



## *Basic Premises- Best Practice in Literacy*

- Literacy experiences for verbally talented learners must be at appropriate levels of challenge.\* Talented readers need materials at higher levels.
- Verbally talented learners need something *different*. Curriculum for these students must be qualitatively distinct from the curriculum for other learners.\*
- All learners benefit when teachers select high level materials to read aloud.
- Teachers of verbally talented students must offer opportunities for choice and independence.\*
- Verbally talented students must have opportunities to share their reading and writing with others like themselves.\*
- Reading and writing are inextricably linked – every writer says “If you want to be a good writer, be a reader.”
- In order for learners to become good readers and writers, they must engage in extensive reading and writing experiences.\* (Donald Graves says at least 35-40 minutes of writing, at least four days a week.)
- Teachers serve as models for reading and writing. Therefore, they must be readers and writers.\*

\* These practices are also supported in the book *Best Practices in Gifted Education* by Robinson, Shore and Enersen (2007)