

..... **HIGH SCHOOL FOR THE GIFTED**

**USING AI APPS TO ASSIST TEACHERS
IN DESIGNING READING TASKS
FOR GIFTED STUDENTS**

2025

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I. INTRODUCTION

The rapid advancement of artificial intelligence (AI) has begun to transform various educational practices, offering new avenues for personalized and effective instruction. Among these innovations, AI applications hold significant potential for enhancing reading education, particularly for gifted students who require tasks that challenge their abilities and foster critical thinking. Gifted learners often demonstrate advanced comprehension, rapid learning, and heightened curiosity, necessitating tailored reading activities that extend beyond standard curricula. However, designing appropriately challenging and engaging tasks manually can be time-consuming and complex for educators, especially in diverse classroom settings.

Recent developments in AI technology provide innovative solutions for automating and customizing the creation of reading tasks. AI-powered tools can analyze existing texts, generate differentiated questions, recommend additional readings, and adapt tasks based on individual student performance. These capabilities enable teachers to better meet the unique needs of gifted students without significantly increasing their workload. Moreover, AI applications can facilitate data-driven instruction, providing real-time insights into student progress and areas needing further emphasis.

Despite the promising prospects, research exploring the practical application and effectiveness of AI tools specifically in the context of designing reading tasks for gifted students remains limited. Understanding how educators integrate these technologies into their teaching practices and evaluating their impact on student engagement and learning outcomes is critical. This study aims to bridge this gap by examining various AI applications designed to assist teachers in creating personalized, challenging, and stimulating reading tasks for gifted learners. By exploring these applications, the research seeks to provide valuable insights for educators, developers, and policymakers committed to leveraging AI to improve specialized reading instruction for gifted students.

II. LITERATURE REVIEW

2.1 Traditional methods of designing reading tasks

Traditional methods of designing reading tasks have long been rooted in standardized approaches that prioritize uniformity, scalability, and generalizability across diverse student populations. These methods emerged in response to the industrial-era educational model, which emphasized efficiency, measurable outcomes, and the systematic delivery of content (Tyack & Cuban, 1995). Central to this framework is the use of pre-designed, one-size-fits-all materials such as textbooks, worksheets, and standardized comprehension questions, which are structured to cater to the hypothetical “average” student rather than addressing individual differences in learning styles, interests, or abilities.

According to Grabe and Stoller (2013), traditional reading pedagogy often revolves around a hierarchical skill-building model. This approach emphasizes foundational competencies such as decoding skills (e.g., phonics, fluency) and vocabulary acquisition, followed by literal comprehension tasks that focus on retrieving explicit information from texts. For example, students might engage in repetitive exercises like matching vocabulary words to definitions, answering factual questions about a passage, or completing fill-in-the-blank activities. While these tasks aim to build baseline literacy, critics argue that they frequently neglect higher-order cognitive processes, such as critical analysis, inferential reasoning, and metacognitive strategies like self-monitoring or text-to-self connections (Duke & Pearson, 2002). Additionally, the content of traditional reading materials often prioritizes canonical texts or decontextualized passages, which may fail to reflect the cultural, linguistic, or personal experiences of marginalized or multilingual learners (Gay, 2010).

A significant limitation of traditional methods lies in their lack of adaptability to individual learner needs. Tomlinson (2014) highlights how homogeneous materials and tasks can create mismatches between student readiness levels and curricular demands. For instance, advanced readers may find standardized tasks repetitive and intellectually stifling, while struggling readers—particularly those with learning differences or limited prior

exposure to academic language—may become disengaged due to the rigidity of pacing and content. This issue is compounded by the teacher-centered instructional dynamics inherent in traditional models. Guthrie and Wigfield (2000) note that these approaches often position the teacher as the primary knowledge-bearer, with students passively receiving information through lectures, whole-class readings, or directive questioning. Such practices leave little room for student agency, collaborative exploration, or inquiry-based learning, which are critical for fostering intrinsic motivation and long-term reading engagement (Deci & Ryan, 1985).

Moreover, traditional reading tasks frequently align with summative assessment frameworks, emphasizing quantifiable outcomes like test scores or completion rates over qualitative growth. This focus on accountability and standardization can pressure educators to “teach to the test,” narrowing the curriculum to prioritize rote memorization and formulaic responses rather than nurturing a genuine love for reading or intellectual curiosity (Paris, 2005). For example, comprehension questions in many worksheets are designed to have singular correct answers, discouraging interpretive discussions or creative responses that acknowledge multiple valid perspectives.

Despite these critiques, traditional methods have undeniably shaped the infrastructure of reading instruction. They provide a structured, accessible framework for educators, particularly in under-resourced settings where personalized materials or differentiated curricula may be logistically or financially unfeasible. Additionally, foundational skills like decoding and vocabulary remain essential for literacy development, particularly in early education (National Reading Panel, 2000). The durability of traditional approaches also reflects broader systemic factors, such as institutional reliance on standardized testing, textbook publishing economies, and teacher training programs that perpetuate conventional pedagogies (Cuban, 1993).

In summary, while traditional reading tasks offer a pragmatic foundation for literacy instruction, their limitations—including inflexibility, passive learning structures, and an overemphasis on low-level skills—highlight the need for more responsive, student-

centered approaches. Contemporary research increasingly advocates for hybrid models that integrate the strengths of traditional methods with innovative strategies tailored to diverse learners' needs (Fisher & Frey, 2020).

2.2 Role of AI in education and personalized learning

The integration of Artificial Intelligence (AI) in education has fundamentally transformed the landscape of teaching and learning, offering unprecedented opportunities to enhance educational outcomes and address long-standing challenges. AI technologies, such as machine learning algorithms, natural language processing (NLP), and data analytics, are driving the development of innovative tools and systems that cater to the diverse needs of learners (Holmes et al., 2022). One of the most significant contributions of AI in education is the advancement of personalized learning, which tailors educational experiences to the unique abilities, interests, and learning styles of individual students (Luckin et al., 2016). This shift from a one-size-fits-all approach to a more customized learning model has the potential to improve student engagement, retention, and achievement.

Personalized learning through AI

Personalized learning leverages AI to create adaptive learning systems that dynamically adjust to the needs of each student. These systems analyze vast amounts of data, including student performance, behavioral patterns, and learning preferences, to deliver tailored content and pacing (Pane et al., 2014). For instance, platforms like DreamBox and Knewton use AI algorithms to modify the difficulty level of tasks in real-time, ensuring that students remain appropriately challenged and motivated (Woolf et al., 2013). This adaptability not only enhances learning efficiency but also helps prevent disengagement and frustration, which are common in traditional educational settings.

Moreover, AI-powered systems provide instant and actionable feedback, enabling students to identify and correct mistakes immediately (VanLehn, 2011). This real-time feedback loop fosters a deeper understanding of concepts and strengthens retention. For example, intelligent tutoring systems (ITS) can simulate one-on-one interactions with a

teacher, offering personalized guidance and support that would be difficult to achieve in a conventional classroom setting.

Data-driven insights and predictive analytics

AI's ability to analyze large datasets has opened new avenues for understanding and improving student performance. By identifying patterns and trends in learning behaviors, AI can predict potential challenges and recommend targeted interventions (Pane et al., 2014). For instance, predictive analytics can flag students who are at risk of falling behind, allowing educators to provide timely support and resources. This proactive approach not only improves academic outcomes but also reduces dropout rates and fosters a more supportive learning environment.

Promoting inclusivity and equity

AI has the potential to create more inclusive and equitable educational environments by addressing the diverse needs of all learners, including those who are gifted, have learning disabilities, or come from disadvantaged backgrounds (Selwyn, 2021). For example, AI-driven tools can provide alternative learning materials, such as audio or visual aids, to accommodate different learning styles. Additionally, AI can assist in identifying and supporting students with special needs, ensuring that they receive the appropriate accommodations and resources to succeed.

Developing 21st-century skills

Beyond academic performance, AI plays a crucial role in fostering essential 21st-century skills, such as critical thinking, creativity, collaboration, and problem-solving. AI-powered platforms can simulate real-world scenarios, encouraging students to apply their knowledge in practical contexts and develop skills that are vital for future success (Selwyn, 2021). For example, AI-driven collaborative tools can facilitate group projects and discussions, helping students build teamwork and communication skills.

In conclusion, AI has the potential to revolutionize education by enabling personalized learning, providing data-driven insights, promoting inclusivity, and fostering essential skills. However, its successful integration requires careful planning,

collaboration, and a commitment to ethical practices. By harnessing the power of AI responsibly, educators can create more effective, engaging, and equitable learning environments that empower all students to reach their full potential.

2.3 Existing AI tools/apps relevant to reading and gifted education

ChatGPT / Claude AI

AI writing assistants like ChatGPT and Claude offer teachers powerful ways to generate advanced reading tasks quickly and flexibly. These tools can create a wide range of materials—from analytical discussion prompts to interdisciplinary project ideas—tailored to the interests and abilities of gifted students. By simply providing a reading passage or novel title, teachers can receive open-ended questions, thematic analysis prompts, and even comparative literature tasks that align with higher-order thinking skills from Bloom’s Taxonomy. The real advantage lies in how customizable these outputs are; teachers can request tasks for specific grade levels, learning objectives, or cognitive demands. However, while AI can generate impressive content, it lacks pedagogical judgment—some questions may be overly generic, subtly biased, or not perfectly aligned with the text’s deeper meaning. Additionally, overreliance on AI may reduce teacher creativity or critical evaluation if used uncritically. There are also concerns regarding privacy, especially if student work is input into the tool. Despite these drawbacks, ChatGPT and similar AI tools serve as highly effective assistants in designing differentiated reading exercises for high-ability students when used thoughtfully and with teacher oversight.

Newsela

Newsela is a highly regarded educational platform that provides real-world, high-interest nonfiction texts rewritten at multiple Lexile levels. It’s particularly valuable for gifted students because it offers timely and relevant content in areas such as science, politics, technology, and global issues—topics that often resonate with advanced learners. Teachers can assign articles at a higher reading level and pair them with Newsela’s built-in comprehension quizzes and writing prompts. The ability to differentiate content without

compromising thematic depth allows for more tailored instruction. A major strength of Newsela is its alignment with standards, as well as its wide array of cross-curricular texts, which encourages gifted learners to explore beyond traditional ELA content. However, its quiz questions are often surface-level and may not fully tap into the analytical or creative potential of gifted readers unless supplemented by teacher-made tasks. Additionally, some premium features—including advanced reporting and class analytics—require a paid subscription, which could limit accessibility. Despite these limitations, Newsela remains a strong resource for engaging gifted students in current, intellectually stimulating content, particularly when teachers supplement it with higher-order questions or project-based learning activities.

Google Forms + AI (e.g., ChatGPT) – *Create Higher-Order Quizzes*

Google Forms, when paired with AI tools like ChatGPT, becomes a versatile platform for crafting advanced, interactive reading quizzes. Teachers can use ChatGPT to generate comprehension questions, synthesis prompts, and even thematic comparisons based on complex texts, then format these into Google Forms for digital assessment. This setup is especially beneficial for gifted students, as it supports a variety of question types—short answer, paragraph responses, multiple choice, and checkboxes—with custom feedback. The integration of AI allows educators to focus on higher-order thinking skills without spending excessive time crafting materials from scratch. Pros include flexibility, ease of grading, and compatibility with Google Classroom. However, there are notable limitations. Google Forms itself lacks deep analytics or adaptive feedback; it's only as good as the questions inputted. Additionally, the quality of AI-generated content can vary—teachers must carefully vet and edit the questions for accuracy and relevance. While this combination lacks the polish of premium educational apps, it's a powerful, free, and customizable option that enables teachers to challenge gifted learners through thoughtfully designed digital assessments and creative reading tasks.

CommonLit

CommonLit is a free online library offering a diverse range of fiction, poetry, informational texts, and primary sources aimed at grades 3–12. What makes it valuable for gifted students is its robust collection of classic literature and high-level nonfiction readings, often accompanied by comprehension questions, discussion prompts, and paired texts. The platform includes tools like guided reading mode, annotation support, and aligned assessment features. Teachers can assign texts at or above grade level, encouraging gifted readers to tackle advanced vocabulary and abstract ideas. Another major benefit is the inclusion of paired texts, which helps students explore thematic or historical connections. That said, many of the built-in questions focus on textual understanding and literary devices, which may not sufficiently challenge gifted learners unless supplemented by open-ended or project-based tasks. Also, while the library is rich in content, it offers fewer multimedia or student-led exploration tools compared to other platforms. Overall, CommonLit is an excellent, cost-effective resource for teachers aiming to build comprehension and literary analysis skills in gifted readers, especially when used as a foundation for deeper, teacher-led inquiry or discussion.

MagicSchool AI

MagicSchool AI is an education-specific AI platform designed to help teachers create lesson plans, scaffolds, rubrics, and assessment tasks across subjects—including English Language Arts. Its intuitive interface allows educators to input grade level, learning standards, and topic to generate personalized materials. For reading tasks with gifted students, MagicSchool AI can produce complex comprehension questions, text-based writing prompts, and even interdisciplinary project ideas based on a selected passage. The platform supports Universal Design for Learning (UDL), enabling tasks to be differentiated by interest, complexity, and product. One of its biggest strengths is its education-focused design, which often yields more pedagogically aligned output compared to generic AI tools. However, because it still relies on generative models, some tasks may lack depth or creativity if prompts are vague. Another downside is that users must create an account to

access most features, and school-wide licenses may be needed for full integration. While not a content library in itself, MagicSchool AI excels at scaffolding and generating materials tailored to gifted learners when paired with strong texts. Its real strength lies in helping teachers design advanced, personalized reading tasks quickly and efficiently.

ClozeMaker

ClozeMaker is a specialized digital tool that enables teachers to create customizable cloze (fill-in-the-blank) exercises from any selected text. Designed for language development and reading comprehension, ClozeMaker is especially effective for targeting vocabulary retention, contextual understanding, and grammatical precision—skills that are crucial for both language learners and gifted readers seeking advanced linguistic awareness. Educators can control the level of difficulty by choosing which words to remove—whether focusing on parts of speech, academic vocabulary, or content-specific terminology. This flexibility makes it useful for differentiating instruction based on student ability. For gifted students, ClozeMaker offers a scaffolded way to explore syntax, semantics, and deeper text structures, particularly when paired with higher-order extension questions or self-reflection prompts. On the positive side, the tool is simple to use, requires no programming, and supports exportable worksheets or digital delivery. However, its functionality is narrowly focused on cloze tasks, meaning it lacks integrated AI for adaptive feedback or higher-level discussion tools. It also does not generate comprehension questions, annotations, or writing tasks. Despite these limitations, ClozeMaker serves as an excellent supplementary tool in a reading program, especially when the instructional goal includes precise language use, vocabulary enrichment, or grammar-focused analysis.

III. AI APPLICATIONS IN DESIGNING READING TASKS

3.1 Example 1: Using ChatGPT to design a multiple-choice cloze test

Step-by-Step Process:

- **Step 1: Select a Text** - Choose a literary work relevant to your curriculum or ask ChatGPT to create a text by using this suggested prompt: “*Create a reading*

passage on the topic of [insert topic] for English learners at the C1 level. The passage should:

- 1. Be [number of words] words long (e.g., 800 - 1000 words for C1).*
 - 2. Use age-appropriate vocabulary and sentence structures.*
 - 3. Introduce [specific grammar structures] (e.g., past simple, comparatives, modal verbs, inversion).*
 - 4. Include [new vocabulary words] with contextual clues to help learners understand them.*
 - 5. Be authentic and engaging, using real-world contexts where possible.”*
- **Step 2: Input Text/Context to ChatGPT** - Provide a brief summary or the full text of the story to ChatGPT, along with your goal (e.g., creating critical thinking questions for gifted Grade 10 students). The text can be adapted to be more suitable for gifted students. The suggested prompt is: *“Rewrite this text to have a Flesch Reading Ease score of 50. Use more complex sentences and advanced vocabulary to match C1-level reading.”*
 - **Step 3: Generate Tasks** - Using suitable prompts to ask ChatGPT to generate appropriate questions. For example, prompt ChatGPT: *“Create a multiple-choice cloze test on the given text. The test should:*
 - 1. Follow a reading passage format with six blanks (gap-fill questions).*
 - 2. Include four answer choices (A, B, C, D) per question.*
 - 3. Test a mix of grammar and vocabulary (word forms, prepositions, collocations, relative clauses, verb patterns).*
 - 4. Maintain a difficulty level of C1 based on CEFR standards.*
 - 5. Use distractors that are plausible but incorrect to ensure challenge.*
 - 6. Be contextual and relevant to real-life English usage.”*

- **Step 4: Review and Refine** - Evaluate the generated questions for clarity and depth. Edit or combine questions as needed. For example, prompt ChatGPT:
“After generating the test, provide an analysis table explaining:
 - 1. Grammar/vocabulary focus of each question.*
 - 2. Why the distractors are effective.*
 - 3. How the question aligns with the target difficulty level.*
 - 4. Authenticity of the passage (whether it reflects real-life language use).”*

Sample:

Read the passage and choose the best word or phrase (A, B, C, or D) to complete each blank.

Ethical shopping aims to reduce harm by supporting products that are environmentally friendly, cruelty-free, or fairly produced. While the concept is appealing, its implementation is often more complex than many consumers **(1)** _____.

Today’s shoppers are more inclined to make responsible choices. However, the growing presence of vague labels like “sustainable” or “eco-friendly” complicates matters. Many corporations engage in greenwashing—marketing their goods as ethical while making only superficial changes—leaving conscientious buyers **(2)** _____.

Price also constitutes a major challenge. Ethically produced items are generally more costly, rendering them **(3)** _____ to consumers with limited disposable income. Ironically, those most adversely affected by exploitative practices are frequently the ones least able to afford ethical alternatives.

Ethical decisions inevitably involve trade-offs. Should one purchase locally sourced but non-organic produce, or opt for organic goods transported internationally? Support a major brand making incremental progress, or a niche company **(4)** _____ high standards from the outset? The answers are seldom clear-cut.

Some contend that individual responsibility alone is insufficient. Without robust regulation enforcing fair labour and environmental practices, ethical shopping risks **(5)**

_____ a symbolic act rather than a transformative one. Had stricter policies been introduced earlier, many of these issues might have been averted.

Ultimately, while ethical shopping contributes to positive change, it demands more than consumer effort. It requires critical discernment and systemic reform (6) _____ lasting impact to be achieved.

- | | | | |
|-------------------------------|-----------------|------------------|------------------|
| Q1. A. anticipate | B. forecast | C. assess | D. estimate |
| Q2. A. disillusioned | B. misled | C. undermined | D. dismissed |
| Q3. A. inaccessible | B. unaffordable | C. irrelevant | D. unattainable |
| Q4. A. upholding | B. to uphold | C. which upholds | D. had upheld |
| Q5. A. being viewed as | B. becoming | C. turning out | D. having become |
| Q6. A. if | B. for | C. so as | D. with |

Answer Key

1. A. anticipate
2. B. misled
3. A. inaccessible
4. A. upholding
5. B. becoming
6. B. for

3.2 Example 2: Using MagicSchool AI to design a multiple-choice reading test

Step-by-Step Process:

- **Step 1: Select or Create a Text** - Choose a passage suitable for your learners' level (e.g., C1 level for gifted Grade 10 students). This could be an excerpt from literature, an article, or a nonfiction text. Alternatively, use ChatGPT to generate a passage using the given prompt above.
- **Step 2: Open MagicSchool AI** - Select the "Text Dependent Questions" Tool

- **Step 3: Input Text and Specify Settings** - Paste the passage into the tool's input box. Specify: ***Grade or proficiency level*** (e.g., *Grade 10 / CEFR C1*), ***Question focus*** (e.g., *inference, author's purpose, vocabulary in context, theme*), ***Target audience*** (e.g., *gifted or advanced learners*)

Example prompt for MagicSchool AI: “Generate 10 text-dependent questions for a C1-level passage on ethical shopping. Questions should include literal, inferential, and analytical types for gifted Grade 10 students.”

- **Step 4: Review and Customize** - Review the automatically generated questions. Edit for clarity, complexity, or alignment with your lesson goals. You can convert questions into discussion prompts, written exercises, or quizzes.

Sample:

FIGHTING TALK

It would seem that some people are simply incapable of settling scores amicably at work and practising some good old-fashioned forgiveness. A High Court judge was recently forced to order two doctors who were unable to settle a personal dispute to divide their surgery in two by building a wall right through their medical practice.

You might think that doctors Anne Rodway, 65, and Paul Landy, 19, were old enough to know better but somehow the two could not manage to work alongside each other. The two set up their partnership three years ago in Sevenoaks, Kent, but stopped talking just three months after their business started. Both staff and around 3,500 patients have been asked to decide on which side their loyalties lie as the practice is formally divided - especially difficult for the staff, who have already had to become used to being paid separately by the warring doctors.

Although an extreme case, it demonstrates just how bad things can get when communication and understanding break down between colleagues at work. Office feuds can be experienced in even the friendliest of environments. But what to do when faced with one?

Whether you are involved directly or an innocent bystander watching others curdle the workplace atmosphere, Jane Clarke, author of *Office Politics*, offers some sound advice: ‘On the whole, people do not like dealing with conflict, but it is very important to grab the bull by the horns. If you feel you are able to, you should try and sort it out. If not, very least you can do is report it to a manager who should make sure that workers know that bad behaviour in the workplace will not be tolerated.’

But what causes acrimony in the first place? Reasons can be as diverse as a clash of personalities, jealousy, backstabbing or a simple misunderstanding. If you are personally involved – and almost all of us have been in one way or another – then the best thing to do, says Clarke, is to try to put yourself in the other person’s shoes. Easier said than done, since empathy is not an easy emotion to come by, even to the most virtuous.

‘Often it is easy to dump on the other person and blame them totally for the situation but remember it is your problem and you have a responsibility to try to resolve it,’ says Clarke.

Listening skills are vital. If the problem is between other colleagues, things can be a bit trickier. You may not be the gallant sort – practising an unhealthy dose of denial is often what most people would prefer to do – but ignoring the situation will not make it go away.

So what are your options? ‘If you feel you are up to it, try talking with the feuding parties individually and try to understand what the issue is,’ advises Clarke. ‘Make it clear that it is not an acceptable state of affairs.’

Mediation is another option; get the two parties to sit together and act as a buffer zone. You might have the urge to bash their heads together, but it won’t achieve a great deal. As Clarke says, ‘Sometimes it is a case of translating. People are often so different that it seems that they speak a different language.’

Any meetings between disputing colleagues should have some follow-up. All involved should be made aware of the next steps – failing to do this could mean that the situation repeats itself.

Negative energy between people need not produce bad karma. Harnessed creatively, it can actually become a positive force. So, if you are having problems with office dullards who insist on putting downers on any bright new ideas you might have, use their criticism and objections as a way of really testing a brainwave. Surely, if it can survive them, it can survive anyone. Try looking at people's weaknesses as strengths: assign a pedant to research the finer details of a project; the loudmouth of the office can always be pushed forward when it comes to public speaking.

Disputes and ill feelings can arise both among employees or between employee and employer, a fact clearly illustrated by the record numbers of people who contacted the conciliation service ACAS over the past year. Reassuringly, however, 76% of cases were settled through mediation – an indication, perhaps, that rather than working on building walls in the workplace, we should be bringing them down.

Question 1. What is the main reason the High Court judge ordered a wall to be built in the medical practice?

- A. To improve the efficiency of the doctors' work environment
- B. Because the two doctors could not resolve their personal dispute amicably
- C. To expand the practice by dividing it into two separate businesses
- D. Due to complaints from patients about shared facilities

Question 2. How long did the doctors work together before their relationship deteriorated?

- A. Less than a year after forming the partnership
- B. Three months after they started their partnership
- C. Several years before the disagreement began
- D. They never actually worked together

Question 3. According to the passage, what impact did the dispute have on the practice's staff?

- A. Staff were forced to choose sides and accept different payment arrangements

- B. Staff were promoted to managerial roles to handle the conflict
- C. Staff were unaffected and continued their work normally
- D. Staff resigned in large numbers due to poor working conditions

Question 4. What does the phrase ‘grab the bull by the horns’ mean in the context of the passage?

- A. To avoid dealing with a difficult situation
- B. To take decisive action to solve a problem
- C. To ignore conflict and hope it disappears
- D. To complain about others without trying to help

Question 5. What is one suggested first step if someone is unable to directly resolve a conflict at work?

- A. Ignore the problem and focus on personal tasks
- B. Report the issue to a manager or supervisor
- C. Publicly criticize the person causing trouble
- D. Organize a social event to improve team spirit

Question 6. Why might it be difficult to show empathy in workplace conflicts, according to the passage?

- A. Because people usually have very similar viewpoints
- B. Because understanding others’ feelings is inherently challenging
- C. Because empathy is discouraged in professional settings
- D. Because it requires ignoring one’s own feelings entirely

Question 7. How does Jane Clarke recommend handling conflict between colleagues you are not directly involved with?

- A. Avoid involvement and hope the issue resolves itself
- B. Talk with the disputing parties individually to understand the issue
- C. Take sides and support the person you like best

D. Confront both parties aggressively to force a resolution

Question 8. What role can mediation play in resolving workplace disputes, according to the text?

- A. It acts as a buffer to help translate and clarify misunderstandings
- B. It forces the conflicting parties to compete for management approval
- C. It allows one party to impose their opinion over the other
- D. It encourages avoiding meetings and reducing communication

Question 9. How can negative energy in the workplace be used constructively, based on the passage?

- A. By ignoring all criticism and continuing with your original plans
- B. By using objections to test and improve ideas or assign tasks suited to people's traits
- C. By isolating difficult employees to prevent them from affecting others
- D. By discouraging new ideas to maintain workplace harmony

Question 10. What does the statistic about ACAS mediation suggest about workplace disputes?

- A. Most disputes end with legal battles rather than mediation
- B. Mediation is an effective method to resolve most workplace conflicts
- C. Conflicts are usually ignored until they escalate to lawsuits
- D. Employers rarely participate in dispute resolution services

Correct answers with explanations:

1. B) Because the two doctors could not resolve their personal dispute amicably

Explanation: The passage explains that the judge ordered the wall because the doctors "were unable to settle a personal dispute" and could not work together peacefully.

2. B) Three months after they started their partnership

Explanation: The text states the doctors "stopped talking just three months after their business started."

3. A) Staff were forced to choose sides and accept different payment arrangements

Explanation: The passage says staff and patients had to "decide on which side their loyalties lie," and staff "had to become used to being paid separately."

4. B) To take decisive action to solve a problem

Explanation: "Grab the bull by the horns" is explained in context as actively addressing conflict rather than avoiding it.

5. B) Report the issue to a manager or supervisor

Explanation: If someone cannot resolve conflict themselves, Clarke advises "at very least you can do is report it to a manager."

6. B) Because understanding others' feelings is inherently challenging

Explanation: The passage says empathy "is not an easy emotion to come by," even for the virtuous.

7. B) Talk with the disputing parties individually to understand the issue

Explanation: Clarke advises to try "talking with the feuding parties individually" to understand the problem.

8. A) It acts as a buffer to help translate and clarify misunderstandings

Explanation: Mediation is described as a "buffer zone" and "translating," helping parties who "seem to speak a different language."

9. B) By using objections to test and improve ideas or assign tasks suited to people's traits

Explanation: The passage suggests harnessing negative energy creatively, like using critics to test ideas or assigning tasks according to weaknesses.

10. B) Mediation is an effective method to resolve most workplace conflicts

Explanation: The passage highlights that "76% of cases were settled through mediation," showing its effectiveness.

IV. IMPLEMENTATION OF AI TOOLS BY TEACHERS

4.1 Processes for integrating AI apps into lesson planning

The successful integration of AI tools into lesson planning requires a systematic approach that considers the unique needs of both educators and students. The process begins with identifying the specific needs of gifted students and determining how AI applications can address those needs. This initial assessment is crucial, as it allows teachers to align their instructional goals with the capabilities of the AI tools available.

Once the needs have been identified, educators can research and select appropriate AI applications that align with their educational objectives. Factors to consider during this selection process include the ease of use of the tools, their compatibility with existing systems, and the specific features they offer. Teachers should also consider the feedback and reviews from other educators who have used the tools, as this can provide valuable insights into their effectiveness.

After selecting the appropriate AI tools, it is essential for teachers to undergo training to become proficient in using them. Professional development workshops, online tutorials, and peer collaboration can all contribute to building teachers' confidence and competence in utilizing AI applications. This training is vital, as it equips educators with the skills necessary to effectively integrate AI tools into their lesson plans and maximize their potential benefits.

Before fully implementing AI tools in the classroom, it is advisable for teachers to conduct pilot tests with a small group of students. This pilot phase allows educators to evaluate the effectiveness of the AI applications and gather feedback from students. By identifying any challenges or areas for improvement during this testing phase, teachers can refine their approach and make necessary adjustments before full-scale implementation.

Once the tools have been tested and refined, teachers can fully integrate them into their lesson plans. This integration should be done thoughtfully, ensuring that the AI tools complement existing instructional strategies and enhance the overall learning experience.

Educators should also continuously monitor student progress and engagement, using the data provided by the AI applications to inform their instructional decisions.

In conclusion, the integration of AI tools into lesson planning is a multifaceted process that requires careful consideration and planning. By following a systematic approach that includes needs assessment, tool selection, training, pilot testing, and full integration, educators can effectively leverage AI applications to enhance the learning experience for gifted students.

4.2 Teacher experiences and perceptions

Teachers' experiences with AI tools in the classroom can vary widely, reflecting a range of perspectives and attitudes toward technology integration in education. Many educators report positive outcomes, highlighting the benefits of personalized learning and increased student engagement. However, some teachers may express concerns about the reliability of AI-generated content and the potential for over-reliance on technology.

Positive experiences with AI tools often center around the enhanced learning opportunities they provide for gifted students. Educators who have successfully integrated AI applications into their teaching practices frequently emphasize the ability to create personalized learning experiences that cater to the unique needs of their students. By leveraging AI tools, teachers can offer differentiated reading assignments that challenge gifted learners and keep them engaged. This level of customization fosters a more enriching learning environment, allowing gifted students to thrive academically.

Moreover, many teachers appreciate the time-saving aspects of AI applications. By automating the generation of questions and providing real-time feedback, these tools free up valuable instructional time, allowing educators to focus on delivering high-quality instruction and supporting student learning. Teachers often report feeling more empowered and effective in their roles when they can utilize AI tools to streamline administrative tasks and enhance their teaching practices.

Despite these positive experiences, some educators may harbor concerns about the integration of AI tools in the classroom. One common apprehension is the reliability of AI-

generated content. Teachers may worry that the questions or tasks generated by AI applications may not align with their instructional goals or may lack the depth and rigor required for gifted learners. To address these concerns, it is essential for educators to remain actively involved in the task generation process, reviewing and refining AI-generated content to ensure its appropriateness and effectiveness.

Another concern is the potential for over-reliance on technology. Some educators may fear that the use of AI tools could diminish the role of the teacher in the classroom, leading to a more passive learning experience for students. To mitigate this risk, it is crucial for teachers to strike a balance between utilizing AI applications and maintaining their active role as facilitators of learning. By using AI tools as a supplement to their instruction rather than a replacement, educators can create a dynamic and engaging learning environment that fosters critical thinking and collaboration.

In summary, teachers' experiences and perceptions of AI tools in the classroom are diverse, reflecting both the potential benefits and challenges associated with technology integration. By embracing the positive aspects of AI applications while addressing concerns through thoughtful implementation and active engagement, educators can create a more effective and enriching learning experience for gifted students.

4.3 Challenges and solutions in application

The integration of AI tools in education presents several challenges that educators must navigate to ensure successful implementation. While the potential benefits of AI applications are significant, addressing these challenges is essential for maximizing their effectiveness in the classroom.

One of the primary challenges teachers may encounter is technical issues related to the use of AI applications. These issues can range from software glitches to connectivity problems, which can disrupt the learning process and frustrate both educators and students. To mitigate these challenges, schools should provide robust technical support and resources to assist teachers in troubleshooting any issues that arise. Additionally, investing

in reliable infrastructure and ensuring that all students have access to the necessary technology can help minimize technical difficulties.

Another challenge is the resistance to change that some educators may exhibit when it comes to adopting new technologies. Many teachers have established routines and instructional practices that they are comfortable with, and the introduction of AI tools may be met with skepticism or reluctance. To address this resistance, it is crucial for school leaders to foster a culture of innovation and provide opportunities for collaboration among educators. By encouraging teachers to share their experiences and successes with AI tools, schools can create a supportive environment that promotes the adoption of new technologies.

Equity and access also pose significant challenges in the application of AI tools in education. Ensuring that all students have equal access to technology is essential for creating an inclusive learning environment. Schools should strive to provide the necessary resources and infrastructure to support equitable access to AI applications, particularly for students from underserved backgrounds. This may involve providing devices, internet access, and training for both students and teachers to ensure that everyone can benefit from the advantages of AI in education.

Finally, educators may face challenges related to data privacy and security when using AI tools. As AI applications often collect and analyze student data, concerns about the protection of sensitive information may arise. To address these concerns, schools should prioritize data privacy and ensure that any AI tools used in the classroom comply with relevant regulations and best practices. Educators should also communicate transparently with students and parents about how data is collected and used, fostering trust and understanding within the school community.

In conclusion, while the integration of AI tools in education presents several challenges, proactive measures can be taken to address these issues effectively. By providing technical support, fostering a culture of innovation, ensuring equitable access, and prioritizing data privacy, educators can successfully navigate the challenges associated

with AI applications and create a more effective and enriching learning experience for gifted students.

V. IMPACT ON GIFTED STUDENTS

5.1 Improvements in engagement, comprehension, or critical thinking

The integration of AI applications in designing reading tasks has shown promising results in enhancing engagement, comprehension, and critical thinking among gifted students. Research indicates that personalized learning experiences lead to higher levels of motivation and interest in reading, particularly for students who require more challenging materials to maintain their engagement.

One of the most significant improvements observed in gifted students is their increased engagement with reading tasks. AI-driven tools that tailor reading materials to individual interests and reading levels can significantly enhance students' motivation to read. When gifted learners encounter texts that resonate with their passions or challenge their abilities, they are more likely to invest time and effort into their reading assignments. This heightened engagement not only fosters a love for reading but also encourages students to explore new genres and topics, broadening their horizons and enriching their learning experiences.

In addition to improved engagement, AI applications have been shown to enhance reading comprehension among gifted students. The adaptive nature of these tools allows for targeted instruction that addresses specific comprehension gaps. For instance, if a gifted student struggles with a particular concept or theme in a text, the AI tool can provide additional resources or questions that focus on that area. This targeted support helps students develop a deeper understanding of complex texts and concepts, ultimately leading to improved comprehension skills.

Furthermore, AI-driven reading tasks often require students to engage in higher-order thinking, which is essential for developing critical thinking skills. Many AI applications

generate questions that challenge students to analyze, evaluate, and synthesize information from the texts they read. By engaging with these higher-order thinking questions, gifted students are encouraged to think critically about the material, make connections between different ideas, and develop their analytical skills. This emphasis on critical thinking not only enhances their reading comprehension but also prepares them for success in more advanced academic pursuits.

Overall, the impact of AI applications on gifted students is profound, leading to improvements in engagement, comprehension, and critical thinking. By providing personalized and adaptive learning experiences, these tools empower gifted learners to take ownership of their education and develop the skills necessary for academic success.

5.2 Differentiation and customization for gifted needs

AI applications provide teachers with the tools to differentiate instruction effectively for gifted students, addressing their unique needs and ensuring that they receive the appropriate level of challenge in their reading tasks. This differentiation is vital for meeting the diverse learning requirements of gifted learners, who often require more advanced materials and opportunities for exploration.

One of the key advantages of AI tools is their ability to tailor reading materials to match the interests and abilities of gifted students. By analyzing individual student performance and preferences, AI applications can curate texts that align with students' passions and academic strengths. For example, if a gifted student demonstrates a strong interest in history, an AI tool can identify relevant historical texts and generate reading assignments that challenge the student to explore complex themes and concepts within that context. This level of customization not only enhances engagement but also allows gifted students to pursue their interests in a meaningful way.

In addition to personalized reading materials, AI applications enable teachers to create flexible tasks that allow gifted students to explore topics in greater depth or from different perspectives. For instance, an AI tool might generate a reading assignment that encourages students to analyze a text from multiple viewpoints or to conduct research on

related topics. This flexibility fosters a more enriching learning experience, as gifted students are encouraged to think critically and creatively about the material they encounter.

Ongoing assessment and feedback are also essential components of differentiation for gifted learners. Many AI applications include assessment features that provide real-time feedback on student performance, allowing teachers to monitor progress and adjust instruction as needed. This ongoing assessment helps educators identify areas where gifted students may require additional support or challenge, enabling them to tailor their instruction accordingly. By continuously adapting to the needs of gifted learners, AI tools ensure that students remain engaged and challenged throughout their reading experiences.

In summary, AI applications play a crucial role in differentiating instruction for gifted students, providing personalized, flexible, and responsive learning opportunities. By leveraging the capabilities of AI, educators can create reading tasks that cater to the unique needs of gifted learners, ultimately fostering a more effective and enriching educational experience.

VI. CONCLUSION

The integration of AI applications in designing reading tasks for gifted students presents a transformative opportunity for educators to enhance the learning experience. By leveraging the capabilities of AI, teachers can create personalized, engaging, and challenging reading assignments that cater to the unique needs of gifted learners. As technology continues to evolve, the role of AI in education will likely expand, offering even more innovative solutions for teachers and students alike.

The benefits of AI applications in education are manifold. They provide personalized learning experiences that foster engagement, comprehension, and critical thinking among gifted students. By tailoring reading materials to individual interests and abilities, AI tools empower educators to create differentiated instruction that meets the diverse needs of their students. Furthermore, the adaptive nature of these applications allows for real-time

adjustments to tasks, ensuring that gifted learners are consistently challenged and supported in their academic pursuits.

However, the successful integration of AI tools in education requires careful planning and consideration. Educators must navigate challenges related to technical issues, resistance to change, equity and access, and data privacy. By addressing these challenges proactively and fostering a culture of innovation, schools can create an environment that supports the effective use of AI applications in the classroom.

In conclusion, the future of learning lies in the effective collaboration between educators and AI. By embracing the potential of AI applications, teachers can create a more personalized and impactful educational experience for gifted students, ultimately paving the way for a new era of learning that is tailored to the unique needs and abilities of every learner. As we move forward, it is essential for educators to continue exploring the possibilities offered by AI in education, ensuring that all students have the opportunity to thrive in an increasingly complex and dynamic world.

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