Reading

Educating the Gifted

What is a gifted child? There are different ways to define this term. It may refer to special talents in the arts or to a high level of academic abilities. A child may be gifted in one specific area, such as music, or have talents in many areas. According to the U.S. National Association for Gifted Children, a gifted child shows an "exceptional level of performance" in one or more areas. In general usage, giftedness includes high levels of cognitive ability, motivation, inquisitiveness, creativity, and leadership. Gifted children represent approximately 3 to 5 percent[1] of the school-aged population.

Although giftedness cannot be assessed by an intelligence test alone, these tests are often used to indicate giftedness. By and large, giftedness begins at an IQ of 115, or about one in six children. Highly gifted children have IQs over 145, or about one in a thousand children. Profoundly gifted children have IQs over 180, or about one in a million children. Because very few education programs include any courses on teaching the gifted, teachers are often not able to recognize the profoundly gifted. Teachers are more likely to recognize moderately gifted children because they are ahead of the other children but not so far ahead as to be unrecognizable. For instance, children who can read older children's books in first and second grade are often transferred into gifted classes, but children who are reading adult books are told to stop reading them. Those profoundly gifted students who are not recognized often turn into discipline problems when they are not offered constructive ways to focus their extraordinary creativity.

The practice of creating a separate, enriched curriculum for gifted students began in the early twentieth century. At that time, social scientists noted that gifted children often speak, read, and move at an earlier age than their peers. At a younger age they are able to work at a higher conceptual level, develop more sophisticated methods to solve problems, and show more creativity in their methods and interpretation of assignments. After the first schools for the gifted were established, these students were followed for many years to see if enriched education made a difference. It did. Gifted students who were grouped together and taught a special curriculum earned fifty times more doctoral degrees than gifted students who were not given an enriched curriculum. When gifted programs[2] have been cut, the parents of the participants have reported decreased inquisitiveness, motivation, and energy levels in their children, and a simultaneous withdrawal from the class-

[1]BrE: per cent
[2]BrE: programmes

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room experience. Identified gifted students who attend schools without any program for the gifted show a steady decrease in motivation and test scores between first and sixth grade.

There are still very few opportunities for educating the gifted in the lowest socioeconomic levels. The schools that service the poorest areas often dedicate their efforts toward remedial teaching rather than accelerated curriculum, and students with extraordinary talents are often not recognized. About 25 percent of the world's gifted population are too poor to be noticed.

Answer the questions about **Educating the Gifted**.

Questions 1–9

Complete the summary using words from the list below.

Gifted children are children with **1**..... talents. Their talents may be artistic or academic. There are different levels of giftedness. The most gifted children are called **2**..... gifted, but very few children are so gifted. It is more common to see **3**..... gifted children, and it is easier for teachers to **4**..... them. These are the children who are ahead of their **5**..... but not too far ahead. These children are more likely to be **6**..... from regular classes to classes where a special **7**..... for the gifted is taught. When schools **8**..... programs to gifted education, the participants do well in school. When these programs are cut, the children appear to lose interest in school learning and their levels of **9**..... decline.

assessed	discipline	moderately	remedial
constructive	extraordinary	peers	transferred
curriculum	inquisitiveness	profoundly	
dedicate	interpretation	recognize	

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My Words

Write the words that are new to you. Look them up in the dictionary and write their definitions.

Words	Definitions

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Word Families

noun	assessment	It is not always easy to find the proper assessment for gifted children.
noun	assessor	The school used one of the teachers as an assessor for the program.
verb	assess	Different methods are used to assess gifted children.

noun	enrichment	A school system's approach to educating gifted children usually includes enrichment of the regular curriculum.
verb	enrich	Providing special programs for gifted children enriches their school experience.
adjective	enriched	Parents hope that programs for the gifted will provide their children with an enriched school experience.
adjective	enriching	Participants found the whole experience quite enriching.

noun	recognition	Gifted children don't always get recognition for their extraordinary talents.
verb	recognize	Teachers need to be trained to recognize gifted children in their classrooms.
adjective	recognizable	Children with recognizable talents may be transferred to a gifted education program.
adjective	unrecognizable	Profoundly gifted children are so different from their peers that their talents may be unrecognizable.

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adjective	simultaneous	We usually see a simultaneous improvement in test scores when a gifted child enters a program with an enriched curriculum.
adverb	simultaneously	When gifted children are transferred to special programs, their scores rise simultaneously.

noun	sophistication	Gifted children can solve problems with great sophistication.
adjective	sophisticated	Gifted children take sophisticated approaches to problem solving.

noun	withdrawal	Withdrawal from classroom activities is a sign that a child needs special attention.
verb	withdraw	The gifted child who was bored in his regular classroom soon withdrew from all classroom activities.
adjective	withdrawn	A gifted child who is kept in a regular classroom may either become withdrawn or turn into a discipline problem.

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Word Family Practice

Choose the correct word family member from the list below to complete each blank.

Education of the gifted starts with **1**..... . Gifted children may show certain characteristics. For example, they may solve problems more quickly and with greater **2**..... than their peers do. Once a teacher identifies a potentially gifted student, then **3**..... are used to determine the giftedness of the child. Identified gifted children are placed in special classes for educational **4**..... . It has been observed that gifted students' level of interest in school usually increases **5**..... Gifted children who are not identified and not placed in special programs may lose interest in school and **6**..... from classroom participation.

1.	recognition	recognizes	recognizable
2.	sophistication	sophisticated	
3.	assessments	assesses	assessing
4.	enrichment	enrich	enriched
5.	simultaneous	simultaneously	
6.	withdrawal	withdraw	withdrawn

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Word Skill

Phrasal Verbs with turn.
Phrasal verbs are made up of two parts: a verb and one or two particles. The meaning of the phrasal verb is usually not related to the meanings of the individual parts.

Phrasal Verb		Meaning
turn	*into*	become
verb	particle	
turn	*up*	appear, arrive
verb	particle	
turn	*out*	result
verb	particle	

Choose the correct phrasal verb from the list above to complete each sentence.

1. We expect at least 100 people to _____ at the school meeting about gifted education.

2. Our school's gifted education program serves only a few children now, but we hope it will _____ a large program some day.

3. The children enjoyed the trip to the museum with their teachers, so the day _____ well.

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Listening

CD 1 Track 28

Listen to the discussion. Complete the notes below.
*Write **NO MORE THAN ONE WORD** for each answer.*

How to **1**..... gifted children
- They read books for older children or adults.
- They have **2**..... approaches to problem solving.
- They may need help with **3**..... .

How to support:
- Give them **4**..... activities.
- Provide a special **5**..... .

Writing

The charts[1] below show information about the percentage of first-year students enrolled in remedial education courses at two different universities.

Summarize[2] the information by selecting and reporting the main information and making comparisons.

Write at least 150 words.

Percent of First-Year Class Enrolled in Remedial Education Courses

University A

Reading, Writing, or Math	Reading	Writing	Math
45%	22%	26%	35%

University B

Reading, Writing, or Math	Reading	Writing	Math
15%	12%	10%	5%

[1]BrE: tables
[2]BrE: summarise

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