

Literacy Strategies for Gifted Learners

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Characteristics & Needs of Gifted Readers

Characteristics of Talented Readers

- Read earlier than their peers
- Spend more time reading
- Read a greater variety of literature, even into adulthood (Collins & Kortner, 1995; Halsted, 1990)
- Read at least two grade levels above their chronological grade placement
- Demonstrate advanced understanding of language
- Have an expansive vocabulary
- Perceive relationships between and among characters
- Grasp complex ideas (Catron & Wingenbach, 1986; Dooley, 1993; Levande, 1999)

Gifted & Talented Readers: Myths & Truths

- Myth: Gifted and talented readers as a group are homogenous and should receive the same reading instruction.
- Myth: Gifted and talented readers are experts at text comprehension.
- Myth: Gifted and talented readers should be given complete control over their choice of reading materials.

from "Reading Instruction with Gifted and Talented Readers" by Patricia F. Wood, Gifted Child Today (Summer 2008)

Strategies

- Compacting the regular curriculum
- Acceleration of content and/or text
- Inquiry reading & independent study opportunities
- Use of more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading
- Use of technology and the web

Adapted from "Reading Instruction with Gifted and Talented Readers" by Patricia F. Wood, Gifted Child Today (Summer 2008) & "Schoolwide Enrichment Model-Reading" <<http://www.gifted.uconn.edu/SEMR/>>

Choosing Challenging Books

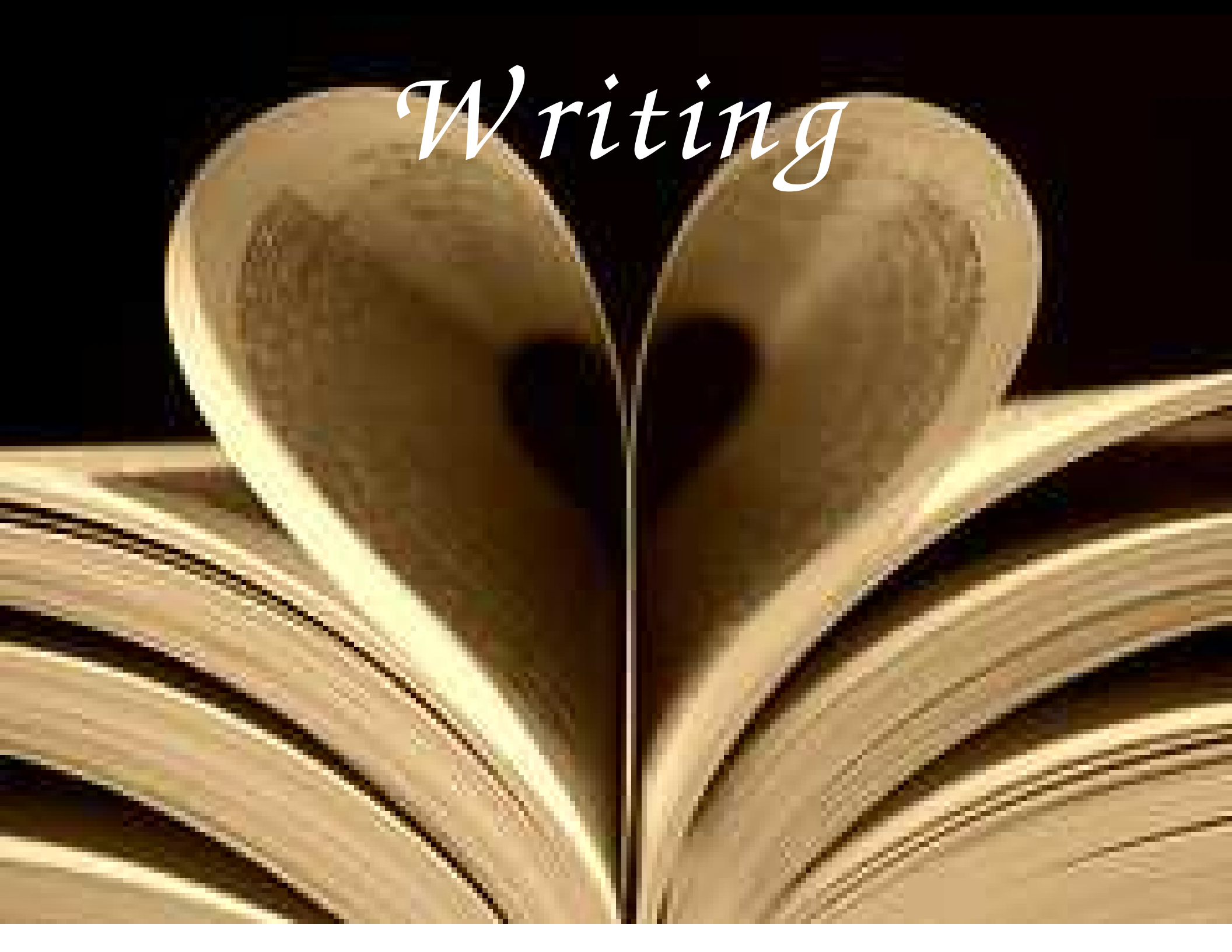


- **Children’s Literature Blogs (“Kidlitosphere”)**
- **Choices Booklists from International Reading Association**
 - <http://www.reading.org/Resources/Booklists.aspx>
- **Carol Hurst’s Children Literature Site**
 - www.carolhurst.com
 - **Click on “Subjects” or “Curriculum Areas” for books related to specific themes.**
- **The kids!**

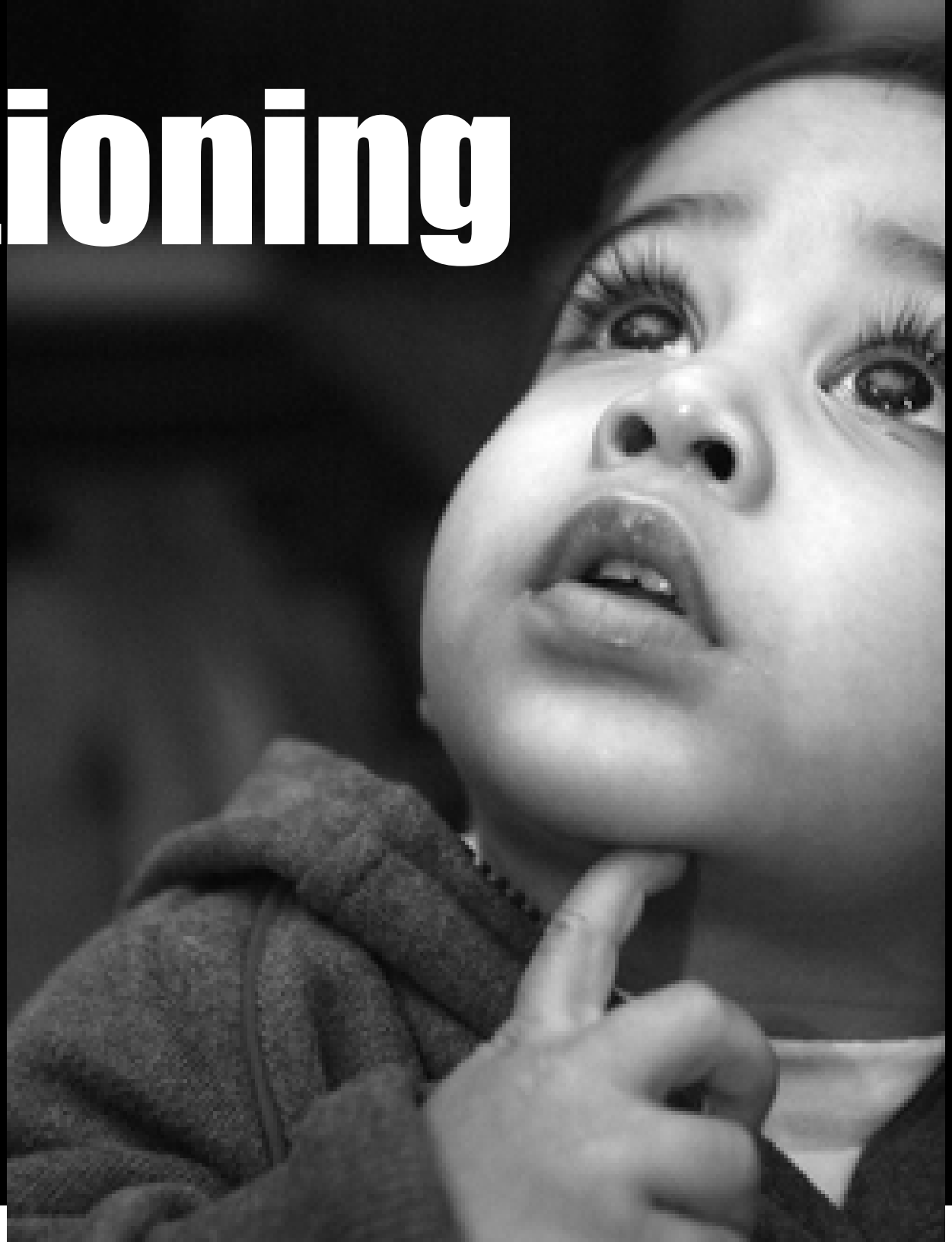


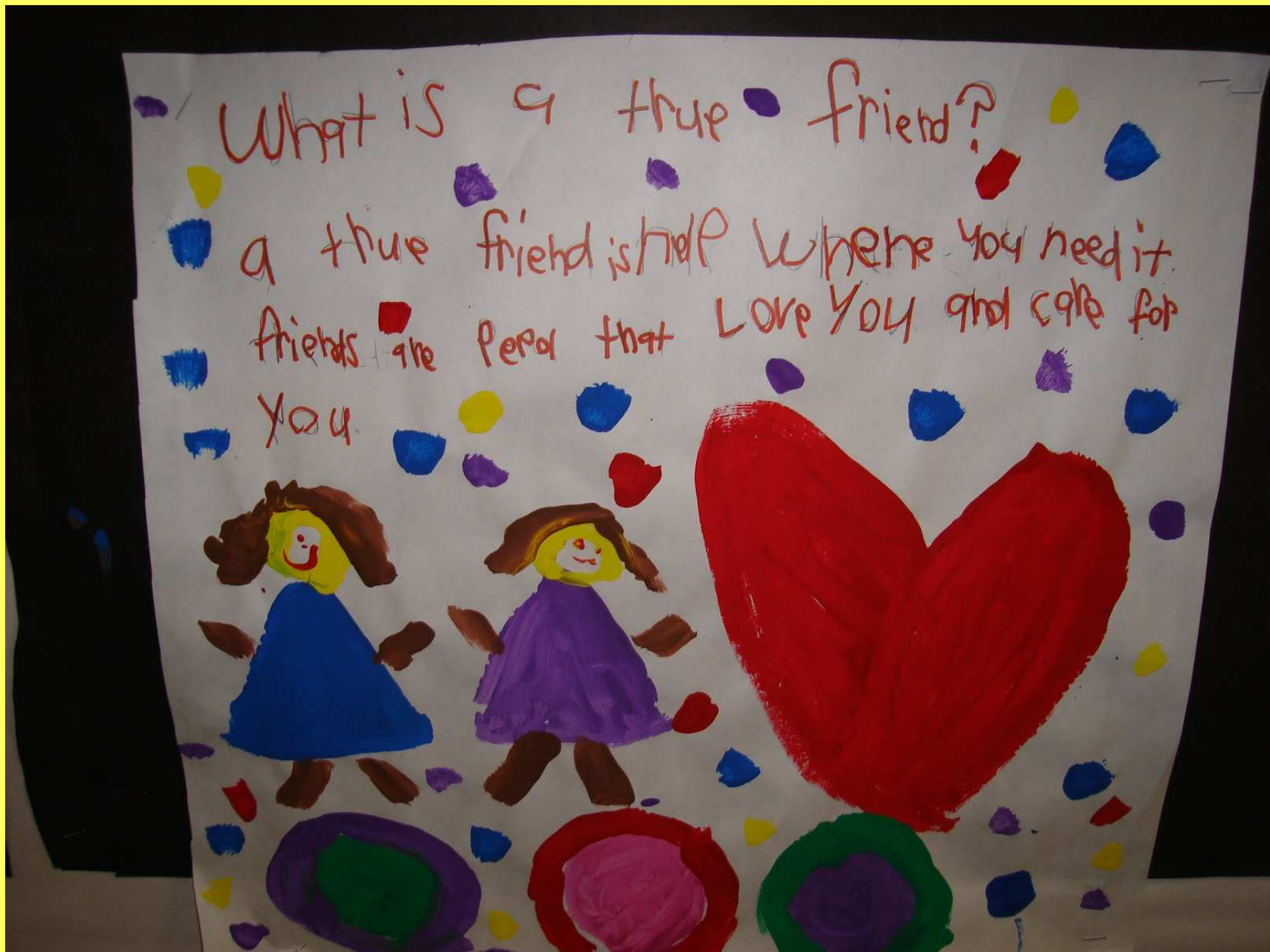
Nonfiction

Writing



Questioning





Heart Wonder Photo:

http://3.bp.blogspot.com/_x9TUFDuDI6k/S9ZBAIF8KMI/AAAAAAAAA4k/GTiG29ZNGrk/s1600/DSC00936.JPG

Wonder Walk: <http://creativeliteracy.blogspot.com/2010/04/second-grade-wonder-walk.html>

*“The way a book is read –
which is to say, the
qualities a reader
brings to a book – can
have as much to do with
its worth as anything
the author puts into it.”*

*~Norman Cousins,
editor and writer*





Book Clubs & Response

Thinking about Perspective, Imagination, & More



21st Century Learning



- Online Stories & Digital Storytelling:
 - <http://www.read.gov/exquisite-corpse/>
- Plain English Video:
<http://www.commoncraft.com/video-wikis-plain-english>
- Examples of Educational Wikis:
<http://educationalwikis.wikispaces.com/Examples+of+educational+wikis>
- Kidblog.org
- Allaboutexplorers.com

Enhancing Social-Emotional Development



- recognizing and owning giftedness
- expectations vs. performance
- taking risks
- others' expectations vs. own needs

- coping with need for clear-cut answers
- meeting their inner demand for an identity
- avoiding the temptation to make premature decisions



- establishing an identity
- needing time alone
- engaging in relationships with others
- learning how to use one's ability



- for the ability to be developed and used
- for the child possessing it to become creative
- to be able to produce something of value to himself or herself



Challenging Verbal Abilities

- Vocabulary
- Read, read, read
- Read variety of literary conventions and styles and that use language gracefully
- Express ideas





- Fiction touches the emotions
- Fictional characters and situations support emotional release
- Fiction allows the reader to gain insights into his or her own situation

Content Bibliography

- Some of My Best Friends Are Books: Guiding Gifted Readers from Preschool to High School by Judith Wynn Halsted
- Literature Links: Activities for Gifted Readers by Teresa Smith Maiello
- Autonomous Learner Model: Optimizing Ability by George Betts & Jolene Kurcher
- Recognizing Gifted Potential: Planned Experiences with the KOI by Bertie Kingore
- Differentiation: Simplified, Realistic, and Effective by Bertie Kingore
- Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne Dorfman & Rose Cappelli
- The Reviser's Toolbox by Barry Lane
- But How Do You Teach Writing? by Barry Lane
- Make It Real by Linda Hoyt
- Snapshots by Linda Hoyt

Content Bibliography

- Reading with Meaning by Debbie Miller
- Comprehension Connections: Bridges to Strategic Reading by Tanny McGregor
- Strategies that Work: Teaching Comprehension for Understanding and Engagment by Stephanie Harvey & Anne Goudvis
- Comprehension & Collaboration: Inquiry Circles in Action by Stephanie Harvey & Harvey Daniels
- Mosaic of Thought: The Power of Comprehension Strategy Instruction by Susan Zimmerman & Ellin Oliver Keene
- Websites Used:
 - <http://www.gifted.uconn.edu/SEMR>
 - <http://www.bertiekingore.com>
 - <http://www.choiceliteracy.com>