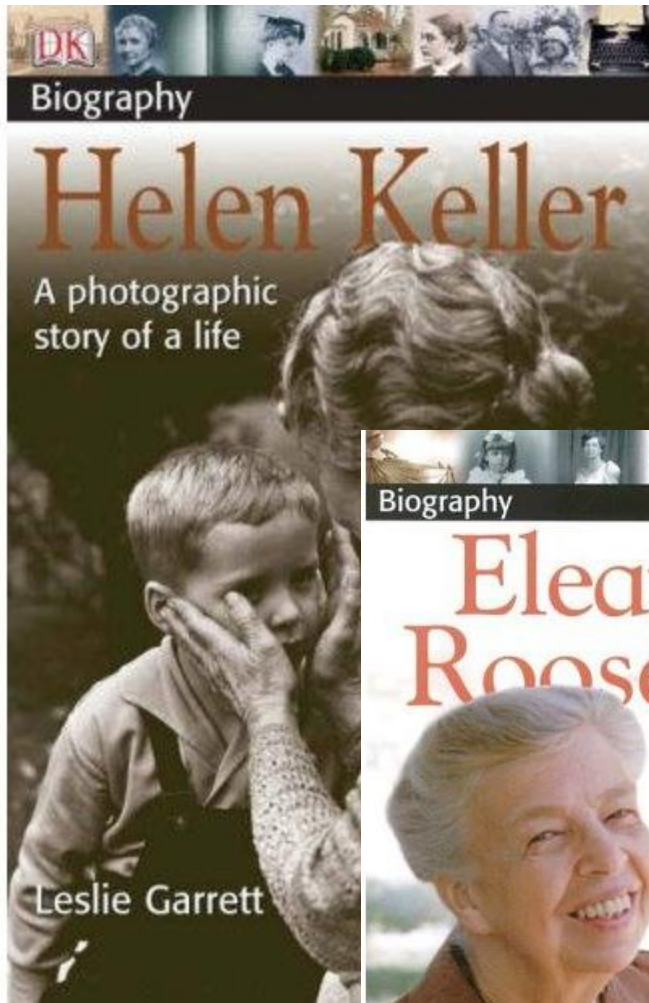
Cornelia Funke



ANCIENT

EGYPT

REVEALED



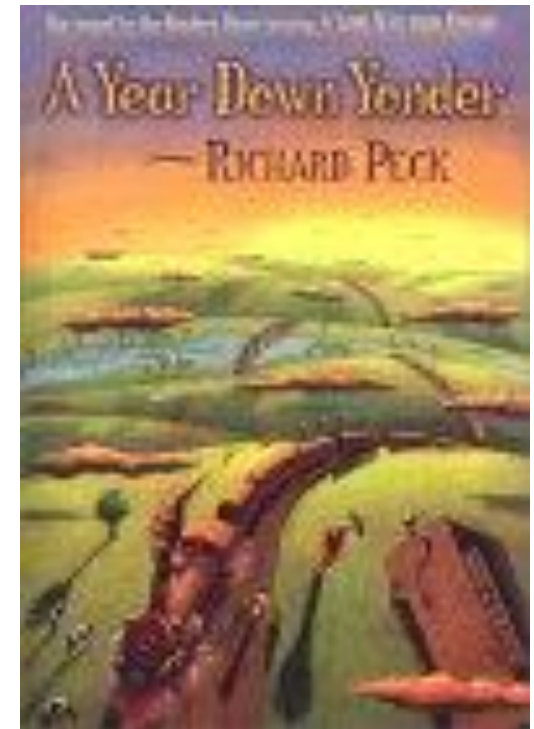
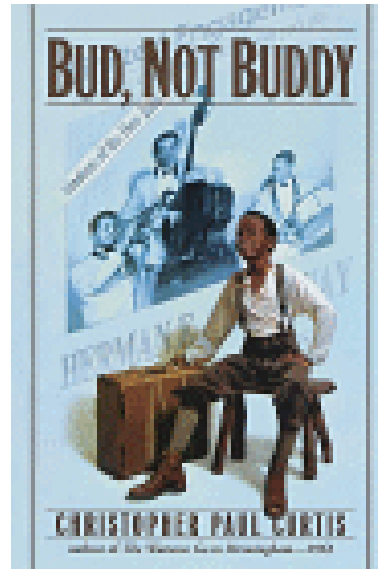
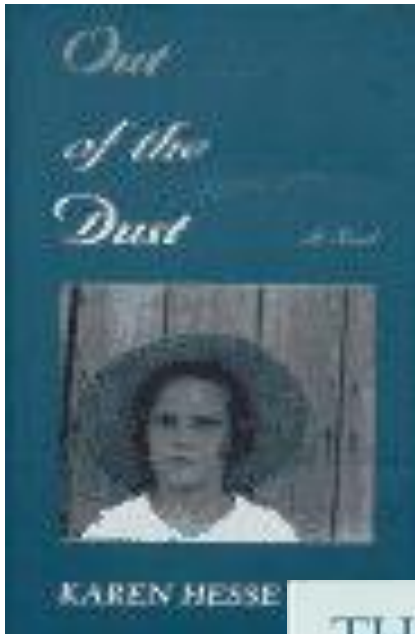
‘That year at Perkins had also given Helen a glimpse of her own future. She had learned about another deaf-blind boy named Tommy Stringer. Five-year-old Tommy had lived in a poor house and ...’

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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<p>Type I Activities</p>	<p>Type II Activities</p>	<p>Type II & Type III Investigations</p>