

Table 2

Differentiated Instructional or Curricular Strategies to Challenge Talented Readers

Curriculum compacting	Reis, Burns, & Renzulli, 1992; Reis & Renzulli, 1992; Reis et al., 1995
Acceleration	Dooley, 1993; Durkin, 1966; Jackson, 1988; Southern & Jones, 1992; Stanley, 1989
Substitution of regular reading material with more advanced trade books or basal material	Durkin, 1990; Renzulli, Smith, & Reis, 1982; Savage, 1983; VanTassel-Baska, 1996
Appropriate use of technology and the Web	Alvermann, Moon, & Hagood, 1999; Leu, 2001, 2000
More complex assigned reading	Baskin & Harris, 1980; Halsted, 1994; Hauser & Nelson, 1988
More complex assigned writing	Dean, 1998
Independent reading choices	Guthrie & Wigfield, 2000; Savage, 1983
Independent writing options	Davis & Johns, 1989
Independent study opportunities	Feldhusen, 1986; Renzulli, 1977; Treffinger & Barton, 1988
Grouping changes (within class or across classes)	Kulik & Kulik, 1991; Rogers, 1991; Sandby-Thomas, 1983
Thematic instructional changes for talented readers (tiered reading for thematic units)	Kaplan, 2001
Independent project choices based on student interests	McPhail, Pierson, Freeman, Goodman, & Ayappa, 2000; Renzulli, 1977; Renzulli & Reis, 1985, 1997
Substitution of regular reading instructional strategies with other options	Bates, 1984; Baum, 1985; Dean, 1998; Dooley, 1993; Levande, 1993; Mangieri & Madigan, 1984; McCormick & Swassing, 1982; Reis & Renzulli, 1989
Great Books or Literature Circles	Daniels, 1994
Readers' and/or Writers' Workshop	Graves, 1983, 1994
Time spent in the gifted program instead of regular reading class	Reis, Burns, & Renzulli, 1992; Renzulli & Reis, 1985, 1997; Vaughn, Feldhusen, & Asher, 1991
Advanced questioning skills	Bloom, Englehart, Furst, Hill, & Krathwohl, 1956
Interest assessment and interest-based reading opportunities	Renzulli, 1977; Renzulli & Reis, 1985, 1997