

Gifted & Talented and Advanced Potential in Reading/ English Language Arts

Reading / English Language Arts is a fundamental discipline that serves as the foundation for all other subjects and disciplines. Identifying Giftedness and potential success in advanced academics in Reading English Language Arts takes into consideration a student's ability to read, analyze, comprehend, and produce literature and informational texts; as well as students' performance in language production including writing, vocabulary, and word choice, across appropriate grade bands.

AREAS OF IDENTIFICATION

Best practices in determining giftedness or advanced academic potential in Reading/ English Language Arts include multiple measures of identification including reading 2 or more grade levels above their peers, top scores (subject to local norms and modifications for special populations) on MAP, MCAP, ELPA / ACCESS or other approved assessment, and/ or demonstrating atypical growth in these measures.

- Observable characteristics and behaviors may include but are not limited to:
- Deeply enjoys reading and writing.
- Learns and recalls quickly.
- Atypically curious and enjoys learning new things independently.
- Communicates original, creative, and detailed ideas.
- Uses figurative and abstract language.
- Advanced creative writing and storytelling ability
- Demonstrates strong observational skills, connecting themes and concepts.
- Possesses advanced vocabulary.
- Ability to read and write independently (Primary grades)
- Demonstrates advanced spelling skills.
- Ability to apply ideas and concepts across disciplines/make multidisciplinary connections from reading.
- Fascinated by words, language, writing, creating, and reading.
- Enjoys a variety of reading materials and genres.
- Demonstrates strong verbal, analytical, and creative behaviors.
- Fluently discusses and debates advanced topics and ideas.

- Asks deeply critical or thought-provoking questions.
- Demonstrates clever and unusual responses.

Additional evidence should include a [portfolio](#) of student work, presentations, projects assessments, and other relevant creations.

Sample Profile of a gifted reader:

After reading *The Three Little Pigs* with his class, a six-year-old read a *Goosebumps* book with a family member. He later shared with his parents and teachers that he'd finally figured out what was "wrong" with the *Goosebumps* books. He shared that in *Goosebumps*, the story had "an introduction, a complication, but no resolution". (Vosslamber, 2002)

Sources and citations:

<https://files.eric.ed.gov/fulltext/EJ787925.pdf>

<https://nagc.org/page/identification>

<https://www.davidsongifted.org/prospective-families/gifted-traits-and-characteristics/>

<https://gifted.uconn.edu/semr-talented-readers/>

Vosslamber, A. (2002). Gifted Readers: Who Are They, and How Can They Be Served in the Classroom? *Gifted Child Today*, 25(2), 14-20. <https://doi.org/10.4219/gct-2002-55>