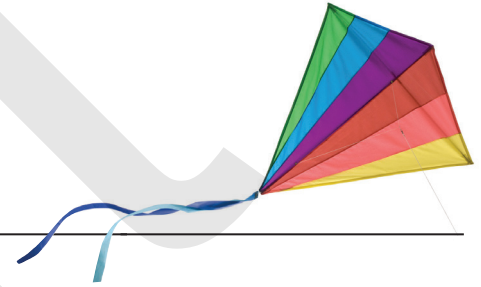




Alignment of



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*GOLD*<sup>™</sup> by Teaching Strategies<sup>®</sup>  
Objectives for Development & Learning:  
 *Birth Through* Kindergarten

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WITH

**Alignment of the Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten  
With  
10 Descriptors of High Potentiality in Young Children**

This document aligns the content in the *10 Descriptors of High Potentiality in Young Children* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

**References**

- Beisser, S., Moehring, L., Sullivan, K. (2015). *An Early Childhood Assessment Tool to Identify Young Gifted Children*. Received via email September 23, 2015.
- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD® objectives for development & learning: Birth through kindergarten*. Bethesda, MD: Teaching Strategies, LLC.

<b>1. Asynchronous development and/or self-critical behaviors</b>	
<p>Asynchrony means uneven development; being out-of-sync within oneself or age mates and the expectations of the classroom, having heightened emotions and awareness, known as “overexcitabilities”, and being vulnerable, due developmental and psychological differences from the norm. May exhibit skills or maturity usually associated with older children; is sensitive to others’ feelings and shows distress at other children’s or adult distress. Reads body language. High need for fairness. Perfectionistic, hard on themselves, easily frustrated and critical of self and others.</p>	<p>Not specifically addressed in <i>Teaching Strategies GOLD</i><sup>®</sup></p>
<b>2. Early use of advanced vocabulary, complexity, and humor</b>	
<p>Correctly or creatively uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations. Makes jokes, puns, plays on words, sees humor in situations. Surprises adults!</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language</p>
<b>3. Early literacy skills; interest in symbols</b>	
<p>Reads earlier than most children or learns to read very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words, or numbers; uses computational skills earlier than peers, uses numbers and other math symbols, recognizes the alphabet and other universal symbols such as signs, numeric, musical notation. Loves patterning and counting activities. Fascination with money-coins or currency.</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically</p>
<b>4. Excellent memory; retention from varied resources</b>	
<p>Good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories or conversations; points out connections between ideas and events.</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions</p>

<b>5. Keen observation; curiosity and inquisitiveness</b>	
Asks questions incessantly especially once imagination has been aroused, pays close attention when learning, has enthusiastic need to know and explore, remembers things in great detail. Loves to collect things.	11. Demonstrates positive approaches to learning 11b. Persists  11. Demonstrates positive approaches to learning 11c. Solves problems
<b>6. Intense interest in specific topics; concentration; perseverance; enjoys tinkering</b>	
Spends long periods of time exploring interesting new things; likes to tinker with ideas, toys, manipulatives; might like to build new structures. Listens for long periods of time to stories and conversations; may sit patiently when reading or listening to books. Entertains self for long periods of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages  11. Demonstrates positive approaches to learning 11b. Persists
<b>7. Strong critical thinking skills; organizational skills</b>	
Thinks in a nonlinear, open-ended, complex way; provides multiple responses and perspectives, unspecified answers. Engages in independent inquiry. Naturally organizes own belongings. May organize by size, color, collection type or other. Can explain arrangement and why.	11. Demonstrates positive approaches to learning 11c. Solves problems  13. Uses classification skills
<b>8. Creativity; imaginative capacity</b>	
Makes ingenious or functional things from LEGO or other building toys; uses toys in unique or non-traditional ways; plays with or carries on conversations with imaginary friends; (makes) up believable endings to stories.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically
<b>9. Ability to understand complex concepts; things abstractly</b>	
Exhibits play and/or organizational interests that resemble those of older children; likes to play board games designed for older children, more apt to be interested in cooperative play, complex play situations or sophisticated play activities.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically

10. Early demonstration of talents in music, arts, athletics, or the performing arts	
<p>Exhibits memory skills and keen awareness and appreciation of music, art, movement, dance, sports, or performing arts.</p> <p><b>Music:</b> Demonstrates increasing competency of various components such as rhythm, phrasing, pitch (may have perfect pitch), memorizes musical lyrics and notes easily.</p> <p><b>Art:</b> Moved by aesthetic qualities and experience with art elements. Loves to draw.</p> <p><b>Athletics/Dance:</b> Early coordination and memory of movements, and eye-hand coordination. Body movement is natural.</p> <p><b>Expressive arts:</b> Successfully assumes children's roles in plays, musicals, drawn to dramatic opportunities. May enjoy performing or developing skills.</p>	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p>