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# Suggested reading program for academically talented students

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A SUGGESTED READING PROGRAM  
FOR  
ACADEMICALLY TALENTED STUDENTS

by  
Margaret Mary Schneider

A RESEARCH PAPER  
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This research paper has been  
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(date)

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## I. THE PROBLEM

### Introduction

Reading is the most fundamental of all the learning skills, as it is needed by each individual if he/she is to function efficiently as a member of society.

Each student must have a chance to learn to read to the best of his/her ability. The desire to reach this potential should be instilled in the home and school throughout his/her years of study in kindergarten through high school.

The philosophy of the Manawa, Wisconsin School District regarding the reading program is that it should be sequential, developmental, comprehensive and continuous. The development of reading skills should be recognized as a highly individualized process through which children move at varying degrees of speed and competency.

The reading curriculum should include readiness, word attack, comprehension, study skills and the appreciation of reading as a leisure activity. It should be based upon a variety of approaches, methods, and materials in order to provide for individual differences. There should be frequent opportunities to read for enjoyment. The reading program should instill in the students a love for books.

The primary responsibility for directing reading

instruction and motivation is the classroom teacher's. At all levels, each teacher must recognize the role of reading and promote a positive attitude toward it.

Certain goals have been developed, based on this philosophy, which state that each child should be given a chance to learn to read to the best of his/her ability, to progress at his/her own rate when learning to read and to be encouraged to read for enjoyment.

Programs have been established as steps towards reaching these goals. The district's Title I reading program provides children with the supplementary help they need in order to learn to read to the best of their ability. The Wisconsin Design program provides for individual progression through the reading skills. An uninterrupted sustained silent reading time has been set aside schoolwide to promote the goal of reading purely for pleasure.

One particular goal which has been developed but not as yet implemented concerns a reading program for the academically talented. The goal states that a study should be made to develop programs for the academically talented. Thus, the reason for this study.

#### Statement of the problem

The purpose of this paper is to suggest a program to be used by classroom teachers in teaching reading to academically talented students in Manawa Elementary School, grades one through four.

The study is designed for use by classroom teachers, as they hold the primary responsibility for teaching reading to their students. The study will focus on grades one through four because the elementary school building houses only those grades, and also because those grades are of primary interest to the researcher.

#### Identification process

The need for special programs for academically talented children became apparent during the 1978-79 school year. Teachers noticed that some of their students were performing well above the expected average level of their particular grade. Specifically, concerning the reading program, teachers found themselves at a loss for ideas and materials to use with these students.

A process was begun in the spring of 1979 to identify those students who might qualify for a special program for the academically talented.

The instrument used to identify these children is entitled, Multi-Dimensional Screening Device for the Identification of Gifted/Talented Children. Classroom Teachers were instructed in its purpose and use during two inservice sessions.

The device lists and defines ten categories of behavior that are considered to be characteristic of gifted and talented students. Teachers were instructed to rate each child on a scale of one to seven as to frequency, intensity, and/or quality of his behavior

Table 1

Percent of Students Receiving a Score of Seven  
on a Scale of Seven

Category	Percent			
	1	2	3	4
Ability in the Visual Arts	2.63	5.26	9.21	2.63
Ability in the Performing Arts	0.00	7.14	3.17	3.17
Demonstrated Creative or Productive Thinking	0.00	2.85	7.93	6.34
Academic Ability in a Particular Discipline	2.63	7.14	3.17	3.17
General Intellectual Ability (1 of 100)	2.63	2.85	7.93	4.76
Leadership Qualities: Organizing, Decision Making	1.31	7.14	7.93	6.54
Psychomotor History and Abilities	1.31	2.85	4.76	7.93
History and Use of Spatial and Abstract Thinking	0.00	1.42	4.76	1.58
Wide Discrepancy Between Performance and General Intellectual Ability	0.00	2.85	6.34	0.00
Total Students Assessed	76	70	63	63

in comparison to the entire class. An overview of the screening device is included in Appendix A. The entire device may be obtained from the Manawa Area School District, Manawa, Wisconsin.

The results of the screening device were discussed with the classroom teachers in the fall of 1979. They



were given a chart which listed the nine categories followed by the names of those students whose teachers, the year before, had felt deserved a score of seven. Table 1 indicates the percent of students per grade who received a score of seven in each category.

The screening device identifies each child who received the highest possible score in each of the nine categories. The results of the study fail to identify those students who might also exhibit behaviors defined in each category, but perhaps to a lesser degree. These students might also benefit highly from a program for academically talented students, as they too exhibit qualities which indicate that they may need to be challenged.

The researcher believed that the Multi-Dimensional Screening Device did not adequately identify all students who might qualify for a program for the academically talented, particularly in the area of reading. Therefore, a needs assessment was conducted by the researcher in the fall of 1979.

#### Needs Assessment

The needs assessment consisted of a study of student performance on two reading tests given district-wide; the Gates MacGinitie Reading Test and the reading section of the Sequential Tests of Educational Progress.

The criterion of a score of 80th percentile or above

was determined as a result of research by Feldhusen and Gallagher who define the academically talented as those whose achievement levels fall within the 60th to 80th percentile range and those who constitute 15 to 20 percent of the general school population. Any child whose reading test score was at or above the 80th percentile would be considered a potential candidate for a program designed for the academically talented.

Test scores from the Gates MacGinitie Reading Test, given in fall 1978 to grades two through four, and spring 1979 to grade one, were studied. Students who met the established criteria were identified and tabulated. A breakdown of the findings by grade can be seen in Table 2. The table also indicates the total percent of all students tested who met the criteria.

Table 2

Students Scoring Above 80th Percentile  
Gates MacGinitie Reading Test (Fall, 1978 and Spring, 1979)

Grade	Students Tested	Students Scoring Above 80th Percentile	Percent of Students Scoring Above 80th Percentile
1	70	11	15.7
2	67	13	19.4
3	64	17	26.6
4	60	8	13.3
Grade 1-4 Total	<u>261</u>	<u>49</u>	<u>18.8</u>

The Sequential Tests of Educational Progress were given in the fall of 1979. Percentile scores on the reading sections, grades two through four, and the word puzzles section, grade one, were studied and tabulated using the same procedure as was used with the Gates MacGinitie test.

Table 3 indicates the breakdown by grade of the number of students as well as the total percent of all students tested who met the criteria.

Table 3

Students Scoring Above 80th Percentile  
Sequential Tests of Educational Progress (Fall, 1979)

Grade	Students Tested	Students Scoring Above 80th Percentile	Percent of Students Scoring Above 80th Percentile
1	62	14	22.6
2	61	11	18.0
3	62	13	21.0
4	60	29	48.3
Grade 1-4 Total	<u>245</u>	<u>67</u>	<u>27.5</u>

The results of the needs assessment indicate that approximately 25 percent of the students attending Manawa Elementary School are capable of performing above their average grade level in the area of reading. A comparison study indicated that 16 percent of the second, third and

fourth grade students scored at or above the 80th percentile on both tests. (First grade students were not included in this study as there were no Gates MacGinitie Test scores for them.) These results indicate that there is a need for some type of special reading program for these children.

Teachers should be made aware of the children who are high achievers in reading in their classrooms. They should be presented with ideas, materials and techniques to be used with these children in order to motivate and encourage their reading.

#### Scope and limitations

The suggested reading program for high achievers in reading will be based on the philosophy that each child should be provided an education which will enable him to reach his full potential.

The goal of the program is to develop the intellectual and creative ability of each student through challenging instruction and activities. The child will learn to read for a variety of purposes--information, verification, pleasure. The ultimate goal is to help the high-achieving reader become an independent learner.

Both the philosophy and the goals of the program suggest the individual--how and why he learns to read. Therefore the basic approach suggested in this paper will be individualized instruction with an emphasis on enrichment.

Individualized reading is based upon the principles

of self-selection and self-pacing. Academically achieving students characteristically learn more quickly, need less repetition and have more varied interests than the average student. Individualized instruction would insure a curriculum containing content specifically designed and selected for a particular child and his needs.

Enrichment will be a major part of individualized instruction. Enrichment is any experience that replaces, supplements or extends instruction normally offered in the classroom. Care must be taken to see that these activities do not become merely busy work. Teachers must be aware of the individual interests of their pupils and activities must be geared towards these interests. They must be challenging, productive experiences for the child.

This paper suggests specific reading activities to meet the needs of high achievers in reading. It also contains an annotated bibliography of resource materials presently available in the Instructional Materials Center. This material should provide the classroom teacher with numerous ideas and suggestions to use with his/her students.

Test scores show that the students identified for this program have already mastered the particular reading skills taught at their grade levels. Therefore, basic skill instruction is inappropriate for most of them. Reading skills that will be concentrated on in this paper will be those of comprehension--specifically those skills involving creative and critical reading

Basically, when a child reads creatively he brings

himself to the reading process--his own ideas, feelings, attitudes and values. When a child is taught to read critically he is taught to doubt as well as to believe what he has read. This paper will suggest ways in which the classroom teacher can encourage creative reading and stimulate critical reading.

As stated in the philosophy, the primary responsibility for directing reading instruction and motivation is the classroom teacher's. This paper will inform teachers about the special needs of high achievers in reading and the teachers' role in providing for these needs. It will provide classroom teachers with suggested curricular modifications, ideas and materials to be used with the academically talented students in their classrooms.

Because the suggested reading program is designed for use by classroom teachers, a major challenge or limitation of the program is inservice work to elicit teacher cooperation. The program involves a restructuring of the total reading curriculum so as to become individualized. If this is not done the needs of high achievers in reading will be neglected.

Another limitation is the lack of a supervisor to manage such a program. This resource person would act as a coordinator and help teachers by providing motivation, ideas and materials as the program progresses.

Lack of funds is often a limitation in the implementation of any new instructional program. During the beginning stages of this program classroom teachers will have to be

satisfied with the materials presently available to them. At this point it is not possible to obtain a wealth of new materials.

A fourth limitation lies in the final identification and selection of candidates for the program. Although the screening device used by the district, as well as the needs assessment, did identify potential candidates, teachers must use their own observations as well. They must know each student in their classes and make judgments about potential based on their present performance. Test scores should be used only as a guide to identification and not relied upon exclusively.

In keeping with the philosophy that each child must have a chance to learn to read to the best of his/her ability, and that approaches, methods and materials should provide for individual differences, the following suggested program for teaching reading to students who are high achievers in reading has been proposed. The suggestions regarding goals, approaches and skills are based on research concerning the education of academically talented students.

The program will offer these children more flexibility with increasing amounts of individual work, greater freedom and more responsibility. These recommended approaches and techniques, if used by classroom teachers, will help them guide their students to becoming more independent learners.

## II. REVIEW OF RECENT LITERATURE

The current interest in programming for the gifted was stimulated by the 1971 report to Congress on the education of the gifted and talented by the U.S. Commissioner of Education. The report listed six areas of giftedness: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability. (Bates, Trezise)

The definition established by the U.S. Office of Education, cited in Correll (1978), states:

Gifted and talented children are those identified by professionally qualified persons, who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contributions to self and society. (p.12)

As this definition and these areas of giftedness relate specifically to this paper, children of high performance include those with demonstrated achievement and/or potential ability in the specific area of reading. I am referring to those children who, according to the results of the needs assessment and the screening device,



are reading at an advanced grade level and are labeled by this researcher as "academically talented" or "high achievers in reading".

Gallagher refers to the academically talented as those constituting about 15 to 20 percent of the general school population. He believes these children to be college-bound and capable at an early age of performing beyond the level of average.

Feldhusen refers to the academically talented as those children whose achievement levels fall within the 60th to 80th percentile range and who may have creative or expressive talents and abilities. He believes, also, that these students are capable of advanced learning because of their advanced abilities.

These children, then, because of their ability, are "able to function in a manner different from that of the traditional and to produce or perform in new and innovated ways." (Barbe) They are characterized by their ability to learn quickly and independently. (Witty, Gallagher, Trezise)

Correll suggests some learning characteristics of high achievers which include their abilities to think critically and creatively. They are curious and questioning and are able to remain at a task which interests them for a long period of time. Correll along with Renzulli further suggests that these children enjoy and prefer independence in work.

Therefore, these children need a reading program which

will allow them to pursue their interests independently as well as guide them to become critical and creative readers.

Switzer, Barbe, Trezise, Torrance and others agree that the goal of any reading instruction is the development of permanent interests in reading and the habit of wide reading--the ultimate goal being the development of independent, effective learners.

Goals pertaining to academically talented students are extended to include the development of critical and creative reading. (Feldhusen, Barbe, Wallen) These researchers believe that academically talented students are capable of reacting to what they have read on a level above that of average students. Trezise (1977) states that these children want to "deal not simply with what happens in their books, but with the significance of the events and how these events are related to things they have read in other books and to their own life experiences" (p. 921).

In establishing goals for high achievers the reading program should be developed to provide instruction so as to enable children to develop to the limit of their ability. (Barbe) Trezise states in the same vein that the "strongest premise on which to build a program is that every student has a right to an education that is appropriate for him/her" (p. 243).

The question then arises as to what should a reading program for academically talented students include? What changes, if any, must be made in the regular curriculum

to meet the needs of these students?

Barbe and Isaccs believe that a reading program for academically talented students should include differentiation of instruction adapted to the individual child and his needs, proper grouping for instruction with attention given to critical and creative reading, continuity in instruction and a wide range of available material to enable each child to pursue his/her own reading interests.

Strickland, Trezise and other researchers in the field agree that the goals of reading instruction for academically talented students can be met through individualization of instruction.

#### Individualized instruction

Individualized instruction, according to Bechtol, is a system for improving instruction. It provides for variations in what each student should learn, how rapidly he should learn it and how he should go about learning. He believes that for higher learner achievement to be realized, each student's characteristics must be taken into account.

Bates (1979) states that,

... in order to maintain and develop interests and to accomodate the accelerated learning pace of high achievers an individualized approach to reading instruction is suggested in place of formal instruction with a basal series. (p.10)

Other advocates of individualized instruction of

academically talented children include Witty, Switzer and Wallen. Witty believes that one of the greatest needs of the academically talented child involves the provision of individually appropriate reading experiences. Instruction must be varied, interesting and challenging. "It must be individualized and designed to stimulate thinking, capitalize on talents and capture interests." (Switzer)

It has been suggested by Wallen that the adjustment of instruction to individual differences is more than an approach or method. It is an attitude in which the teacher assumes that each child has a right to progress as rapidly as he is capable, that each child can expect the school to provide for his rate of learning and that each child can expect the school to view him as an individual, with respect for his needs.

Renzulli cautions that not only must individualization occur with respect to rate and pace but also in regard to differentiation of content, individual learning style and teaching strategies.

The respect for children's uniqueness and the provision of interesting experiences combine to free children so that they express themselves in various ways. They appreciate not only their own products but also the products of others; they see value in diverseness, and they learn from it. Eventually they gain an awareness of themselves and the world in which they live.

(Labuda, 1972, p. 131)

What Labuda means is that personalized, individual instruction will promote learning and at the same time assure children that their personal interests are valuable and will be met.

What effect then will an individualized reading program have on the academically talented child? First, the child will have the freedom to proceed with reading at his own pace and rate. Second, reading instruction will be centered on his needs and interests, making learning more personalized and relevant. Third, the individual becomes responsible for his own learning which leads to his becoming a more independent learner.

But individualizing poses a problem, as few school districts, especially small rural districts, provide special classes for the academically talented or have teachers certified in gifted education. Therefore, the burden of an adequate education usually falls on the shoulders of the classroom teacher. Since high achievers learn quickly in comparison to others and since the teacher is subjected to many pressures during the day, adequate provisions for these students may be difficult to plan and implement.

### Enrichment

In order to deal effectively with high achievers in the classroom, researchers also suggest enrichment. Correll defines enrichment as any experience that replaces, supple-

ments or extends normal instruction. Gallagher's definition states that enrichment is a type of activity devoted to the further development of particular intellectual skills and talents.

Enrichment is best defined for the purpose of this paper by DeHaan. He states that enrichment is the process of tailor-fitting the curriculum to the needs, interests and abilities of the high achiever and of adding more variety and complexity to his assignments.

In other words, the curriculum itself, or normal instruction, can be designed and adapted with high achievers in mind. Martinson suggests two ways in which this might be done. One is to include in the curriculum unit diverse questions and activities and provide opportunities for the brighter child to work with those activities. The other way is to suggest projects with the child's interests in mind which can be carried on independently by individuals or small groups with periodic supervision by the teacher.

Curriculum units, designed with the special interests of the students in mind, are valuable in that the students are given a certain amount of independence which is in keeping with their ability and maturity level. The activities and questions, while not appropriate for the regular class, are appropriate for those with high ability. Labuda believes the unit approach to be very effective and efficient. Teachers can select those activities which are immediately useful or pertinent to the subject matter currently being taught in the classroom to supplement, enrich and expand

the present instructional program.

Through curriculum units designed with the needs of high achievers in mind and by making available diverse activities and materials, the teacher is providing opportunities for the brighter child to pursue a unit of study in greater depth. He is allowed to extend his knowledge and follow his interests as well as work independently and become responsible for his own learning.

In essence, enrichment activities supplement the regular curriculum. They are additional kinds of learning experiences designed with the special interests and needs of the high achiever in mind. These activities are beneficial in that they cause the least change in existing programs or scheduling and they provide for individualization.

Renzulli (1976) emphasizes the importance of the students' interests and their preferred style of learning. He states that, "The greatest source of student satisfaction almost always resulted from the students' freedom to pursue topics of their own choosing in a manner in which they themselves felt most comfortable" (p. 316). Thus, enrichment activities must show complete respect for the learner's interests and learning styles.

Renzulli also cautions against enrichment activities becoming merely busy work--that is, more of the same kind of work only in a greater quantity than that required of the average student but no different in level.

Feldhusen suggests some guidelines for enrichment.

First, instructional objectives should be formulated and used as guides in planning all activities. Second, the activities should be stimulating and challenging and be directed toward the development of independent study and learning skills. Third, students should be organized into small groups which meet periodically for discussion and guidance.

But Stanley and DeHaan view enrichment procedures as dangerous if not accompanied or followed by acceleration in subject matter and/or grade.

Subject matter acceleration allows students more freedom to progress at their own rate and, hopefully, avoid boredom and unnecessary repetition of materials already learned. (Correll)

Grade acceleration does not necessarily mean grade-skipping. Gallagher suggests that one alternative would be the ungraded primary where students are grouped according to ability rather than age throughout the entire school. Another alternative is ungraded classes where students are grouped according to ability in a specific subject area.

With either alternative the purpose is to get the child in a competitive situation with children at his/her own level.

Correll agrees that acceleration is one means of providing suitable challenges for high achievers, offering work at a level compatible with their stage of development rather than their chronological age.



Although Witty, Gallagher, Labuda and others agree that enrichment activities provided for the academically talented child prove beneficial, Feldhusen believes an ideal program for academically talented children would combine enrichment activities with some form of acceleration to meet the needs of these children adequately. Stanley and Trezise agree with Feldhusen that some kind of acceleration combined with enrichment is necessary.

One way of combining enrichment and acceleration has been suggested by Correll. Correll's suggestion consists of cluster grouping within the classroom. It involves the establishment of work groups within the regular class which put children of similar ability and interest together to pursue high level topics.

Bates is also a supporter of ability grouping. Both Bates and Correll believe that such an arrangement permits the high achiever to work among peers who will serve to stimulate and challenge each other intellectually.

In summary, individualized reading instruction appears to be the most accepted approach to use with high achievers in reading. Researchers believe that the ultimate goal of reading instruction--to develop independent, effective learners--can be accomplished through this approach.

A major emphasis has been placed on enrichment activities by the researchers. They believe that students of high ability are able to handle activities which extend beyond the normal curriculum. Research also suggests ability

grouping and acceleration as additional provisions for individualized instruction.

The question now arises as to just what is to be taught to these children through individualization and enrichment? What skills do high achievers in reading need in order to become successful, independent learners?

All of the researchers previously cited, and Trezise in particular, agree that most high achievers already know how to read. That is, they have developed the skills necessary for decoding words. Trezise, Switzer, Martinson and others agree that such skills, if inappropriate, should be dispensed with. The instructional emphasis should be on comprehension skills--in particular those skills which result in critical and creative reading. (Trezise, Witty and others)

Students of high academic ability are able to learn in ways different from the average youngster. They are capable of the higher thought processes necessary to read creatively and critically. Wallen states that the materials and activities normally provided for children at their age and grade levels are of little benefit because of the students' advanced development.

For reading, this may mean, according to Strickland, the difference between a program that heavily emphasizes the recognition of letters and words as opposed to a program which places as much or more importance on learnings such as creative reading and the enjoyment of literature.

Academically talented students often need experience in reading critically throughout their school careers. They need to examine and evaluate the meanings and possible interpretations of printed materials of various kinds. They should be encouraged also to read widely and to enjoy reading. (Witty)

What, then, is involved in critical and creative reading? Critical reading as defined by Trezise is essentially a thinking process--a process of transforming visual symbols into meaning. High achieving students should be encouraged to summarize and paraphrase what they've read, to apply what they've learned from one situation to another, to analyze what they've read, to gather their insights together into new thoughts, and to make judgements about the values embedded in what they've read.

Creative reading, according to Barbe and Witty, may be regarded as the highest level of reading. Creative readers bring themselves to the reading process--their own ideas, feelings, attitudes and values. (Trezise) The person who brings his own background and experiences to reading may then take from the reading selection far more than the author intended. (Barbe) The creative reader possesses the ability to examine relationships among facts and interpretations. (Witty, Isaccs)

Trezise suggests that a creative response to a book would not be a discussion of the story itself, although this is where the discussion would start, but of similar ex-

periences the children have had, how they felt, what they did.

The creative reader is concerned with both the process and the results of reading. Interest in reading and enjoyment while reading are both parts of the process. The results of creative reading are the responses felt by the reader. "Creative reading becomes more than merely reading beyond what the author intended; it actually becomes an element in the character and goal-setting development of each child" (Barbe 1972, p. 28).

Creative reading can be fostered, suggests Isaccs, by making available a varied assortment of good books and teaching children to react in various ways to these books.

Switzer suggests fostering creative reading by preparing the child for a reading assignment in such a way that expectations and anticipations are heightened prior to actual reading and then by encouraging the child to use what is read in some meaningful way. For example, children might imaginatively reproduce or elaborate on what is read. Transforming and rearranging what is read is another way to encourage creative reading. Finally, what is important in reading creatively is to go beyond what is read, or to discuss and follow through on ideas and questions suggested by the readings.

No matter what technique is used to encourage creative reading, it must be guided. Students must be taught how to read creatively--how to react to what they've read.

As Isaccs (1972) states:

Without guidance, creative reading may never happen. Materials which are randomly selected, even when voraciously pursued, will not provide maximum benefits to a child. Reading rate and comprehension may grow, but the motivation for reading may remain at the escape level rather than proceed to the mature growth and insight level. (p. 115)

Nelson (1971) states some specific skills which are necessary in order to read creatively and critically.

The child should be taught to:

1. discover clues from which to infer hidden meanings and possible outcomes
2. analyze selections to detect author bias and subtle propaganda
3. organize and synthesize materials for the purpose of reporting
4. evaluate material in terms of worth and relevancy to purpose
5. understand the use of connotation, figures of speech, plot, setting and characterization in reading selections
6. appreciate the motives, intents and feelings of the author and/or characters in a selection
7. select a reading technique and speed appropriate to the difficulty of the material and the purpose for reading it (pp. 54-56).

DeBoer (1963) lists these skills in a simplified manner, suggesting that these tasks will effectively promote the kind of independence and active response one seeks in reading. These skills involve:

1. Creative inquiry--the ability to ask questions based on experience with previous reading.
2. Creative interpretation--an intensive effort at reconstructing the author's precise meaning.
3. Creative integration--relating what is read to the readers' own experiences, attitudes, and beliefs.
4. Creative application--applying what is read to a variety of situations.
5. Creative criticism--the ability to draw conclusions about what is read. (pp. 437-441)

Barbe includes creative writing in this list of skills. He believes creative reading and creative writing to be inseparable--creative reading is dependent upon the child's ability to organize his creative interpretations and either record or report them. "For the child to be able to write creatively he must be able to think creatively. And when he can think creatively he can also read creatively." (Barbe)

Research has now told us that the best approach to teaching reading to academically talented students is through individualized instruction with an emphasis on enrichment activities. Comprehension skills, those involving creative and critical reading in particular, should

be concentrated on. The next step is to discuss techniques to be used so that the child can benefit most from the program. When discussing techniques I am referring to ways in which teachers can provide enriching activities for individual students within the regular classroom.

The curriculum unit, previously discussed, is one technique which allows for additional questions and activities to be written directly into the curriculum. This technique would provide for the broad range of differences within the group. (Strickland)

Another technique would be that of interest or learning centers set up in the classroom. These centers would contain appropriate materials designed for independent learning and expansion of knowledge.

Renzulli states that in order for interest centers to be successful they should contain, "dynamic material with the power to turn-on youngsters to the possibility of doing further research in a particular area." Children should be provided enough time to browse through the interest centers, to discuss items of particular interest with their teacher and other students and to explore a topic beyond the material that is included in the center.

Interest centers should include audiovisual equipment as well as resource material and activity sheets. (Strickland)

A third technique similar to the interest center is the learning package. A learning package provides for students' individual and differential rates and styles of learning and their varied abilities. It provides a

working outline that tells the student what he is expected to accomplish, presents materials and activities that will help meet objectives, and provides for self-testing and evaluation of achievement. (Feldhusen)

These techniques may be used individually or, ideally, in combination with one another. What is important to remember is that the materials used must provide for a wide range of interests and abilities. (Strickland)

It is also important to keep in mind that working on individual projects and activities alone is not enough to develop independent, effective learners. They must be taught to see the value in what they've read and researched--to be critical about what they have learned. This can only come about through guidance by and discussions with the teacher. (Barbe, Trezise)

Barbe states that discussion is valuable in that it is the means by which comprehension and depth in reading are promoted. Trezise suggests not only discussion with the teacher but also with other students of similar ability.

Good discussions are dependent upon good questioning techniques. "Why" questions require the child not only to recall facts, but to analyze and draw conclusions. (Switzer)

Teachers should attempt to ask the kind of questions which require depth of understanding and thorough comprehension. (Barbe)

"In conducting discussions, teachers should be well versed in the art of asking open questions, for the quality



of a discussion is heavily determined by the level of the discussion leaders' questions" (Trezise 1977, p. 923).

These suggested techniques guide students to become more independent and effective learners, are suggestive of individualization and contain challenging activities designed to expand students' knowledge and interest. They are important features of a reading program designed for academically talented students.

A final, and most important feature of a reading program for academically talented children is the extensive use of children's literature. High achievers, as studies have shown, usually have varied and rich interests. (Jacobs, Witty and others) Therefore the literature collection available to these students should be both broad and varied. It should contain not only the usual ABC, counting, nursery rhyme, nature and story books but also biographies and books on folklore and mythology. (Barbe) Heavy emphasis should be placed on concept books dealing with a wide variety of abstract ideas. Children's magazines and reference materials should also be available. (Strickland)

Children should be allowed free access to these materials and encouraged to read widely. A special time should be set aside during the school day as a means of providing for the pure pleasure of reading.

In summary, research defines academically talented students as those constituting about 20 percent of the general school population and whose achievement levels fall above the 60th percentile. They are children who learn

quickly and independently and are able to function at a level above that of the average.

A reading program designed for these children should contain goals that will allow for the development of independent, effective learners. These goals should stress individualization in reading instruction with an emphasis on critical and creative reading. The reading program should also allow for free reading so that children may pursue their own reading interests.

The major approach to teaching reading to academically talented students is individualized reading instruction. Only if instruction is individually geared to the needs and interests of the child will effective learning take place.

Individualization of reading instruction is promoted through the use of enrichment activities. These activities may take on any form but they must extend or supplement the regular curriculum. They are to contain well-informed objectives in keeping with the needs and interests of the academically talented child. These activities should prove to be stimulating and challenging experiences for the child. Research also suggests some type of acceleration, either by grade or subject, to insure instruction at a level compatible with the high achiever's state of development.

Individualization and enrichment activities can be carried out in the regular classroom through the use of curriculum units, learning centers and learning packages. Through the use of these techniques the classroom teacher

is able not only to provide for the individual needs of the high achiever, but also those of the other children in his/her classroom as well.

In designing a reading program for high achievers we must allow for flexibility in instruction, insuring that instruction is geared towards the individual needs and interests of the child. The students should be given independent work and encouraged to pursue their own interests as well. They should be guided to becoming more critical and creative readers as well as independent and effective learners. Most importantly, they should be guided to develop a sincere love for reading.

### III. SUGGESTED PROGRAM

#### Philosophy and goals

The philosophy of the Manawa School District regarding its reading program is that each child must have a chance to learn to read to the best of his/her ability; that approaches, methods and materials should provide for individual differences; and that the primary responsibility for directing reading instruction and motivation is the classroom teachers'. In keeping with this philosophy the following suggested program for teaching reading to academically talented students has been proposed.

The program includes goals, instructional approaches and objectives directly related to the needs of high achievers. It is designed for use by the classroom teacher in the regular classroom setting and is based on the following philosophy:

1. The academically talented child should be provided the best possible instruction so that he/she might develop to his/her full potential.
2. A student's school experiences become more individualized and meaningful when the school environment offers a wide variety of curriculum and instruction alternatives.
3. Alternatives in curriculum and instruction must be related to the student's needs and interests.

4. Teachers and students should be involved in the planning, implementation and evaluation of the curriculum.
5. Curriculum should consist of instruction in basic skills only as they are needed by the individual. Emphasis should be placed on comprehension skills, in particular those involving critical and creative reading.

Based on this philosophy the following goals have been developed.

1. The ultimate goal of reading instruction is the development of skillful, independent learners.
2. Students will be taught to pursue their own reading interests and to read for a variety of purposes.
3. The individual will be taught to read creatively-- to bring his own ideas, feelings, attitudes and values to the reading process.
4. The individual will be taught to read critically-- to doubt as well as to believe what he reads.
5. Instruction will be individualized in order to provide a relevant curriculum in which the individual differences of students are accepted.
6. Activities will be developed which prove to be challenging, stimulating learning experiences related directly to the educational needs and interests of the child.

The individual is the underlying factor in the philosophy and goals of this reading program for academically talented students. Therefore, the basic approach to instruction of these students is individualization.

The philosophy and goals also suggest curriculum alternatives which not only relate directly to the student's needs but also provide the challenges necessary for him/her to grow as a skillful, independent learner. Thus, major emphasis in the reading curriculum will be on enrichment procedures and activities.

### Individualized instruction

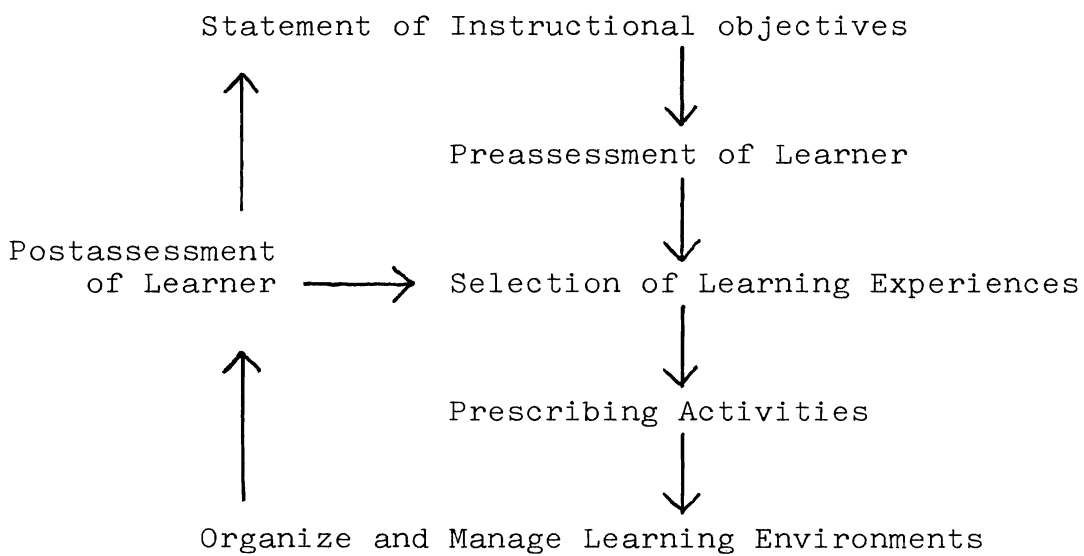
Individualized instruction provides for variations in what the child should learn, how rapidly he should learn it and how he should go about learning. Instruction and activities are provided for the student through teacher prescription or student choice. The instruction itself must be varied, interesting and challenging, designed to stimulate thinking and capitalize on talents and interests.

Individualized instruction does not necessarily mean that students work alone all the time, nor does it mean that the teacher works with only one child at a time. It means that skills and activities are selected in accordance with the student's needs.

Objectives are developed for and with students based upon assessment and diagnostic data, and activities relating directly to these objectives are assigned.

Through individualized instruction students are pro-

Figure 1  
Individualized Instruction



vided a choice and decision in reading experiences and are able to proceed with reading at their own pace and rate.

Steps for individualizing reading instruction are illustrated in Figure 1. Instructional objectives identify what a successful learner should be able to do at the end of the course. The student is assessed on these objectives to determine what he has achieved and what he needs to learn. The teacher then selects the necessary materials related to a specific objective and prescribes activities needed to achieve the objectives.

After the student completes the activities he is reassessed to determine mastery of that particular skill. If mastery is not achieved, additional materials

are selected and more activities are assigned. Once a child has mastered an objective the cycle continues with a new objective.

### Instructional objectives

Instructional objectives give direction to educational activities and guide the selection of individual student activities. They provide a basis on which to assess students and to suggest appropriate prescriptions, learning alternatives, assignments or other educational activities.

Instructional objectives provide direction for instructional activities. The task of selecting appropriate materials and resources becomes easier if the question, "Will it help to achieve the objectives?" is asked about each possibility.

Specifying instructional objectives provides a basis for a teacher to analyze both the curriculum and activities and make provisions accordingly.

Finally, written objectives help manage student progress in an individualized classroom. Individualized progress charts can be constructed to show the objective on which a student is working. This is helpful in grouping for instruction because the teacher can determine which students are working on the same objectives.

Objectives can be developed and written by the teacher or students and teachers, or they can be taken directly from the reading series currently being used. They should reflect what is needed by a particular student and should be



written to include opportunities for growth in the cognitive and affective areas of learning.

The cognitive domain consists of behaviors and activities related to intellectual growth and range from simple recall of information to more abstract and complex problem solving.

The affective domain consists of values, attitudes, feelings, interests and appreciations. These behaviors range from compliance with rules to the development of a personal value system.

The Bloom Taxonomy of Educational Objectives lists six levels of cognitive learning. They are knowledge, comprehension, application, analysis, synthesis and evaluation. Objectives and activities can be written for each of these levels as illustrated by the following examples.

#### KNOWLEDGE

Objectives: to recall facts, vocabulary, ideas

Terms:	match	find	identify
	list	group	locate
	write	say	name
	recite	tell	

Sample Activity: List the events of the story in the order in which they happened.

#### COMPREHENSION

Objective: to translate or interpret information

Terms:	explain	draw	demonstrate
	reword	outline	change
	show	translate	summarize

Sample Activity: Read the story about Abraham Lincoln. Draw pictures of his major accomplishments.

## APPLICATION

Objective: To use learned knowledge or understandings  
in new situations

Terms: apply                      use  
         solve                      try  
         employ                      construct using  
         make use of

Sample Activity: Construct a scale model of the floor  
plan of your home.

## ANALYSIS

Objective: to take apart or break down a thing or idea  
into its parts and then demonstrate the  
relationship between or among those parts

Terms: analyze                      examine                      inspect  
         sort                              separate                      identify parts  
         discover                      reduce

Sample Activity: Make a chart illustrating what is alike  
and different about fruits and vegetables.

## SYNTHESIS

Objective: to use elements or ideas in new and original  
patterns and relationships

Terms: make                              originate  
         create                              devise  
         develop                              produce

Sample Activity: Imagine what it would be like to live  
in the year 3000. Write a story about  
how you would spend one day.

## EVALUATION

Objective: to make decisions or judgements based on  
evidence

Terms: evaluate                      put in order                      rank  
         decide                              award                              grade  
         choose                              rate                              assess

Sample Activity: Read The Three Bears. Pretend that  
Papa Bear had Goldilocks arrested for  
breaking and entering. Prepare a court  
trial in defense of Goldilocks.

When developing activities in the cognitive domain,

first list the key ideas in the lesson. Then build knowledge and comprehension activities for each of the key ideas. These activities will introduce basic concepts. Since academically talented students generally grasp basic concepts quickly, and retain them more easily, they should spend less time with these activities.

Next build activities at the higher levels--application, analysis, synthesis and evaluation. It is on these activities that academically talented students should spend greater amounts of time.

Affective objectives for a reading program are concerned with developing an enjoyment of reading. Activities in the affective domain are concerned with attitudes, feelings and values.

The student is expected to sense and be personally aware of a broad range of feelings, respond to feelings received, formulate a personal set of values, and react, live, and judge by his/her personal values.

The following examples illustrate how affective activities can enrich curricular topics (reading, writing) while developing self-awareness and promoting affective growth.

Activity #1: Using trade books or basal stories for reading related activities

Procedures: Read the Caldecott award story Finders Keepers. Two dogs find a bone which each claims.

- Discuss or list all the ways the dogs could settle the issue.
- Use puppets or stuffed dogs to role play alternative solutions.

Activity #2: Using affective activities in written expression

Procedures: - Ongoing personal journal/diary writing.  
- Student-centered, feeling-oriented poetry.  
- Writing/reading autobiographies.  
- Editorial writing/letters to the editor.

The specific skills to be emphasized in a reading program for academically talented students are those of literal and inferential comprehension and creative and critical reading.

Literal comprehension is the explicit meaning of the material. It involves the ability to produce ideas and information specifically stated in the selection.

Inferential comprehension demands thinking and imagination above that which is stated. It involves the ability to make inferences about information based on one's experiences and intuition.

Creative reading requires the reader to bring his own ideas, feelings, attitudes and values to the reading process. (Trezise) It assumes the acquisition of both literal and inferential comprehension.

Critical reading includes the skills involved in literal and inferential comprehension and those of creative reading. The student is required to read with an attitude of inquiry, desiring to seek the truth. He is required to evaluate, challenge and decide upon the truthfulness, bias and authenticity of a selection. He reacts personally, agreeing or disagreeing with the author as a result of personal judgments based on his own ex-

periences, facts or reasoning. (Trezise)

This researcher suggests that teachers be selective in the use of their reading manuals regarding skills to be taught. A teacher-directed lesson should emphasize those objectives stated in the manual which concern comprehension skills. Discussions should center around thought-provoking, stimulating questions. The student should not only be required to recall information that was read, but he/she should also be required to think and make decisions about what was read.

Regarding workbook assignments, teachers should be concerned with assigning only those pages relating to the specific needs of the students. Practice on skills already mastered proves to be merely busy work for the student and he may become bored and disinterested in reading.

Therefore, it is important that instructional objectives of the reading program fit the needs and learning style of each individual student. Emphasis should be placed on comprehension skills--critical and creative reading skills in particular.

Once the teacher determines those skills needed by the student, instructional procedures can be assigned to help students achieve the objectives. But before instructional procedures can be assigned the teacher must determine which objectives have been achieved and which need to be learned.

## Assessment

Assessment provides a basis for individual student activities and prescriptions by yielding information on achievement levels and specific skills. Assessment falls into three areas; preassessment, postassessment and evaluation.

Preassessment can be used to determine what a student already knows. It can also be used to select and develop instructional objectives for an individual student. Through preassessment the teacher is able to guide the student's activities and learning.

Postassessment can be used to determine the student's achievement of an objective and measure his/her growth and progress. It also provides for the selection of other learning activities to help students achieve objectives not yet attained.

Pre- and postassessment of reading skills will provide the teacher with the necessary information to develop and prescribe activities based on the student's needs.

The Wisconsin Design for Reading Development program is currently being used in the Manawa School District for the teaching of word attack and of comprehension skills. The program calls for pretesting of skills by level to insure that students receive instruction in only those skills they need. Posttesting is used to assure that the child has achieved a particular objective.

Teachers must see to it that students are placed at their appropriate level of need. A child should not

be expected to receive instruction on an objective at a level which pre- and posttest results indicate he/she has mastered. If a child tests out of all the skill levels he should be given alternate activities which serve to stimulate and challenge him.

Skill development in reading usually is not a matter of new skill introduction. For example, just because a student has shown, through assessment, that he has mastered a particular skill does not mean that the skill should be completely ignored. Instead, previously developed skills, comprehension skills in particular, need to be extended, refined and sharpened at increasingly higher levels.

Therefore, pre- and postassessment of reading skills should be used to provide the teacher with information regarding new skills to be developed and existing skills to be refined.

Procedures which can be used in pre- and postassessment include standardized tests, teacher-made diagnostic tests, end-of-book tests, observation, anecdotal records and assessment forms.

Evaluation is designed to provide information regarding the entire reading curriculum. Evaluation procedures determine if the curriculum is meeting the needs of the students and if instruction is appropriate and accomplishes objectives.

In order to determine whether the curriculum is meeting the needs of the high achiever, teachers must first know which students have been identified as high achievers.

Inservice sessions will be provided by the district's Reading Specialist, and those students identified through the needs assessment as high achievers in reading will be made known to the teachers. The reading curriculum itself will then be examined to determine which skills and activities seem more appropriate than others for the academically talented child.

Evaluation procedures also consist of examining the methods of instruction and grouping used for teaching reading. The present practice consists of ability grouping within each classroom. This researcher suggests an entire reorganization of the program so as to provide a more efficient means of instruction. It is suggested that students be grouped according to ability throughout the entire school rather than within each individual classroom. This type of grouping would provide not only high achievers, but all students the opportunity to learn with children at their own level.

Also, teacher preparation would be reduced as they would be preparing for one or two groups rather than three or four. Instruction could become more individualized for all students--their needs and interests could be met at their own achievement level.

A final evaluation procedure consists of examining the educational activities themselves to determine if they are appropriate and meet the needs of the students. Students are to be observed to determine which activities are chosen and which are of no interest. Students can



also be asked about their feelings regarding instructional processes, materials and activities.

Assessment can be both cognitive and affective. Cognitive assessment takes the form of teacher-made tests, diagnostic tests, achievement tests and criterion-referenced tests. The information acquired from these tests reflects specific skills needed by the student and provides the basis for student prescriptions.

Assessment instruments in the affective domain reflect student's feelings and interests. A few examples are illustrated in Appendix B. These examples are designed to be illustrative only--they can and should be modified to suit the individual teacher and his/her students.

### Learning experiences

Now that assessment has taken place and the teacher has determined the needs of his/her students, the next step is the selection of learning experiences for students to use to achieve the objectives.

Learning experiences are educational activities which help promote the learning of concepts, topics and skills. They include proposals of what the student is to do, how he is to do it and what can be done with the results or products. These learning experiences contain activities based upon the particular needs and/or interests of the individual child.

In the case of the academically talented child these

activities imply enrichment. Enrichment is any experience that replaces, supplements or extends normal instruction. (Correll)

Learning experiences must be designed to include the varying interests, learning styles and abilities of the students. Different learning materials, such as books and manipulatives, different modes of learning such as viewing and construction, and individual time schedules all help to accommodate this.

Learning experiences must be designed to accomplish specific objectives. The activities resulting from these experiences must relate specifically to a particular objective and must also be well developed so that individuals can use them with a minimum of teacher direction.

Group activities are very much a part of individualized instruction, therefore, learning experiences must also be available for small group as well as individual activity.

Finally, learning experiences must include information for the student regarding what he is to do, where he can find the information, and what to do with the product or result.

Learning experiences, then, are educational activities developed to achieve objectives. In order to facilitate the development of effective learning experiences this researcher suggests the development of a resource file.

When determining learning experiences for an objective, the teacher refers to the file and selects the appropriate

activities. Learning experiences can then be developed which include these activities.

The resource file takes the form of file folders labeled with the specific skill to be taught. Each folder contains a list of materials (type, title, publisher, page numbers) that can be used to achieve that particular skill. Collections of teacher-directed and individual activities, as well as worksheets and assessment instruments are also included.

The specific learning experiences to be discussed in this paper are learning centers and learning packages.

### Learning centers

Classroom learning centers are specified areas in the classroom containing a variety of experiences and media to enhance topics, skills or student interests. Centers are a means of achieving individualization and must be designed for learners with varying abilities, interests and learning styles. They provide an invitation to the student to learn to explore and to discover. They are designed to encourage self-selection, self-direction, and self-motivation.

Basically there are three types of learning centers; enrichment centers, skill development centers, and interest centers.

Enrichment centers. Enrichment centers are designed to provide experiences for all students in a classroom who are working on a common curriculum unit. The centers

provide a means for prescribing activities for individual students based upon teacher-student assessment.

With regard to a curriculum unit on Wisconsin, for example, reading activities could be incorporated into that unit of study through learning centers. The centers could be developed using books, short stories, poems or plays relating to Wisconsin.

It is worth noting that enrichment centers are designed to be used following teacher introduction to an area of study. The centers extend, enrich, and clarify a student's knowledge, skills and values regarding curriculum areas.

Skill development centers. Skill development centers are designed for use following initial instruction in specific skills by the teacher. Instruction in skill development in an individualized program is planned mainly for small groups of students or individual students according to previous assessment. Once introductory instruction related to the skill has occurred, students spend time in centers where manipulatives, media and other resources related to the particular skills can be found. Games (commercial and teacher-made) are often efficient and enjoyable ways to reinforce skills.

This researcher suggests that teachers maintain a skills progress chart which indicate the progress of each student in relation to skills to be learned. The teacher could then tell at a glance which students were working on which skill and who was ready for instruction

in a particular skill at any given time.

Interest centers. Interest centers are designed to capitalize upon student's present and anticipated interests. The centers are also designed to introduce subject matter that is not a part of the general classroom curriculum. Students can be involved in developing their own interest centers. Planning, developing and evaluating centers provides students with opportunities for individual problem-solving experiences.

Interest centers provide excellent opportunities for personalizing instruction. They may include activities involving such things as photography, painting, and crafts. They may also allow for students to learn about and simulate various careers. The use of interest inventories can aid the teacher in developing interest centers.

Learning center arrangements may take many forms and not necessarily much space. They may consist of an area designated by furniture placement, available shelf or wall space, or an empty corner or table. Their limitations lie only in the creativity and ingenuity of the teacher.

Students should be oriented to the center. The teacher must be sure the students are well informed about their purposes, procedure and management. Samples of enrichment, skill development and interest centers can be found in Appendix C.

### Learning packages

Individual learning packages are designed to allow a student to learn a particular concept or skill, or pursue an area of interest at his/her own learning pace.

Packages are usually in printed form and are organized around a specific content area (concept, theme, topic or skill). They proceed through a logical sequence of instructional objectives and learning activities designed to help the student accomplish the objective.

Advantages of learning packages are, first, they can be used by one student or by a group of students. Second, they provide opportunities for students to plan their own time for learning and to develop concepts and skills at their own pace. Third, emphasis is placed on student's self-management and self-direction. Fourth, learning packages promote creative and divergent thinking.

A learning package is a specific form of a curriculum plan. The components of a learning package should include:

1. the concept, theme, topic or skill to be developed
2. instructional objectives which the student will accomplish upon completion of the package
3. instructions for the student to follow in approaching the learning package
4. a posttest on items related directly to the objectives, depending on the purpose of the learning package.

Packages should be introduced carefully and slowly when they are used for the first time. Start with one package and a few students. The development of enough learning packages to carry on a classroom program takes time. Working with other teachers to develop and use packages probably results in more efficient use of teacher time and in more creative and practical packages.

### Prescribing activities

Prescription is intended to make possible the best relationship between an individual student and the curriculum. Teachers and students can engage in many kinds of prescription activities. All should include provisions for regular and frequent student-teacher conferences.

Conferences are essential for allowing teachers to check on student progress and to suggest changes in activities as needed. They may be scheduled in advance or may occur each time a student finishes a particular segment of work. Conferences need not be very long nor very frequent, especially for some particularly self-directed students.

Prescriptions may be written daily or weekly for each student and placed in the student's folder. The prescriptions are based upon preassessment, diagnostic data or sequential skill development and reflect the specific objective to be attained by that child.

Contracts may be used for prescription purposes whereby the student contracts with the teacher to complete

certain objectives and activities in a certain amount of time. They enable students to learn to manage their time and work at rates which are comfortable for them. They also help students learn to make choices about the activities they will engage in.

Contracts are an efficient means of prescribing for students, based on assessed need or interest, and usually are negotiated with students. The degree of student involvement in the negotiation of a contract should depend primarily on the level of self-direction of the student and on the types of subject matter involved. Contracts range from being totally unstructured, with all objectives and learning alternatives decided by the student, to being so structured that students have no choices in the contract. Most are partly structured and fall somewhere between these two extremes.

Subject areas that are highly skill-oriented and structured are more likely to have contracts with non-negotiated objectives than are courses not based primarily on skill development. But even when objectives are predetermined, there can be considerable choice for students among learning experiences.

When developing contracts, start with very short (one or two day) contracts. Involve students in contract development by moving slowly, negotiating contracts with students and helping them set realistic goals and deadlines. Sample prescriptions and contracts are illustrated in Appendix D.



## Management

Classroom management is the means by which the teacher performs planning and record-keeping functions in an efficient manner. The concept of classroom management encompasses all the processes involved in individualizing instruction--preassessment, prescription, learning activities and postassessment. It communicates to the teacher and student what the student is currently engaged in and what he has already completed.

Managing student progress in an individualized reading program involves determining what activities a student will complete and how records will be maintained to indicate a student's reading progress.

Management procedures also provide a means for determining whether instruction is providing for the individual needs of the child.

Classroom teachers must develop their own management system--one which works for them. The sample management forms found in Appendix E might prove helpful to teachers in developing management systems.

## Summary

The suggested reading program for academically talented students proposed in this paper is based on a philosophy which emphasizes the individual--his needs and interests.

The goal of the program is to develop independent, skillful learners. Creative and critical reading skills are incorporated into the program which centers around a

wide variety of reading experiences and activities geared toward the individual and his needs.

The major approach to teaching reading to academically talented students is individualized instruction. This approach allows the student to receive instruction and activities based on his needs. It also allows him to accept responsibility for his own learning by enabling him to select activities and goals for himself.

Instructional objectives should reflect an emphasis on comprehension skills, specifically those of critical and creative reading. These objectives should reflect what is needed by a particular student and should be written to include opportunities for growth in the cognitive and affective areas of learning. The student not only receives instruction and activities related to intellectual growth, he is taught to develop attitudes, feelings and values as well.

Learning experiences involve enrichment activities which go above and beyond the regular curriculum and allow the student to develop skills in the cognitive and affective domains. Learning centers and learning packages are two techniques for organizing activities into meaningful, enriching instruction based on the child's needs and interests.

Learning activities are the key to an individualized reading program for academically talented students. It is through experience with these activities that the child receives the stimulation and challenge he needs to broaden

his interest and thinking. It is important that the activities prescribed for the child reflect his needs and interests. Appendix F lists books presently available in the Instructional Materials Center in the Manawa School District which contain activities to be incorporated into a reading program for the academically talented. Also listed are books which concern theories and techniques for organizing individualized instruction and learning centers.

Assessment procedures are basic to an individualized reading program. Assessment provides a means by which the teacher can insure that appropriate instruction and activities are being prescribed for the child. Assessment also provides a means for evaluating the program itself to insure that the curriculum reflects the desired program goals.

Management of the program involves record-keeping. The teacher devises his/her own management system which best describes the achievement of the child.

The components of this suggested program will offer children more flexibility in instruction with increasing amounts of individual work, and more responsibility. The recommended approaches and techniques, if used by the classroom teacher, will help them guide their students to the ultimate goal of reading instruction--the development of skillful, independent learners with a sincere love for reading.

## Appendix A

MULTI-DIMENSIONAL SCREENING DEVICE  
(MDS)

for the Identification of  
GIFTED/TALENTED CHILDREN

Third Edition

PERMISSION TO REPRODUCE

Granted to

Manawa Area School District

Manawa, Wisconsin

by

Fairfax County, WI Public Schools

Division of Pupil Services

Multi-Dimensional Screening Device  
(MDSD)  
for the Identification of  
Gifted/Talented  
Children

Purpose

This procedure, which uses multiple criteria, is intended to facilitate identification of gifted/talented children. In the rating scheme, ten categories of behavior are defined that are considered to be characteristic of such children. Each category is accompanied by examples of specific behaviors. The examples are not exhaustive. They are intended only as illustrations to clarify the definitions for each general category.

The object is to rate each child on each of the ten categories, using a seven-point scale. Note: ratings are made only on each general category, not on the specific examples.

Many of the behaviors to be rated (e.g. music, art) are academically or socially desirable in the traditional sense. Other behaviors (e.g. student with obvious ability refused to do homework; nonconformity; leadership in other than positive directions) may be less desirable in the traditional sense but must be rated in terms of frequency, intensity, and where appropriate, quality of the behavior. These terms are defined below.

frequency: refers to the number of times the behavior is demonstrated in proportion to the opportunities to do so.

intensity: refers to the amount of intellectual, emotional or physical energy that the child invests in the behavior or activity.

quality: implies a unique caliber of performance  
implies some standard of excellence  
relates more to the academically/  
socially desirable categories of  
behavior.

Procedure

1. Read and familiarize yourself with the definition and illustrations for each category. Refer to definitions and scale as necessary when rating.
2. Each child is rated with respect to a reference group. This group may consist of his/her present classmates, or all students on a grade level. Using the form provided, rate the first child on Category I in comparison to his/her reference group (enter the score in the box provided, as shown below).
3. Now rate the remaining children on Category I.
4. REPEAT THE ABOVE PROCESS, RATING EACH CHILD ON EACH CATEGORY BEFORE PROCEEDING TO THE NEXT CATEGORY. CONTINUE UNTIL EACH CHILD HAS BEEN RATED ON EACH OF THE TEN CATEGORIES.
5. FOR CATEGORY X. Rate only those children who are considered to be from culturally different backgrounds. (ethnic, economic, social)

Category

Student	I	II	III	IV	V	VI	VII	VIII	IX	X
John Doe	3	4	5	7	7	5	5	4	4	2

Rating in comparison to classmates

SEVEN-POINT RATING PROCEDURE

<u>Numerical Rating</u>	<u>Description</u>
7 (Maximum)	In this category the child is among* the very highest in frequency, intensity, and/or quality of the behavior in comparison to the reference group
6	Behavior is <u>significantly</u> more frequent, etc.
5	Behavior is <u>somewhat</u> more frequent, etc.
4 (Mode)	Behavior is typical or commonly observed in the reference groups
3	Behavior is <u>somewhat</u> less frequent, etc.
2	Behavior is <u>significantly</u> less frequent, etc.
1	In this category the child is among the very lowest in frequency, intensity and/or quality of the behavior in comparison to the reference group
X	Category cannot be rated

\* NOTE: It is possible that more than one "7" may be in a category

---

<u>CATEGORIES</u>	
I	ABILITY IN THE VISUAL ARTS
II	ABILITY IN THE PERFORMING ARTS
III	DEMONSTRATED CREATIVE OR PRODUCTIVE THINKING
IV	ACADEMIC ABILITY IN A PARTICULAR DISCIPLINE
V	GENERAL INTELLECTUAL ABILITY AT OR ABOVE 1 OUT OF 100 RANGE
VI	LEADERSHIP QUALITIES; ORGANIZING; DECISION MAKING
VII	PSYCHOMOTOR HISTORY AND ABILITIES
VIII	HISTORY AND USE OF SPATIAL AND ABSTRACT THINKING
IX	WIDE DISCREPANCY BETWEEN PERFORMANCE (LOW) AND GENERAL INTELLECTUAL ABILITY (HIGH)
X	TALENT ASSOCIATED WITH THE CHILD'S CULTURAL HERITAGE (Rate only those children who are considered to be from culturally different backgrounds: ethnic, economic, social)

## Appendix B

## Assessment Instruments Related to the Affective Domain

Personal Interest Inventory

Name \_\_\_\_\_ GRADE \_\_\_\_\_ AGE \_\_\_\_\_

Birthday \_\_\_\_\_

Family Members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_When do you have the most fun at home? \_\_\_\_\_  
\_\_\_\_\_What is your favorite hobby? \_\_\_\_\_  
\_\_\_\_\_What are some other hobbies you enjoy? \_\_\_\_\_  
\_\_\_\_\_What is your favorite sport or game? \_\_\_\_\_  
\_\_\_\_\_What other sports or games do you like? \_\_\_\_\_  
\_\_\_\_\_What good movie have you seen lately? \_\_\_\_\_  
\_\_\_\_\_What are two of your favorite TV programs? \_\_\_\_\_  
\_\_\_\_\_What person do you want to be like? (in real life or stories)  
\_\_\_\_\_What would you like to be when you grow up? \_\_\_\_\_  
\_\_\_\_\_



Reading Interest Inventory

Name \_\_\_\_\_

1. What are two of your favorite books? \_\_\_\_\_

\_\_\_\_\_

2. What do you like to read about? (circle)

animals	sports	real-life
science	adventures	funny things
nature	vehicles	fairies
make-believe	mysteries	pioneer days

3. How much time do you spend daily reading for the fun of it? \_\_\_\_\_

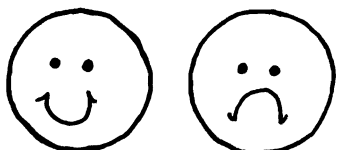
4. About how many books do you read a week? \_\_\_\_\_

5. Do you share your books with others? \_\_\_\_\_ If so,  
how? \_\_\_\_\_

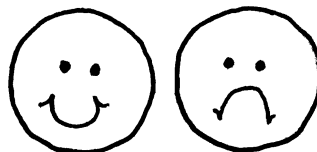
\_\_\_\_\_

DAILY CHECK

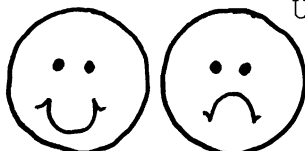
Name \_\_\_\_\_ Date \_\_\_\_\_



Today school was

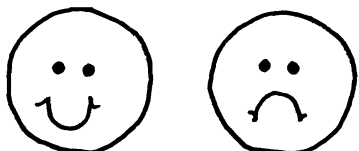


Usually this class is

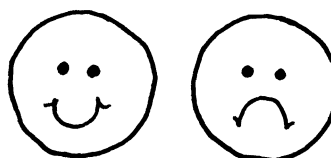


Today reading was

Today the teacher was



At recess I felt



School Interest Inventory

Name \_\_\_\_\_

1. The things I like best at school are \_\_\_\_\_
  2. The things I like least at school are \_\_\_\_\_
  3. The things I'd like to learn more about at school are  
\_\_\_\_\_
  4. My favorite science activity is \_\_\_\_\_
  5. My favorite arithmetic activity is \_\_\_\_\_
  6. My favorite music activity is \_\_\_\_\_
  7. My favorite art activity is \_\_\_\_\_
  8. My favorite social studies activity is \_\_\_\_\_
- 

School Goals

Directions: Number the goals in the order of their importance to you.

School should:

- \_\_\_\_\_ help me think critically, solve problems.
- \_\_\_\_\_ help me enjoy life.
- \_\_\_\_\_ develop my basic skills (reading, math, writing).
- \_\_\_\_\_ prepare me to live with all types of people.
- \_\_\_\_\_ help me feel good about myself.
- \_\_\_\_\_ teach me ways to enjoy leisure time.

Name \_\_\_\_\_

Things I Do at School

How often do you do these things?	Often	Some	Not Much	Never
1. Listen to a tape recorder at school.				
2. Get to choose and learn something you really need to learn.				
3. Look at a film or film-strip.				
4. Talk to a teacher about what you really want to study.				
5. Tell your family about something good that happened at school.				
6. Do more than you really have to in a class.				
7. Really understand the work you do in class.				
8. Study something in class besides a book or workbook.				
9. Enjoy the work you do in a class.				
10. Make up work when you are absent or get behind.				
11. Go to the school library.				
12. Have to stay in or get sent to the office.				

My Feelings About School

Name \_\_\_\_\_

1. The best thing about school last year was \_\_\_\_\_.
  2. I hope this class (or room) will \_\_\_\_\_.
  3. The most important thing to me in school this year is \_\_\_\_\_.
  4. I think I accomplish more in school when \_\_\_\_\_.
  5. If I had my choice I would prefer to learn by \_\_\_\_\_.
- 

My Feelings About School

School is \_\_\_\_\_

This class (room) is \_\_\_\_\_

My classmates are \_\_\_\_\_

My biggest concern is \_\_\_\_\_

The problems people my age face are \_\_\_\_\_

Name \_\_\_\_\_

## Appendix C

## Learning Center Samples

## READING ENRICHMENT CENTER

Curriculum unit: Health

Topic: Teeth

Objective: The student will research the value of good dental hygiene.

Activities:

A. Using a resource book, find the following information:

1. What are the two sets of teeth? How many teeth are in each set?
2. Name the three parts of a tooth.
3. Name the kinds of teeth and tell what each kind does.
4. What food is good for building strong teeth?
5. Name three ways to take care of your teeth.
6. What causes a cavity?
7. Name three ways teeth help you.
8. What is fluoride and how does it help?

B. Write and illustrate a good dental health rule.

C. Draw a cross section of a tooth showing its parts.

D. Play the tooth game with a friend. (The tooth game consists of a gameboard illustrated with teeth and questions written about teeth on tagboard shaped toothbrushes. When the child answers the questions correctly he may move the spaces on the gameboard.)

## READING SKILL DEVELOPMENT CENTER

Skill: Sequence

Specific Objectives:

1. Given a series of sequentially related pictures the child will be able to write sentences about the pictures and arrange them in order.
2. After reading a given paragraph the child will be able to number the events of the story in the order in which they happened.

Materials:

Sequential picture cards  
Comic strips  
Worksheets

Instructions:

1. Sequence envelope number one contains picture cards. Write a sentence about each picture. Arrange the sentences in order so that they tell a logical story.

2. Sequence envelope two contains comic strips. Arrange them in order to tell a story as it may have appeared in the newspaper. Turn the cards over and check the numbers on the back. The numbers will be in order if you have arranged the comic strips correctly.

3. Sequence envelope three contains worksheets on putting things in order. Complete the worksheets and give them to your teacher.

## READING INTEREST CENTER

Famous PeoplePossible Objectives:

1. Value clarification
2. Practice in expressing beliefs and opinions
3. Literary appreciation (biographies)
4. Extending student interest

Materials:

Biographies  
Encyclopedia  
Pictures  
Posters

Instructions:

Select one famous person from the people in the pictures and books in the center. Read about the person, then answer the following questions.

1. Who is the person?
2. What has the person done to become famous?
3. What is the person like?
4. Why are people interested in him/her?
5. What did the person do to become famous?
6. Do you like and admire this person? Why?

Reporting:

Draw a picture (or make a collage) of what the person did to become famous.

Appendix D  
Prescriptions/Contracts

Contract

\_\_\_\_\_ with \_\_\_\_\_  
student teacher

Subject \_\_\_\_\_

Due date \_\_\_\_\_

What I Want to Learn:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How I Will Show What I've Learned:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Contract

Name \_\_\_\_\_

Date \_\_\_\_\_

Prescription: 1) complete workbook pgs. 4-8 (main idea)2) read pages 10-15 in text3) find a partner and play "Main Idea" game in  
skills center


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Contract

Name \_\_\_\_\_

Subject \_\_\_\_\_

Week \_\_\_\_\_

Day	Objective	Activity	Material
Mon	Sequence	pgs. 4, 10, 20 in work- book  comic sequence strips	Reading Workbook  Reading Skills Center

Vocabulary Contract

Name \_\_\_\_\_

Due Date \_\_\_\_\_

Subject \_\_\_\_\_

Activities I will complete to help me learn my vocabulary words:

I. Knowing the Words (select one):

- Game  
 Putting words in ABC order  
 Making a word search

II. Spelling Words (select one):

- Making new words from old ones  
 Rhyming words

III. Knowing the Meanings (select one):

- Game  
 Write a poem with the words

Signed \_\_\_\_\_

student
teacher

Special Studies Worksheet

I, \_\_\_\_\_ accept the responsibility of completing this Special Studies project.

Science Fiction General Objective: To become familiar with the literary form of a science fiction book.

<u>Specific Objectives</u>	<u>Learning Activities</u>
1. To locate the term <u>science fiction</u> and writes its definition.	1. Find the term <u>science fiction</u> in your dictionary and write the definition.
2. To locate an example of a science fiction book in the library.	2. Find an example of a science fiction book in the library.
3. To read a science fiction book.	3. Read the science fiction book.
4. To list some of the reasons it is called a science fiction book.	4. List at least four reasons why it is called a science fiction book.
5. To choose a topic and write a brief (1 to 2 pages) science fiction story.	5. Choose a topic from your imagination and write a one to two page science fiction story.

Contracted on: \_\_\_\_\_

Signed \_\_\_\_\_  
student

Appendix E  
Management Sample Forms

Student Profiles

Name \_\_\_\_\_

Learning Packages Completed

1.

2.

3.

Projects Completed

1.

2.

3.

Learning Centers Approved

1.

2.

3.

Contract Completed

1.

2.

3.

Learning Center Progress Chart

Name \_\_\_\_\_

<u>Learning Center Title</u>	<u>Activities</u>	<u>Date Completed</u>

Individual Reading

Name \_\_\_\_\_

<u>Date Started</u>	<u>Date Completed</u>	<u>Title</u>	<u>Author</u>	<u>Comments</u>

Learning Package Progress Chart

Name \_\_\_\_\_

<u>Title of Learning Package</u>	<u>Activities</u>	<u>Date Completed</u>

Individual Prescription Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Subject	Objective	Activities	Materials	Evaluation

Subject	Objective	Activities	Materials	Evaluation

Contract Prescription Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Contract Title	Objective	Activities	Evaluation of Activities/Reporting

Contract Title	Objective	Activities	Evaluation of Activities/Reporting

## Appendix F

## Bibliography

The following is a list of books presently available in the Instructional Materials Center containing activities which can be used with academically talented children in the classroom.

Branes, H.T. & Juntune, J.E., REACH in action. New Brighton, Minnesota: Project Reach, 1975.

Contains a series of lessons designed to recognize and develop multiple talents. The thinking processes include productive thinking, planning, communication, forecasting, decision making and problem solving.

Eberle, B. & Hall, R.E., Affective education guidebook.

Buffalo, New York: D.O.K. Publishers, Inc., 1975.

Instructional plans and learning activities designed to improve interpersonal relationships.

Activities include sensing and identifying feelings, responding to and understanding feelings, interacting socially and exploring relationships.

Furrer, C. & Hansen, E., Reach to read. St. Paul, Minnesota: Project Reach, 1975.

Project REACH is a series of four books graded one through four which contain activities to recognize and develop multiple thinking processes in children. The activities include decision making, productive thinking, planning, communication, forecasting and creative problem solving.

The Good Apple Newspaper. Carthage, Illinois: Good Apple, Inc., Published 5 times a year.

The newspaper contains ideas for learning centers and learning activities in all academic areas. It provides creative, motivating teaching materials to be made. Activities are geared to all academic areas.

Greetsinger, C., Alternatives to the ditto: resources for the reading/language arts teacher. Buffalo, New York: D.O.K. Publishers, Inc., 1977.

Contains activities in the areas of comprehension, decoding, listening and responding, vocabulary development and writing.

Junetune, J.E., L.E.A.P. (Language education activity packet). St. Paul, Minnesota: Project Reach, 1975.

Contains lessons intended to help the teacher develop productive thinking, planning, communication, forecasting, decision making and creative problem solving abilities in the child.

Pick, M.J. & Schults, M.J., Teaching ideas that make learning fun. New York: Parker Publishing Company, 1969.

Collection of teaching games and activities for all grade levels, all academic areas.

Raskin, B. (Ed.), The whole learning catalog. Palo Alto, California: Education Today Company, Inc., 1976.

Selection of short and long-term teaching activities, games and projects. Academic areas include reading,



writing, math, spelling, problem solving, science, social studies, arts and crafts.

Renzulli, J.S., New directions in creativity. New York: Harper and Row Publishers, 1976.

The New Directions in Creativity program consists of five volumes of duplicating masters. The activity sheets are designed to help teachers develop creative thinking abilities in primary and middle-grade children. Specific abilities developed through the program include fluency, flexibility, originality, elaboration.

Schaefer, C.E., Developing creativity in children. Buffalo, New York: D.O.K. Publishers, Inc., 1973.

Contains ideas and activities to stimulate sensory awareness, artistic expression and scientific thinking.

Thompson, R.A., Energizers for reading instruction. West Nyack, New York: Parker Publishing Company, Inc., 1973.

Contains creative teaching ideas, games and activities in the area of comprehension. Skills include context clue, main idea, details, following directions, sequence, drawing conclusions and critical reading.

Van Allen, R. & Allen, C., Language experience activities. Boston: Houghton Mifflin Company, 1976.

Contains language activities designed for individualized programs. It offers a variety of learning tasks

and identifies the language concept to be taught. The activities promote divergent thinking and divergent responses with an emphasis on communication.

Williams, F.E., Classroom ideas for encouraging thinking and feeling. Buffalo, New York: D.O.K. Publications, Inc., 1970.

Contains activity lessons which call for the processes of inquiry, discovery and creative problem solving. The strategies pose problems and creative situations for the pupil which let him do his own thinking as he responds to them with his own feelings.

The following is a list of teacher reference books presently available in the Instructional Materials Center. These books are concerned with techniques and theories for individualization and learning centers.

Aubrey, R.H., Selected free materials for classroom teachers. Belmont, California: Fearon-Pitman Publishers, Inc., 1978.

An annotated listing of free materials offered through various organizations, businesses and corporations organized by curriculum. Addresses included.

Bechtol, W.M., Individualizing instruction and keeping your sanity. Chicago: Follett Publishing Company, 1973.

A handbook to help teachers and administrators

develop the skills needed to individualize instruction. Includes materials, management systems and implementation of an individualized program.

Blackburn, J.E. & Powell, W.C., One at a time all at once: the creative teacher's guide to individualized instruction without anarchy. Santa Monica, California: Goodyear Publishing Company, 1976.

A resource book which presents a theory of individualization accompanied by practical ideas for the implementation of individualized programs.

Drews, W.F., Olds, A.R. & Olds, H.F., Motivating today's students. Palo Alto, California: Education Today Company, Inc., 1974.

A handbook which deals with specific motivational problems and describes strategies to help students become motivated achievers.

Forte, I., & Mackenzie, J., Nooks, crannies and corners: learning centers for creative classrooms. Nashville, Tennessee: Incentive Publications, Inc., 1972.

A handbook to provide teachers with a simple, easy-to-follow outline and guide for planning and using learning centers.

Jeter, J.L., Nelson, N.J. & Klausmeier, H.J., A guide for adult-child reading conferences. Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, 1973.

A guide for classroom teachers in arranging and conducting an individual reading conference with each child.

Lawless, R.F., A guide for educating a gifted child in your classroom. Buffalo, New York: D.O.K. Publishers, Inc., 1976.

A reference book for teachers who have gifted children in their classroom. It gives a brief, simple, practical description of some common problems and solutions which will be helpful in the everyday teaching situation.

Lawless, R.F., Programs for gifted, talented, creative children. Buffalo, New York: D.O.K. Publishers, Inc., 1977.

A guidebook of things to consider when planning a program for the gifted and talented. It includes some successful program descriptions and curriculum ideas based on the individual child.

Malehorn, H., Open to change: options for teaching self-directed learners. Santa Monica, California: Goodyear Publishing Company, 1978.

Presents a point of view for self-directed learning. Discusses assessment of pupil progress and student self-discipline. Also suggests techniques in such areas as changing the curriculum to suit open goals and developing learning centers in the classroom. Includes questionnaires, surveys, pupil contracts, learning center diagrams and lists of low-cost

materials.

Marshall, L., Opening your class with learning stations.

Palo Alto, California: Education Today Company, Inc., 1975.

A handbook designed to help teachers develop learning stations in the classroom.

McCollum, J.A., Ah Hah! The inquiry process of generating and testing knowledge. Santa Monica, California:

Goodyear Publishing Company, Inc., 1978.

A teacher resource book that provides understandings and skills necessary to implement the process of inquiry in the classroom.

Paetznick, J. & Schwalm, C., Reach Learning Centers. New Brighton, Minnesota: Project Reach, 1976.

Directions for making primary and intermediate centers using Reach processes. Skills include forecasting, productive thinking, fact-finding, communication and decision making.

Stevens, T.M., Hartman, A.C., & Lucas, V.H. Teaching children basic skills: a curriculum handbook.

Columbus, Ohio; Charles E. Merrill Publishing Company, 1978.

A curriculum handbook containing short-term objectives for writing I.E.P.'s, assessment tasks and teaching activities. It also contains guides for constructing assessment tasks and instructional activities.

Treffinger, D.J., Hohn, R.L. & Feldhusen, J.F., Reach each you teach. Buffalo, New York: D.O.K.

Publishers, Inc., 1979.

A handbook for unit planning, the book assists teachers in planning and organizing individualized learning in the classroom. It provides methods and techniques for encouraging thinking processes among students. The book also provides suggestions for developing objectives, learning activities and evaluation procedures.

Waynant, L.F., Learning centers II: practical ideas for you. Paoli, Pennsylvania: Instro/McGraw Hill, Inc., 1977.

A handbook to provide teachers with instructions for planning and using learning centers. Includes tips for actual construction of the center and some specific activities.

Waynant, L.F. & Wilson, R.M., Learning centers...a guide for effective use. Paoli, Pennsylvania: Instro/McGraw Hill, Inc., 1974.

A teacher's guide to developing learning centers, organizing the classroom to accomodate the centers and evaluating the centers.

Wooster, J.S., What to do for the gifted few. Buffalo, New York: D.O.K. Publishers, Inc., 1978.

A handbook of strategies for differentiating instruction for gifted and talented students. It includes ideas on collecting data on each child, variations on format, introduction, practice and application of skills, student involvement in plan-

ning, evaluation methods and learning materials.

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