**Reading Giftedness: Concepts of Excellent and Caring Strategies**

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**Abstract**

 Linguistic gifts are as important as other scientific, artistic, and cultural gifts…etc. Linguistic gifts may surpass other gifts in some aspects of creativity, imaginary image, realizing the components of the self, and the shorthand of the genes of civilization and its history. Looking at the Arab literature which focused on the gifted definition and education in reading, used methodology in educating reading gifted, encouraged and developed its progress, or contributed in its progressive development indicates that these studies are below the required level and cannot prepare reading gifted included and integrated in schools, specialized centers and institutions which care this giftedness. Consequently, this scientific paper is an attempt to achieve a set of aims for its educational treatment, including: informing those in the educational field of the reading gifted group, providing precise strategies for teachers to enable them to meet the needs of the reading gifted group, creating positive attitudes to care about this group of students at the level of the Arab societies.

 The problem here lies in the scarcity of the Arab literature that addressed this type of giftedness field, being an essential part for any other gift, the absence of smart consensus on performance indicators to distinguish between those who possess and develop reading gift and those who only master the competences of their academic level, and finally lacking competence and expertise for some Arabic teachers and gifted teachers to adapt the regular curriculum and enrich it with advanced reading materials and topics in terms of complexity, fun and suspense.

 This scientific paper discusses several fundamental issues, including the definition of reading gifted, reading gifted merits, identification of reading gifted, reading gifted, and class environment, for reading gifted, reading gifted care programs, and some previous studies of reading gifted.

 Some results and recommendations are provided and discussed, including: Providing a linguistic curriculum to the gifted students, which is rich in good reading opportunities through a rigid literary course to supply them with good topics to discuss essential ideas, to offer critical thinking opportunities, to foster their evaluative, explanatory, analytical skills, to encourage the gifted students, from their identification at elementary stages, to read independently, to develop some thinking about the events, people, place, time, words and sentences, emotions and feelings, and to raise questions that can be asked other reading topics. Moreover, different linguistic skills (reading, writing, oral expression) should be viewed as integrated and not separate activities through connecting the various parts of the curriculum, directing the gifted to read great works produced and written by different civilizations. This itself frees the gifted from short cultural vision, which is considered one of the most important obstacles for creativity and progress in all fields. Furthermore, a regular class teacher should be supplied with advanced reading materials, trained in different strategies that meet the reading gifted students' needs. Additionally, there should be continued development for the criteria and benchmarks for identifying the reading gifted students, informing families with high reading competences.