

## **Characteristics of G/T Students in the Four Core Areas**

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Although wide variations exist among the areas of giftedness, the following lists provide characteristics of traits that a gifted/talented individual may possess within each area. Please keep these characteristics in mind when referring students for gifted and talented services.

### **English/Language Arts**

- interested in words, definitions, derivations
- has an extensive vocabulary
- organizes ideas and sequences in preparation for speaking and writing
- has a good sense of humor; uses and understands satire, puns
- reads widely in a variety of types of literature
- recognizes author's or speaker's point of view, mood, or intention
- elaborates well when speaking or writing, using vivid expressions
- visualizes and translates images into written or spoken forms
- motivated to write even when writing is not assigned
- sees details, is a good observer, sees relationships, makes connections
- original in writing or speaking
- exhibits effective reading strategies
  - rereading, analyzing structure, predicting, evaluating, relating to content areas, making inferences
- many ways of acquiring knowledge
- flexibility and originality
- abstract thinking
- varying degrees of motivation
- varying modes of writing
- faster pace
- making words work for them
  - spontaneous language
- high risk-takers
- emotionally expressive and inquisitive
- sensitive to literature and value systems
- problem solvers
- prefers open-ended tasks
- inhibited by rote and highly structured learning environment (bored)
- knowledge is worth pursuing

## **Mathematics**

- organizes data to discover patterns or relationships
- analyzes problems carefully
- seeks a variety of ways to solving problems
- interested in numbers and quantitative relationships
- learns math concepts and processes faster than others
- reasons effectively
- likes puzzles and logic problems
- is an intuitive problem solver; can't explain how or why
- identifies critical elements in solving problems
- can create visual images of problems
- can create visual images of problems
- uses original methods in solutions
- curtailment of reasoning (math intuition)
  - skipping steps
  - solves problems mentally
- intrigued by numbers, numerical relationships, patterns
- creative/flexible ways to solve problems
- high ability to think/work abstractly and logically
- less teacher directed/more flexible pacing
- benefits from discovery learning
- views world from mathematical eye
- ability to transfer learning to new untaught mathematical situations
- ability to explain/breakdown complex problems for others
- inexhaustible energy to do mathematical challenges

## **Science**

- interested in science books and television programs
- has science hobbies
- sees relationships of scientific concepts to the real world
- has a knowledge base in science or in a special area
- able to see complex patterns in ideas or dates
- studies examples in detail
- initiates good questions or ideas for experiments
- organizes experiments, is able to separate and control variables
- good exploring and questioning
- interested in numerical analysis
- prefers science related classes and careers
- becomes bored more quickly by mundane presentations
  - does not need as much lecture
- asks probing questions
- needs challenge and the time to reflect on their experiences and thoughts

## **Science (continued)**

- needs the time to explore a subject to a depth that meets their own personal needs
- quick to understand abstract concepts and able to organize them into complex, efficient schemes
- uses unorthodox ways of solving problems
- have their own ideas
- tend to carry on activity farther, with greater variation and more creativity
- intrigued by puzzles, discrepant events, or interesting questions
- may have trouble leaving an activity before it reaches a conclusion that satisfies them
- able to stretch themselves and grab information that is over their heads – synthesizes
- sensitive to ethical and moral issues
- can design a group of experiments – innovative
- able to take a discussion several steps further to resolve issues
- some are single and others are multi gifted

## **Social Studies**

- interested in social issues from books, magazines, TV or newspapers
- becomes absorbed in the investigation of topics
- asks philosophical or open-ended questions
- has a wide vocabulary which is used precisely
- enjoys verbal communication
- sensitive to social issues
- sees ethical and moral questions
- recalls details about social science topics
- interested in social themes, complex public issues, explanations, and theories of causation
- curious about many things
- engages in intellectual play such as puns and other language games
- leadership potential
- concerned and empathetic citizens
- applies knowledge and solves problems
- independent learner, curious and passionate
- intuitively insightful
  - sees patterns
  - conceptualizes
  - makes connections
  - predictions
  - analogies
- creators rather than consumers
- good communicators
  - read, write, thinking, verbalizing
- good knowledge base
- risk takers

## **Social Studies (continued)**

- thinkers
  - lateral
  - whole brained
  - fluent
  - creative
  - critical
  - flexible
  - open-ended
  - divergent