

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**

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**[gifted.uconn.edu/semr](http://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

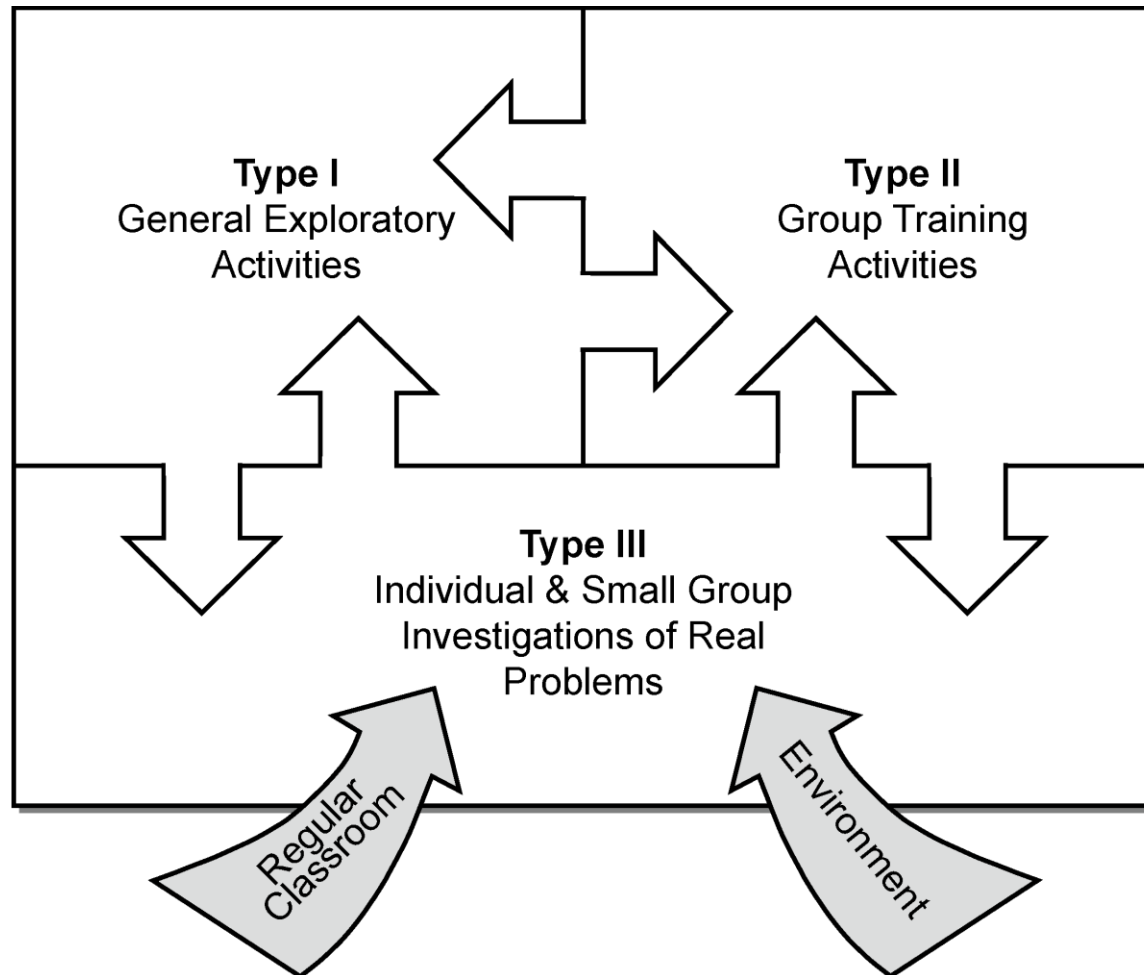
# Three-Legged Stool

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



# The Enrichment Triad Model

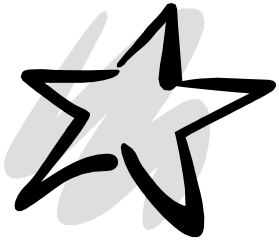
(Renzulli, 1977)



# 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  
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.**

# 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](http://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

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

\*WCPM = Words Correct per Minute


\*\*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"> <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>





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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.

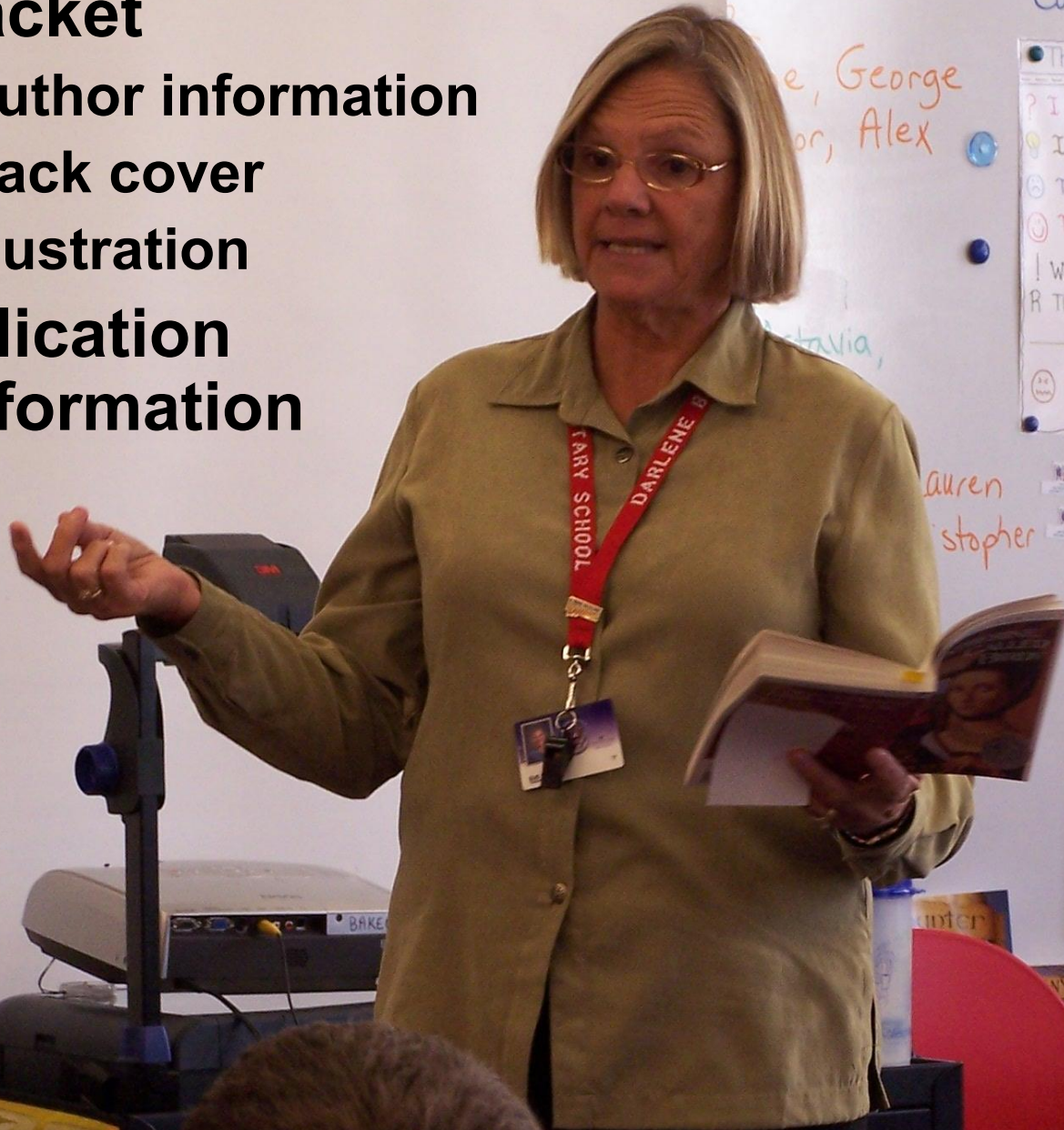
# Basic Book Hook Jacket

Author information

Back cover

Illustration

# Publication Information



SKILLS

Gifts due 12/13

George  
Alex

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

Lauren  
Christopher

The Traits of Good Writing

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

Peer Mediation forms

BOOKS: N.Y.BODIES, JACK'S RUN

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

NEIL  
GAIMAN



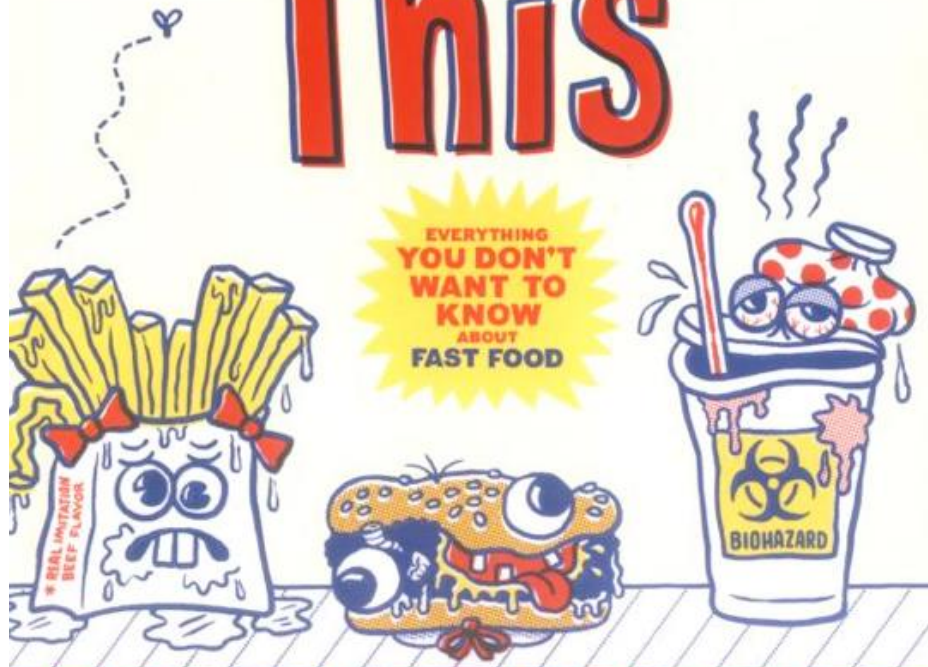
THE  
Graveyard  
Book

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?

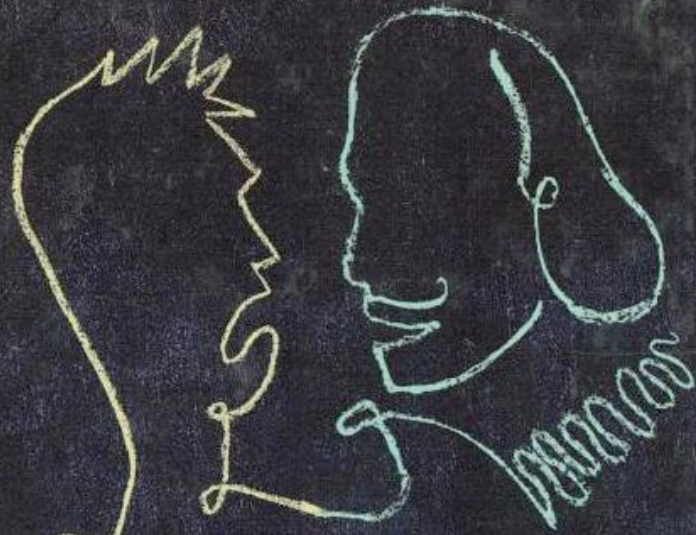
Would you want to live in a setting similar to the story location?

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

<b>Paris, 2004</b>	<b>Keene &amp; Zimmerman, 1997</b>	<b>Harvey &amp; Goudvis, 2000</b>
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		

**E**xposure to a Wide

Range of Books

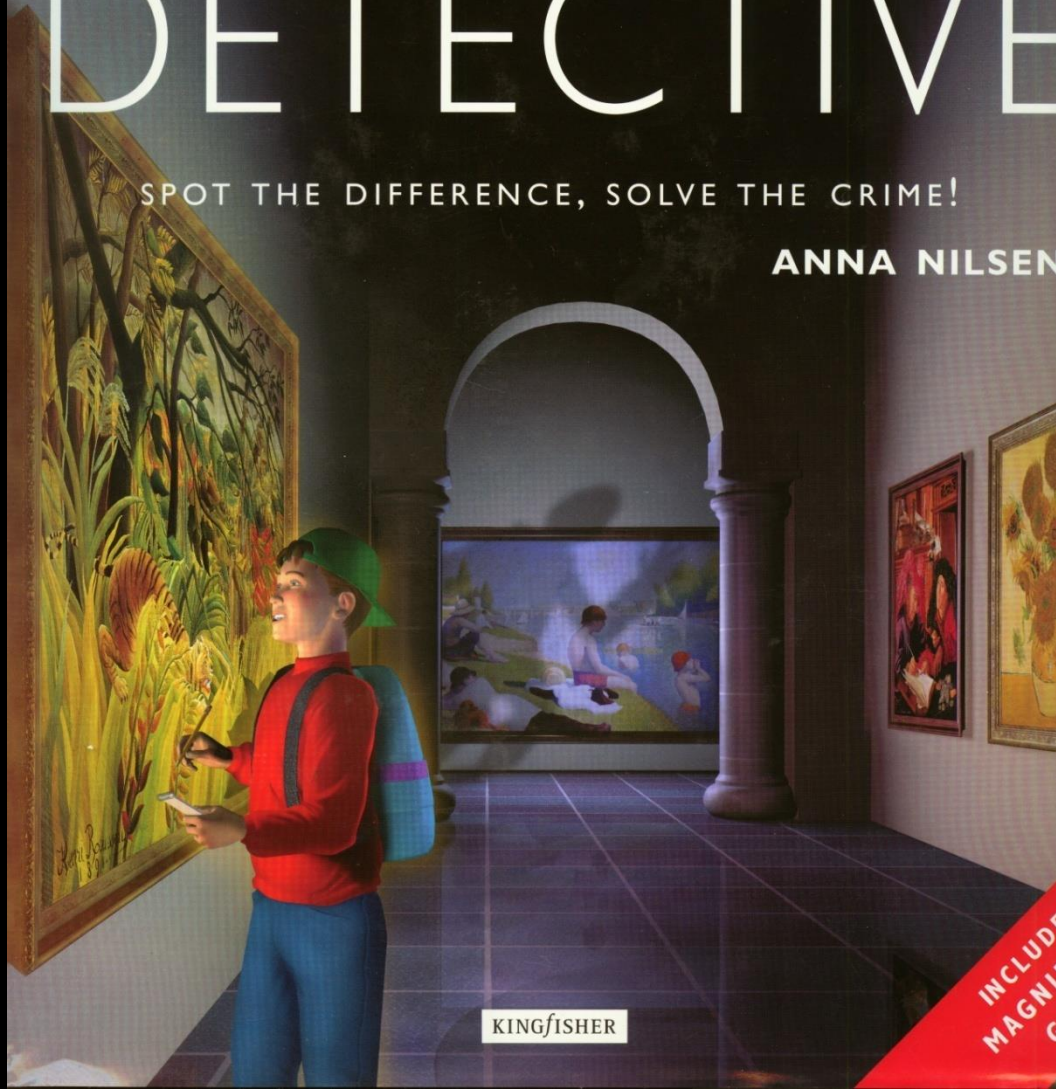


IN ASSOCIATION WITH THE NATIONAL GALLERY

# ART FRAUD DETECTIVE

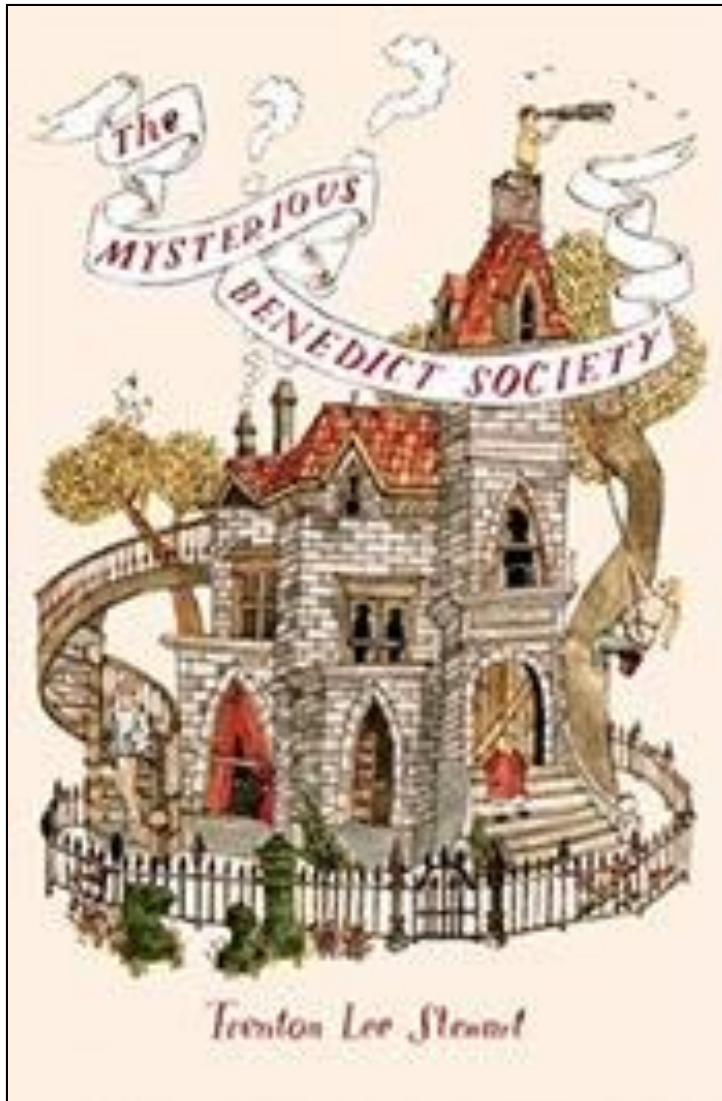
SPOT THE DIFFERENCE, SOLVE THE CRIME!

ANNA NILSEN



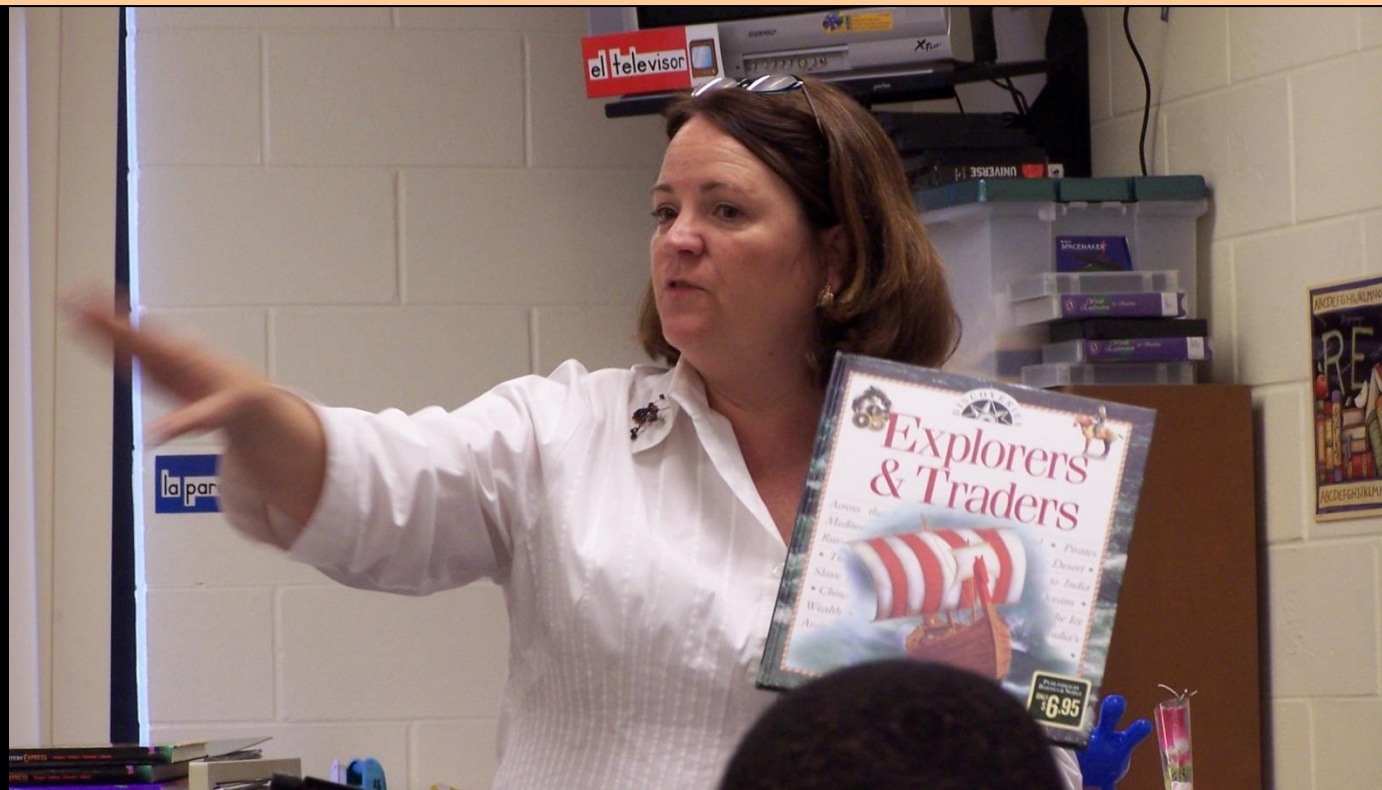
KINGFISHER

INCLUDES  
MAGNETIC  
G

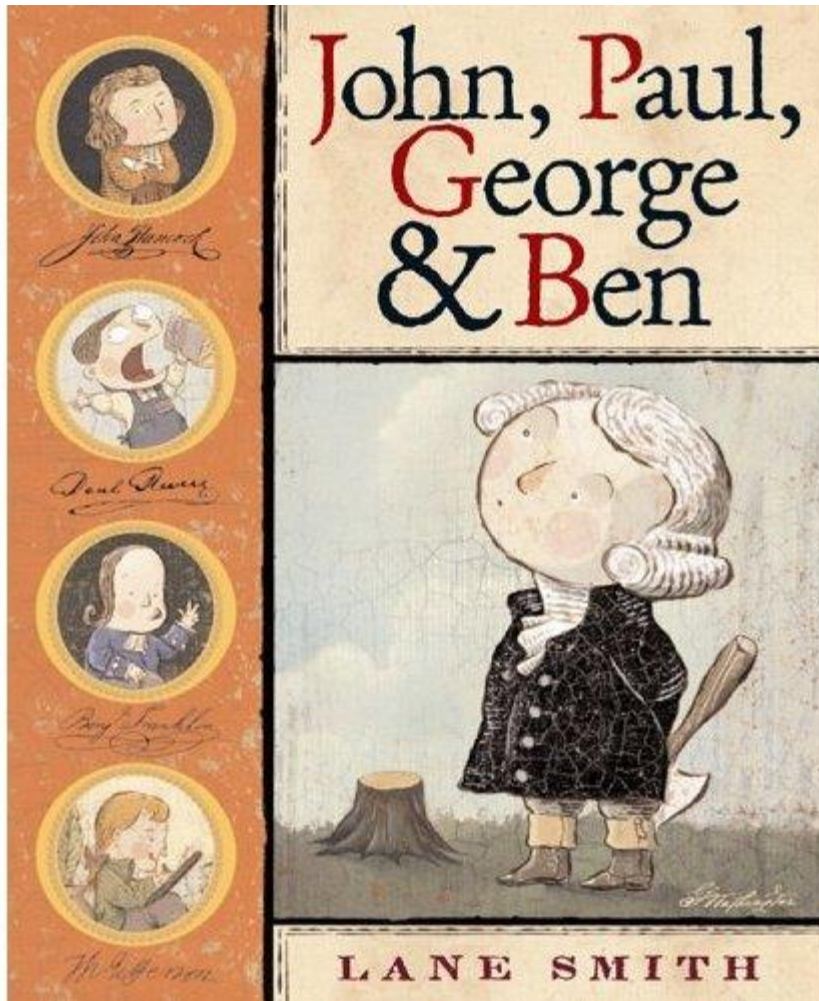


‘But though he’s helped me make sense of what’s happened, and has earned my loyalty, the entire business is so extraordinarily secretive and complicated that I’ve long been convinced I will never learn anything about my past.’

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.

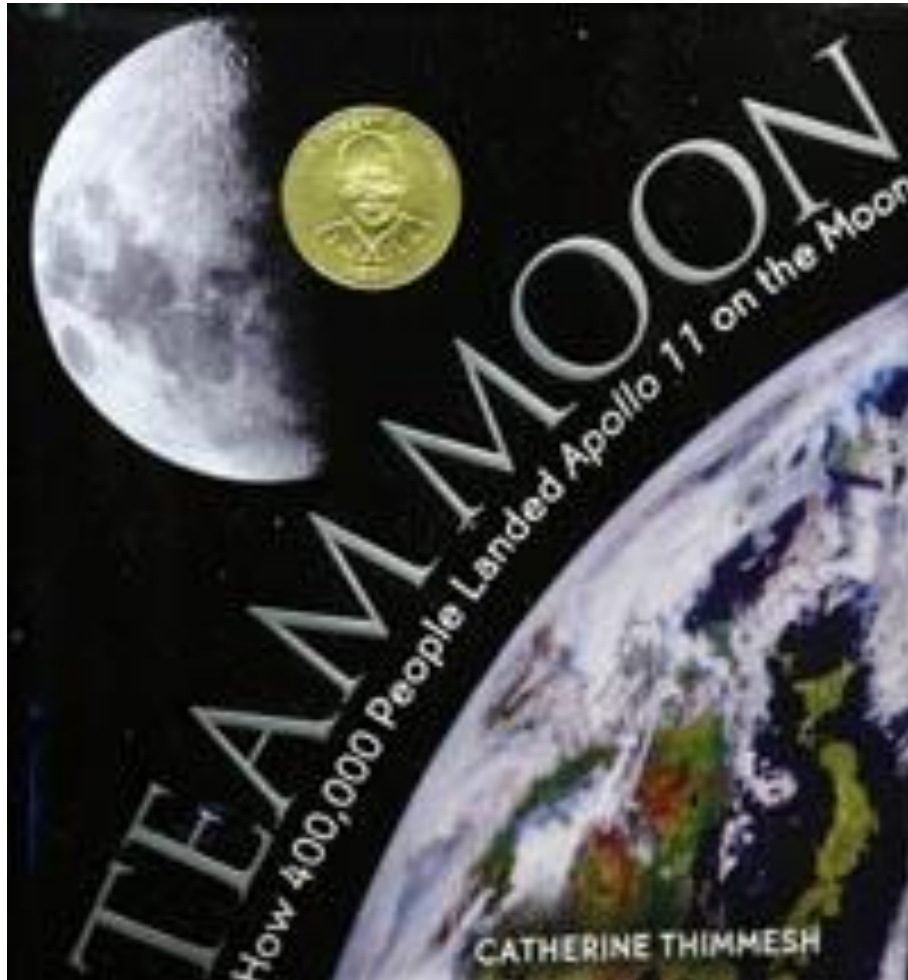


## Complexity of Ideas and Content

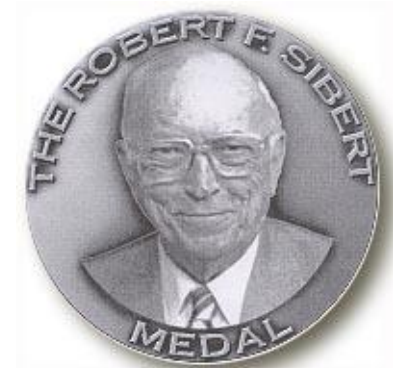


‘Before fun was invented, people joined bell-ringing clubs.

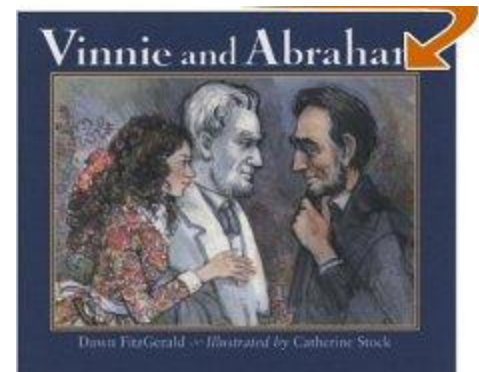
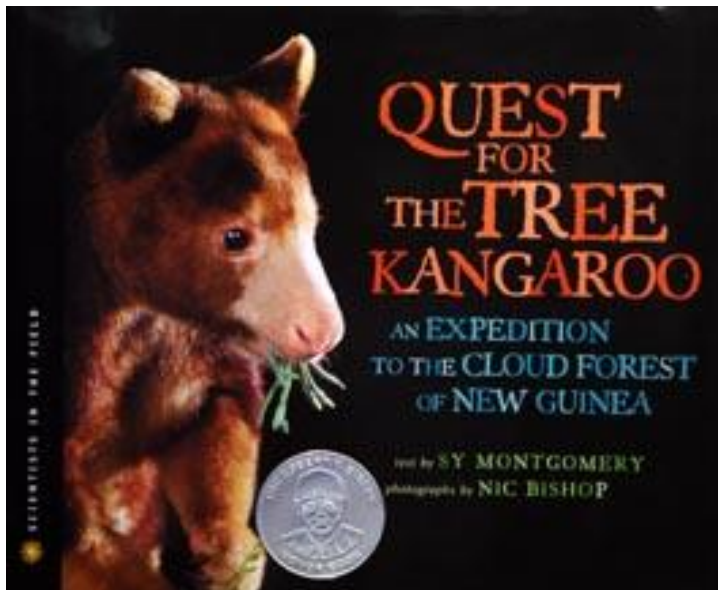
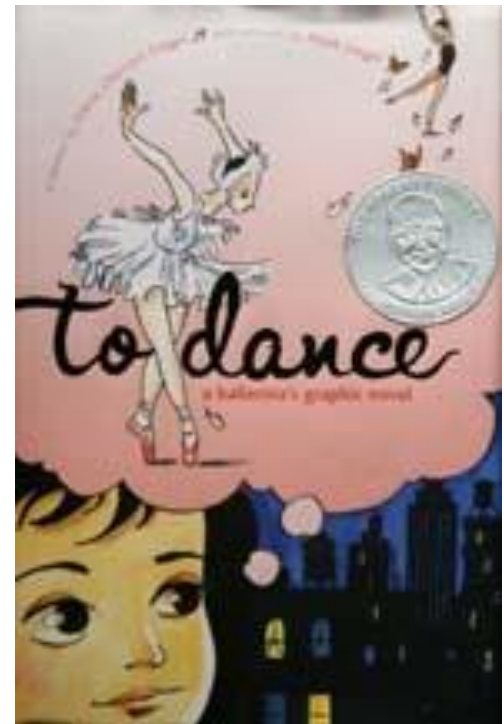
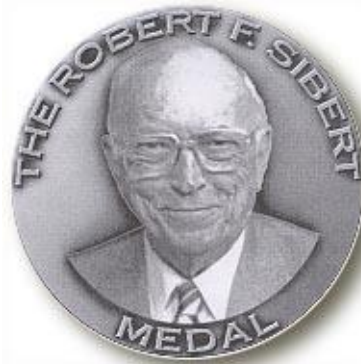
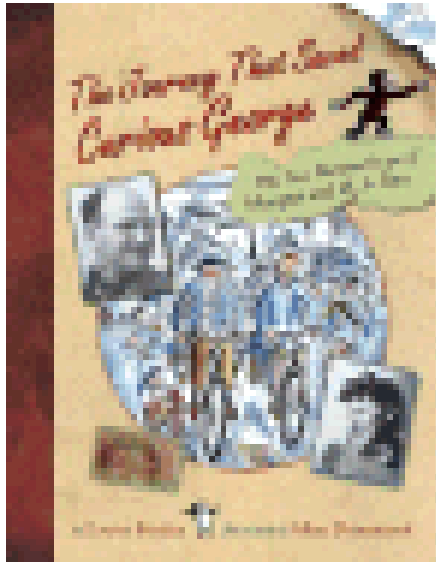
As a member at Boston’s Old North Church, Paul spent hours practicing in the belfry tower.’

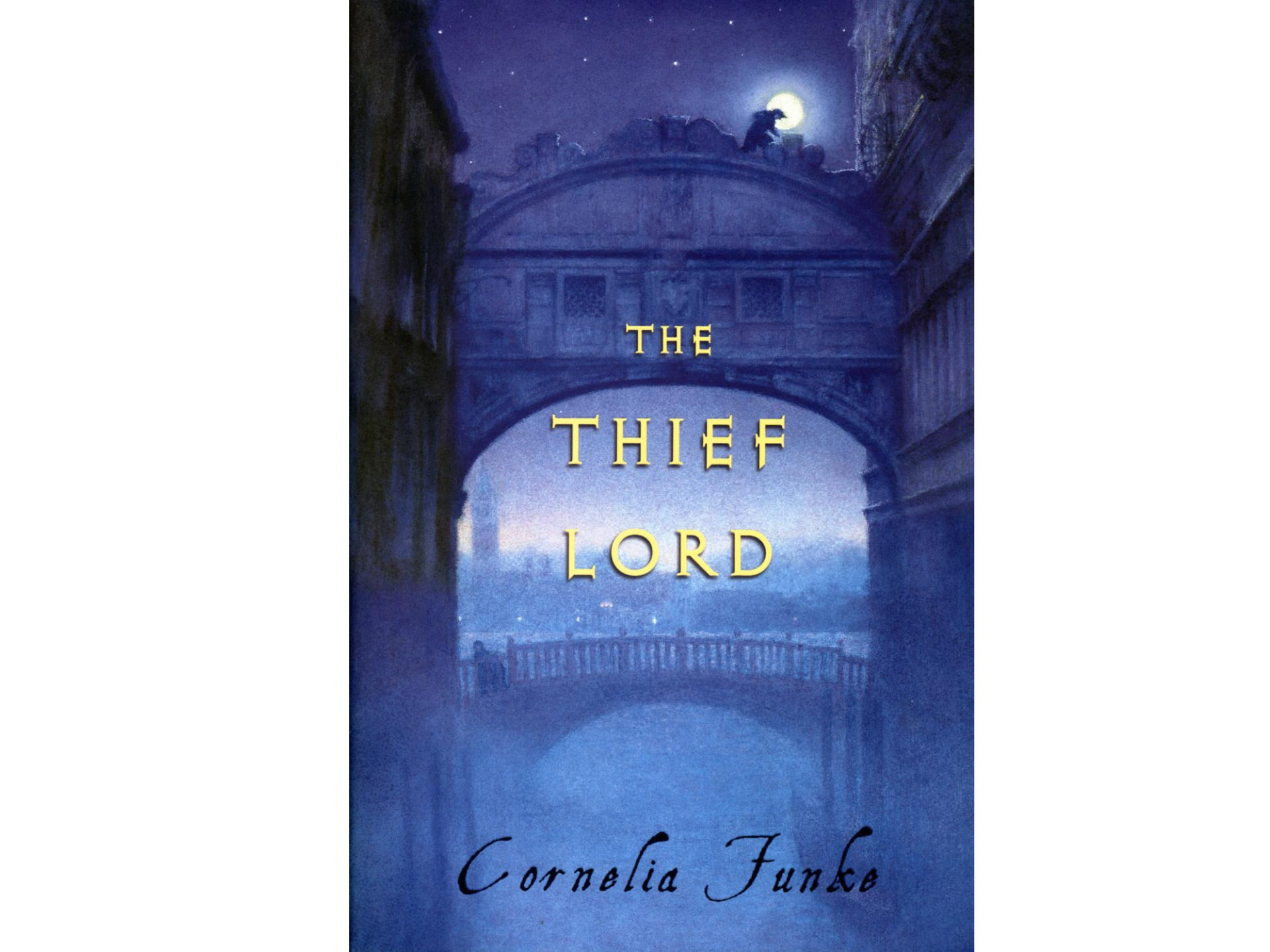


‘After sitting atop a virtual bomb and traveling nearly half a million miles; after battling 1202 alarms, low fuel, and frozen fuel slugs; after walking on an airless rock; . . .’



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





THE  
THIEF  
LORD

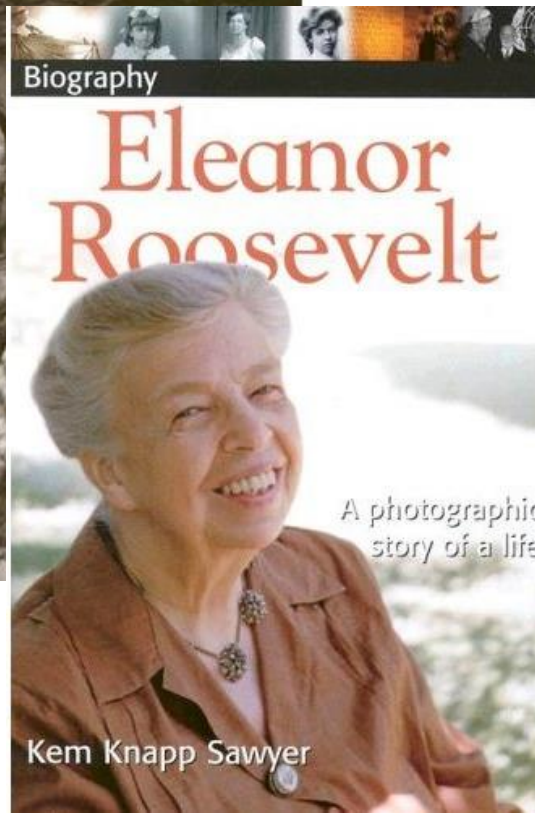
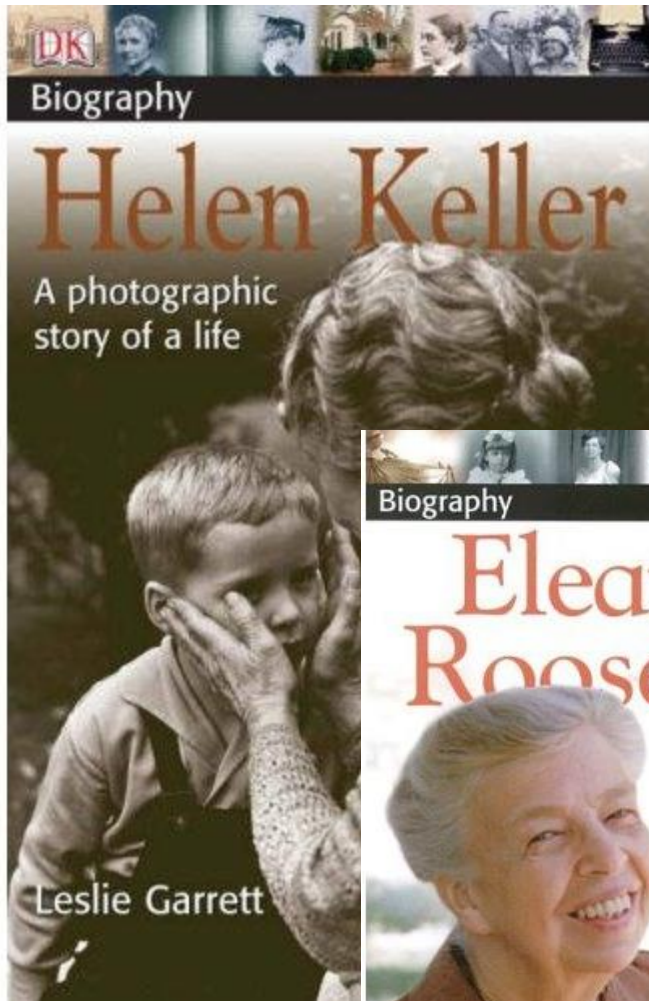
*Cornelia Funke*



ANCIENT

EGYPT

REVEALED



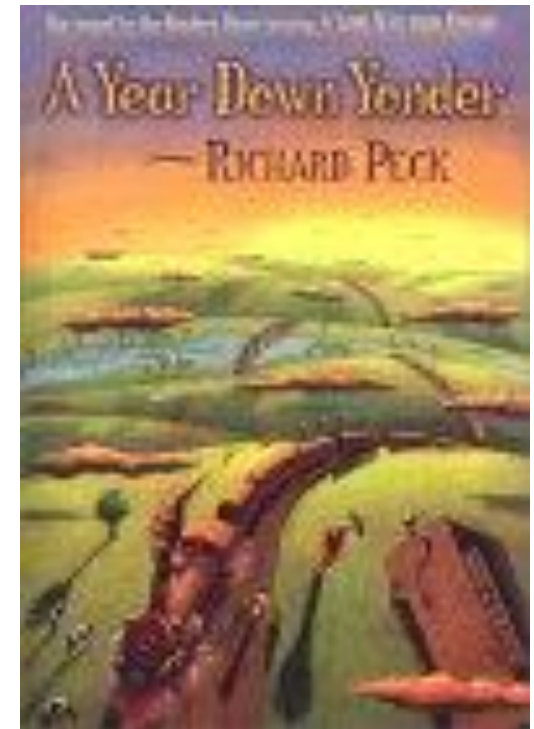
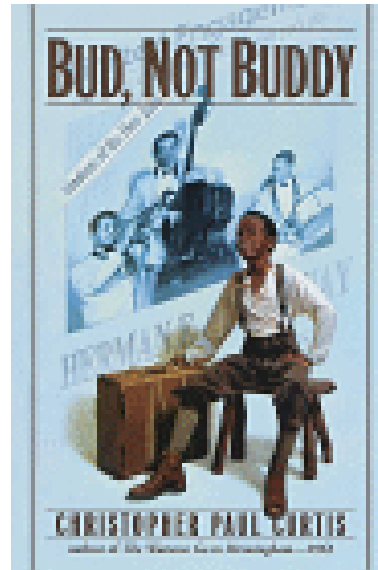
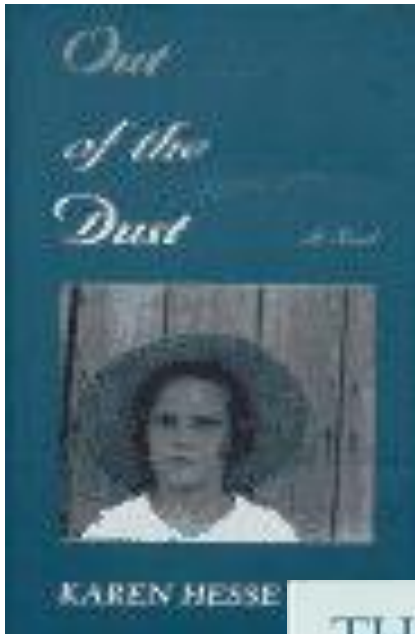
‘That year at Perkins had also given Helen a glimpse of her own future. She had learned about another deaf-blind boy named Tommy Stringer. Five-year-old Tommy had lived in a poor house and ...’

# Weekly Book Hook Theme Ideas


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



# Components of the SEM-R Framework

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<p><b>Type I Activities</b></p>	<p><b>Type II Activities</b></p>	<p><b>Type II &amp; Type III Investigations</b></p>



# 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.





Preposition	Conjunction	Interjection
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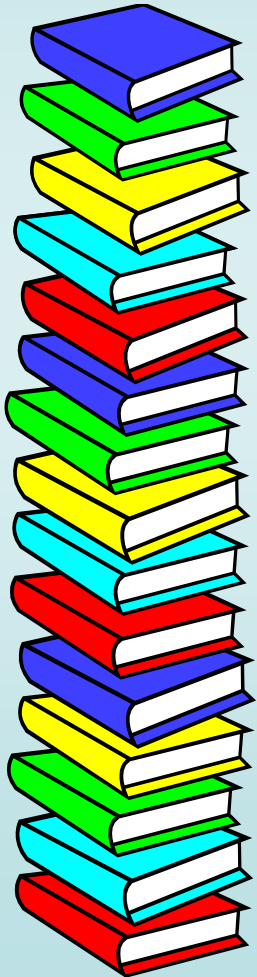
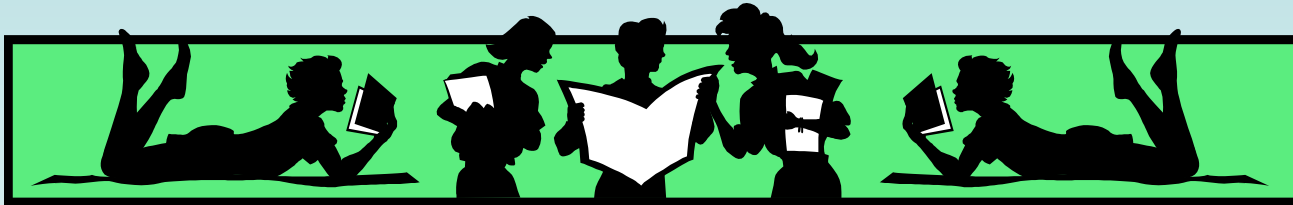
THE LIGHT SIDE

So You Want to Be a President?

[Book title obscured]



# 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

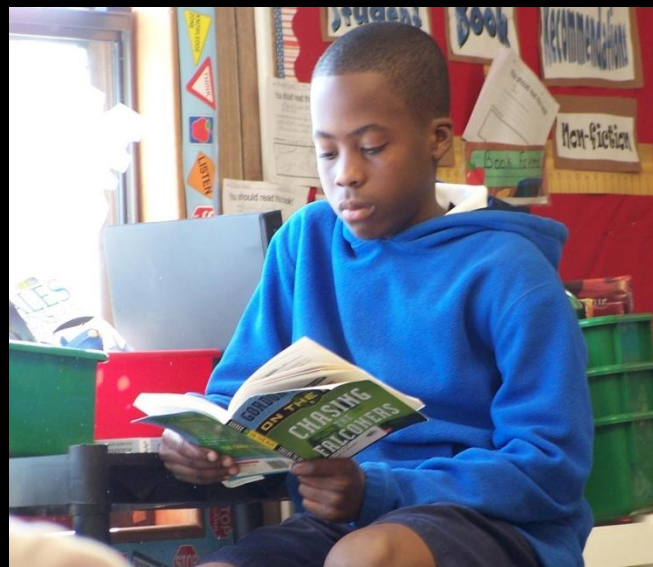


- Students will . . .
  - Enjoy reading books of their own selection
  - Read appropriately challenging books (1 to 1.5 above their current reading level)
  - Develop self-regulation skills to enable them to read appropriately challenging books for at least 25-35 minutes each day
  - Have individualized reading instruction that is tailored to each student's needs

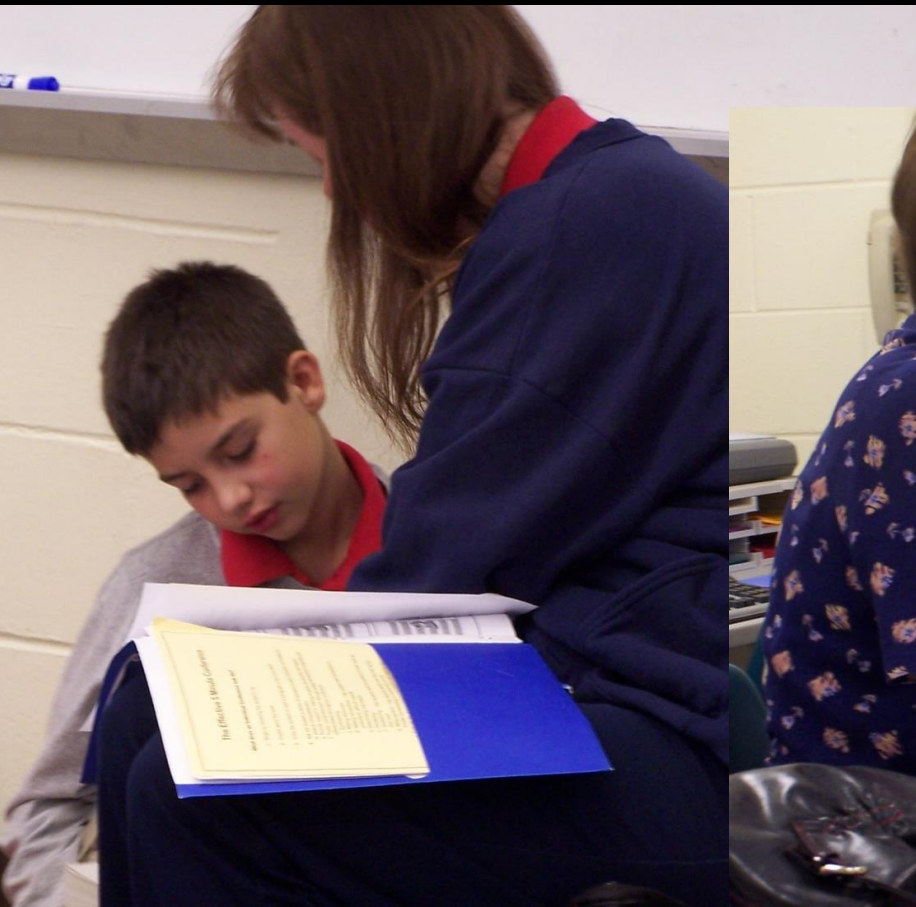




Having them read out of their comfort zone (current reading level or lower) has proven to stretch their minds in ways that have amazed me. They have learned how to select books that are a challenge to them, and devour them, to only quickly get another that is one their reading list.



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

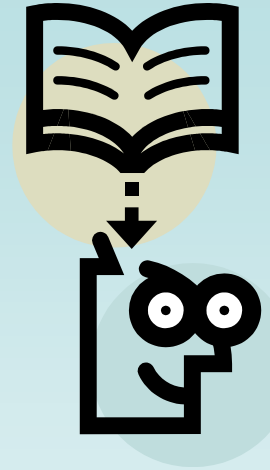


# What does an individual conference look like?



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

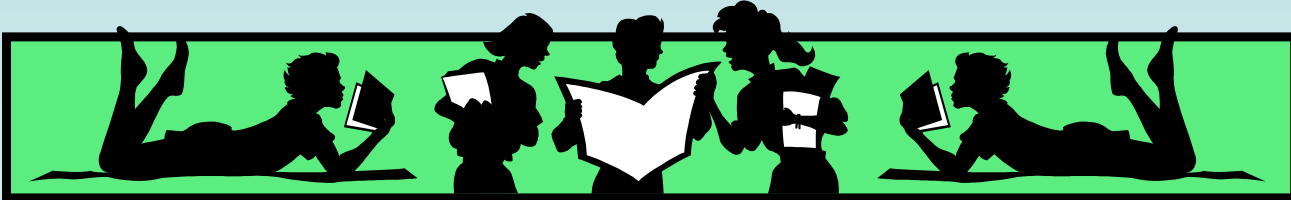
# What does an individual conference look like?

- 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



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- 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.



Read it before, but forgot  
• Dirty/Old/Smells  
• Too Scary - Read similar book

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS  
Susan Darlene Baker  
National Board Certified Teacher  
Grade 3/4/5/6/7/8/9/10/11/12  
Reading/Writing/Thinking/Communication/Leadership

2007  
Teacher of the Year  
Susan Darlene Baker  
Stark Elementary School

The Experience of Susan Baker  
Darlene Baker

The Circus Library

SOCIAL SAFETY  
MAGIC

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

<b>Paris, 2004</b>	<b>Keene &amp; Zimmerman, 1997</b>	<b>Harvey &amp; Goudvis, 2000</b>
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		



## 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 character 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 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? ↗

**Making Connections (T-S)**

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

**Making Connections (T-W)**







# SIR Conference Rubric

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

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

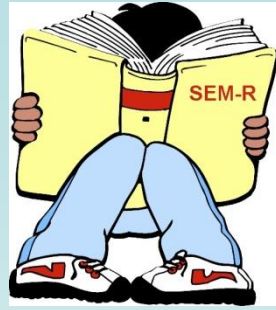
	ALWAYS	USUALLY	RARELY	NEVER
<p><i>Student uses the reading process effectively.</i></p> <p>Uses strategies to determine meaning &amp; increase vocabulary: <b>context clues</b>.</p>	3	2	1	0
<p><i>The student constructs meaning from a wide range of texts.</i></p> <p>Determines <b>main idea/details</b>, <b>sequence</b> events. Identifies <b>author/purpose</b>. Recognizes use of <b>compare &amp; contrast</b>.</p>	3	2	1	0
<p><i>The student understands the common features of literary forms.</i></p> <p>Understands the development of plot. Knows the similarities &amp; differences among <b>characters, settings</b>, and <b>events</b>.</p>	3	2	1	0
<p><i>The student responds critically to fiction, non-fiction, poetry, &amp; drama.</i></p> <p>Student identifies <b>cause and effect</b> relationship in literary text.</p>	3	2	1	0
TOTAL SCORS: _____ / 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/purpose LA.A.2.2.7- compare & contrast, LA.A.2.2.8 & LA.A.2.2.5- graphic source LA.E.1.2.3- Characters LA.E.2.2.1- cause & effect

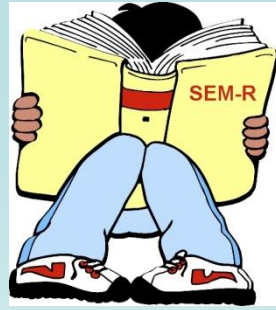
Comments

# 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.



Kids  
who read  
are the ones  
that succeed.

# Rug-Rats

## Monday

Alaina  
Zach  
Michelle  
Jennifer

## Tuesday

Nick  
Ann  
Rebecca  
Anamaria

## Wednesday

RacheI  
Chris  
Maxx  
Anthony L.

## Thursday

Mark  
Nathaniel  
Devin  
Deanna

## Friday

Robert Jenny  
Sam Anthony



15. 4. 2003



# Components of the SEM-R Framework

<b>Phase 1 - Exposure</b>	<b>Phase 2 - Training &amp; Self-Selected Reading</b>	<b>Phase 3 - Interest &amp; Choice Components</b>
<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>
<b>Type I Activities</b>	<b>Type II Activities</b>	<b>Type II &amp; Type III Investigations</b>

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 selection



**Type II & Type III  
Investigations**

**TIP**

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

**... and show them  
how what interests  
are connected to  
reading!**



# 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

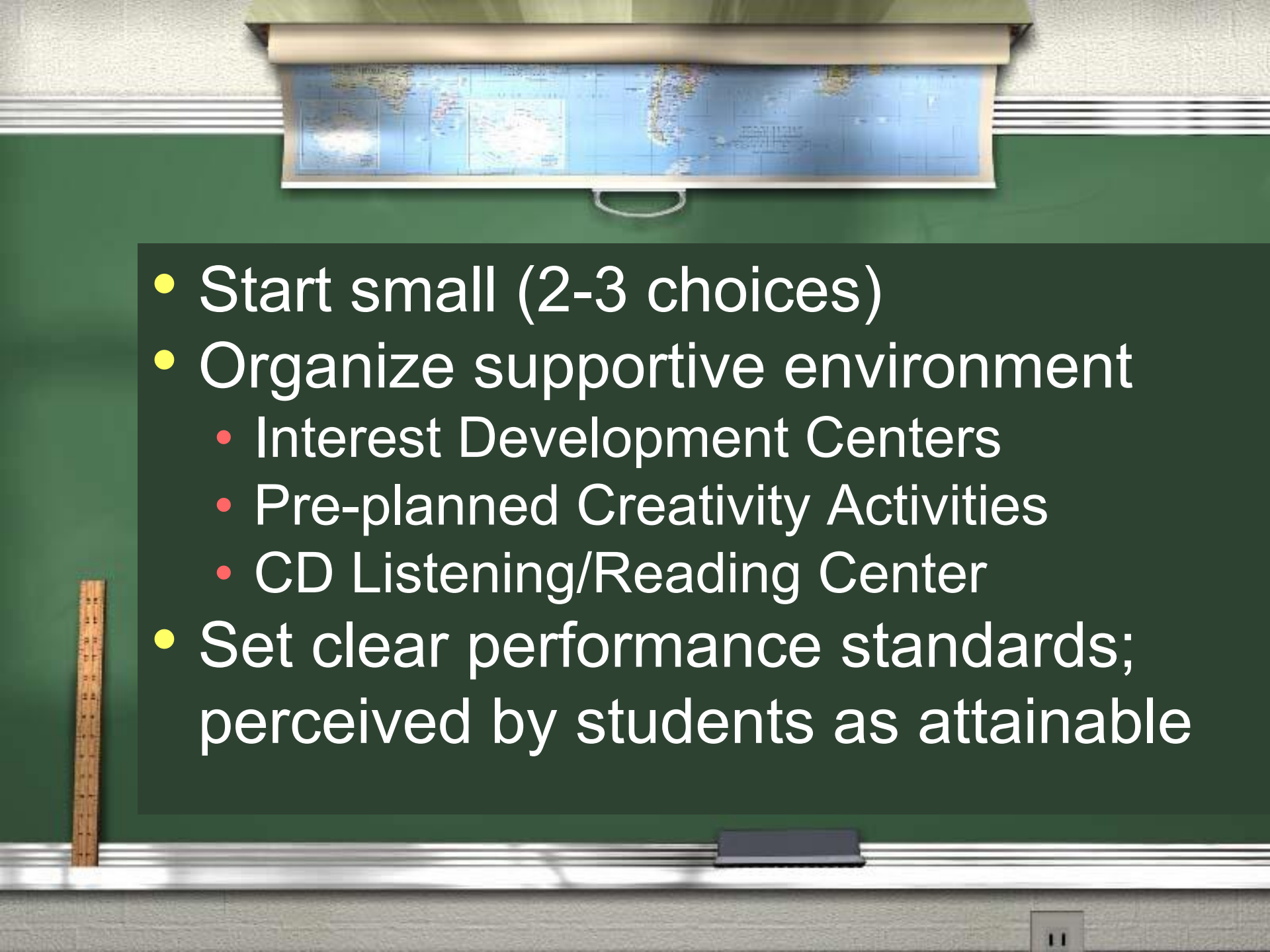
15 - 20 minutes  
1 center per day  
Small chunks of time

## 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™ LEARNING

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



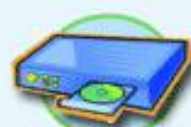
**summer  
programs**  
46 Activities



**on-line classes  
& activities**  
29 Activities



**research  
sites**  
32 Activities



**videos &  
dvd's**  
13 Activities

# ***eBooks***

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

**<http://books.google.com>**

**<http://kids.nypl.org/reading/Childreensebooks.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

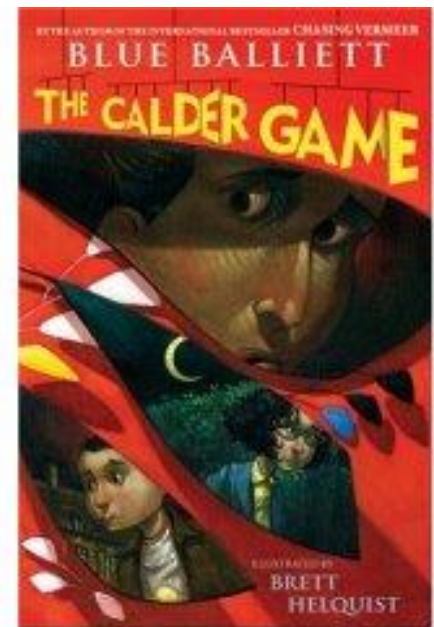
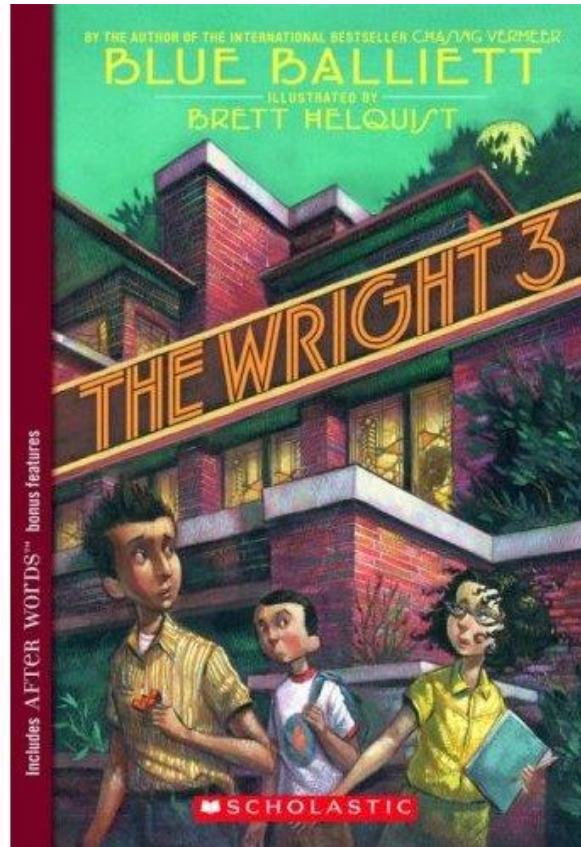
# Welcome to Google Lit Trips!



## *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](#)  
[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

# 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: America in the 1800's, when slavery was the law of the land. "Escape to Freedom" is a game, and a powerful picture of how things used to be.

[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

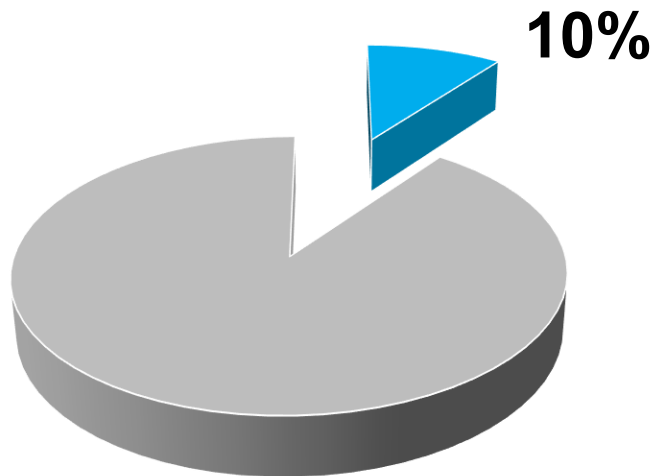
Reading Comprehension

# **Self-regulation in reading and task commitment in reading**

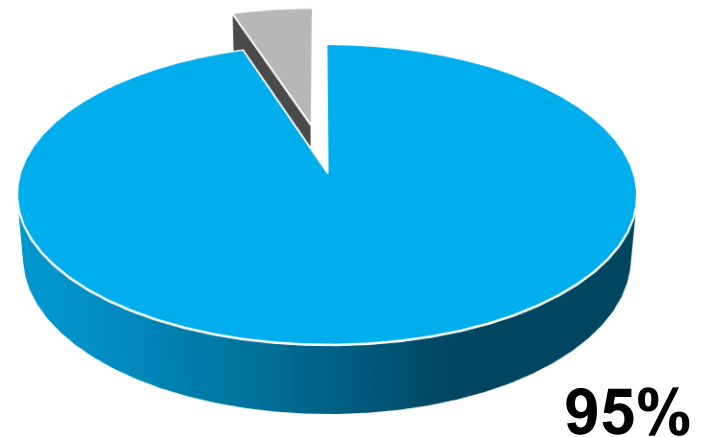
- Challenge vs. comfort
- Ability of students to enjoy challenge and develop self-regulation in reading appropriately challenging material

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

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



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



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



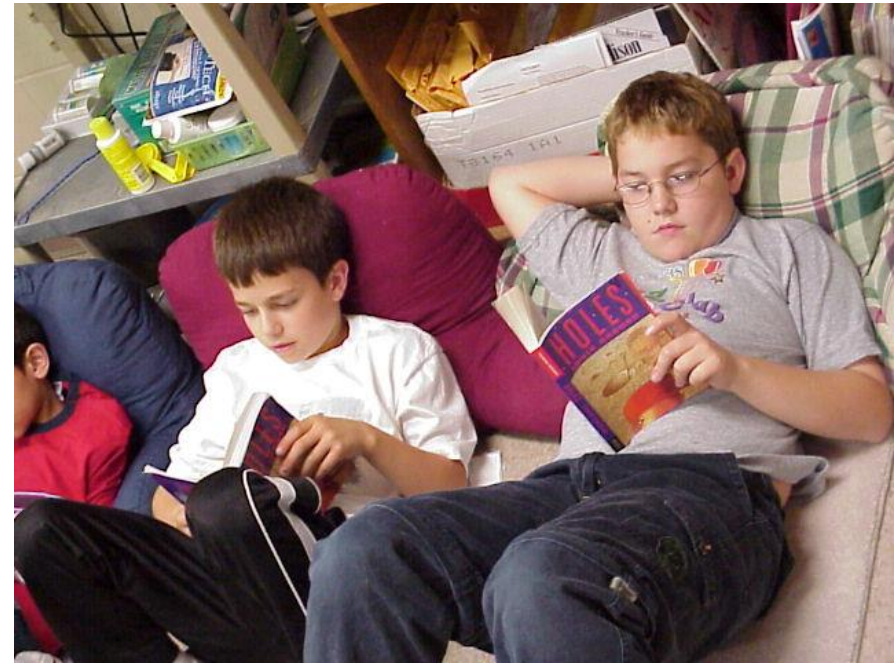
# The Right Match

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*

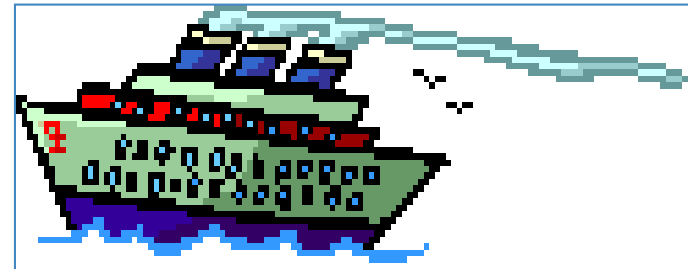
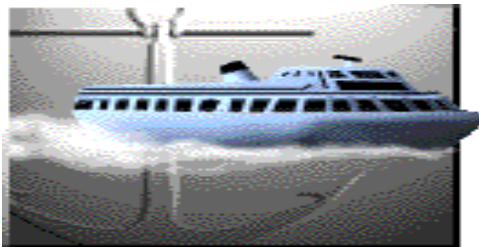




At first, I just wanted them to finish  
a book. Then I became more  
confident and would say, Come on  
now, that is just too easy for you.  
They would smile, because they  
knew I was right.

*5th grade treatment teacher*

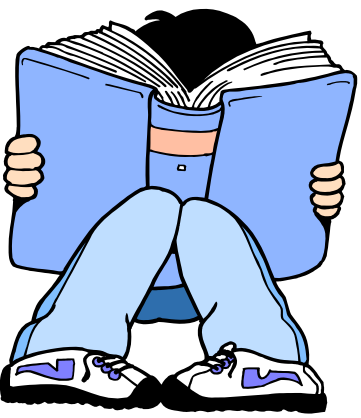
**A focus of our work in The Schoolwide Enrichment Model is to increase enrichment opportunities and achievement and provide differentiated instruction for all students, the core of SEM-R.**



**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:*

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

➤ *[gifted.uconn.edu/semr-pubs/](http://gifted.uconn.edu/semr-pubs/)*

➤ *Joyful Reading Books 1 and 2*

