

## Checklist for Identifying Strong Readers

*Teacher Directions: Check all statements below that apply. If the student receives 15 or more indicators, supplement and differentiate the student's reading by using trade books.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

1. Student brings knowledge to a topic. \_\_\_\_\_
2. Student uses advanced vocabulary. \_\_\_\_\_
3. Student reads fluently. \_\_\_\_\_
4. Student comprehends what is read. \_\_\_\_\_
5. Student responds to a book in many ways. \_\_\_\_\_
6. Student asks questions when faced with an "unknown." \_\_\_\_\_
7. Student wants to read during free time. \_\_\_\_\_
8. Student reflects on a book through verbal communication and writing. \_\_\_\_\_
9. Student feels good after reading. \_\_\_\_\_
10. Student understands the purpose of reading. \_\_\_\_\_
11. Student uses appropriate "self-correcting" strategies as he/she reads. \_\_\_\_\_
12. Student spends most of his/her time reading at home. \_\_\_\_\_
13. Student is able to skim and scan. \_\_\_\_\_
14. Student predicts outcomes. \_\_\_\_\_
15. Student uses context clues. \_\_\_\_\_
16. Student often searches for text sense. \_\_\_\_\_
17. Student enjoys reading. \_\_\_\_\_
18. Student uses spelling patterns to assist with meaning. \_\_\_\_\_
19. Student enjoys reading aloud to the class. \_\_\_\_\_
20. Student reads at a higher level than what is expected at this grade level. \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

## Checklist for Identifying Gifted Readers

*Teacher Directions: Use this checklist to help identify students who possess these characteristics. This form may also be placed in reading folders and sent to next year's teacher. [Adapted from Richards (2002) and Halsted (2002).]*

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Always	Sometimes	Never
1. Student reads above grade level	_____	_____	_____
2. Student reads longer than others in class.	_____	_____	_____
3. Student learns material faster.	_____	_____	_____
4. Student thinks strategically and revises strategies.	_____	_____	_____
5. Student displays self-confidence when reading.	_____	_____	_____
6. Student uses more than one strategy when creating meaning.	_____	_____	_____
7. Student looks at books to help solve problems.	_____	_____	_____
8. Student relates literature to his/her own life.	_____	_____	_____
9. Student is persistent and goal-oriented.	_____	_____	_____
10. Student thinks in abstract terms.	_____	_____	_____
11. Student mastered basic reading skills early in life.	_____	_____	_____
12. Student wants to talk in depth about books read.	_____	_____	_____
13. Student enjoys reading a variety of genres.	_____	_____	_____
14. Student comprehends material read.	_____	_____	_____
15. Student wants more time to read in class.	_____	_____	_____

Comments: \_\_\_\_\_

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