**How would you modify instruction in your classroom to inspire and challenge Adora? How do you feel these modifications can be incorporated into your classroom management plan and be utilized to encourage other students to develop their talents?**

When reviewing the Characteristics of Readers Who Are Gifted (99) section in Teaching Kids Who Are Gifted In Today’s Classrooms, it was clearly evident that Adora encompassed many (if not all) of those characteristics. In the interview, it was clear that she appreciated and could use advanced vocabulary words, could comprehend material far beyond her years, and loved to read and write with great enthusiasm. Even in an advanced classroom, like the Humanities Plus class I currently teach, she would be compacting or differentiated activities to keep her engaged and motivated to continue her growth in reading and writing.

Although Adora is clearly gifted in reading and writing, I would still give her a pre-assessment to ensure that her grammar, spelling, and vocabulary skills were where I assumed they were. Winebrenner writes, “Literature responds extremely well to the study guide method. The Study Guide can be about specific books, but they work better when they are about the specific genre being considered at that time” (106). I would create study guides for Adora that addressed all the required literature genre units. It would be a more productive use of her time to work on her own material (in the area of writing) as long as she showed mastery of the standards on the study guide. In the video, it looked as though Adora was interested in many different genres (in both reading and writing), but perhaps there are some types of writing or genres for reading that she could be challenged to explore more in depth. Also, I might try to have Adora join discussions about literature with students in higher grade levels (although she is *SO* bright, that it would probably be advantageous to have her skip a grade or two.

In my own classroom, I would like to incorporate the Study Guide method into our study of literature units; which could include genre studies (i.e. biographies, science fiction, etc.) or concept studies (i.e. theme, mood and tone, etc.). Students who have mastered these concepts should be allowed to take it to the next level. I already have students complete a CYC (Choose Your Challenge) assignments, which for many students is working on an ongoing piece of their own writing. Outstanding writers can use “buy-back” time to work on this project, instead of learning skills they have already mastered. “They need opportunities to do work that is meaningful for them” (136).

Post a new resource you found. Provide a paragraph description of the resource and how you will use it.