Advanced Academics Differentiation Record Form

As required by Virginia education legislation and our local plan, we share updates each quarter about how instruction was extended and differentiated for high-ability learners. At Oakridge, teachers and staff are committed to ensuring our students learn and grow. As students demonstrate readiness, we use resources and strategies to push their thinking beyond acquisition and fluency to generalization and adaptation. In quarter 1, we have implemented a range of resources and strategies to promote critical and creative thinking among our students. These initiatives provide them with challenging and rigorous content. We are dedicated to nurturing and encouraging our students' exceptional abilities. By offering differentiated learning experiences, we can help every child realize their full potential.

Our efforts to differentiate instruction include:

- Collaborative planning with the Advanced Academics Coach
- Implementation of Critical and Creative Thinking Strategies and Project Zero Thinking Routines
- Use of resources for rigor and curriculum designed for high-ability learners

In the report below, you'll find a summary of some of the resources and approaches we used to encourage critical and creative thinking, provide rigorous content, and extend learning goals.

Differentiation for 3rd Grade Students in the 1st Quarter

Subject Area:	Resources for Rigor	Critical and Creative Thinking Strategies	Thinking Routines	Additional Extensions
Math	A3: Awesome Advance…	Creative Problem Solving	Compass Points Think, Pair, Share Same and Different	Rich Task 3-Act Math Tasks Algebra for All

In math this quarter, students have used curricular resources with tiered learning stations that add complexity to math tasks, like Nimble with Numbers and Tangy Tuesday puzzles. Using Tangy Tuesday puzzles helps students build flexible thinking and problem-solving stamina through quick, playful challenges that strengthen reasoning and persistence. Students have had the opportunity to move to more complex versions of the learning stations as they develop mastery of grade-level standards. We used engaging, leveled games like 4-in-a-row as well as more challenging independent work. Students explored different games in the Awesome Advanced Activities (A3) resource, including Remarkable Rectangles, to strengthen their conceptual understanding of multiplication and arrays. 3-Act Math Tasks launched our multiplication unit. Throughout the 3-Act Task, students developed deeper mathematical reasoning by exploring real-world problems in engaging, visual, and curiosity-driven ways. These tasks also promote productive struggle, discussion, and multiple solution paths, encouraging students to think flexibly and collaboratively.

ELA		Depth & Complexity SEM-R Questions R.A.F.T. Analogies Plus, Minus, Interesting FFOE SCAMPER	Think, Feel, Care Creative Questions Same, Different, Conne… Step In – Step Out – St… Claim, Support, Question Compass Points Color, Symbol, Image Same and Different Headlines Think, Puzzle, Explore Connect, Extend, Chall…	CCT Choice Board Creative Writing
Description: APS' Office of Advanced Academics and Talent Development has created Critical and Creative Thinking choice boards and unit launches for our ELA units. Students were introduced to CCT choice boards relating to their CKLA units on Classic Tales. The choice boards are designed to increase voice and choice and deepen understanding of grade-level content. Some of the strategies we utilized this quarter are PMI (Plus, Minus, Interesting) and FFOE (Fluency, Flexibility, Originality,& Elaboration). PMI requires students to think about different perspectives and develop independent thinking. FFOE inspires students to develop ideas, refine them, offer unique responses, provide details, and extend their thinking about a topic. This quarter, your student engaged in the following Project Zero Thinking Routine launches: Think, Feel, Care to begin Classic Tales, and Creative Questions to begin Animal Classifications. Think, feel, care was utilized throughout the unit and asks students to step inside a character in a text and think critically about what that character might be thinking, feeling, and caring about. Creative Questions ties critical and creative thinking to our enhanced writing curriculum. Students were also exposed to monthly creative writing prompts to engage them in the writing process and encourage deeper, more flexible thinking. Finally, we started a book club that frequently uses various Project Zero Thinking Routines and School-wide Enrichment Model (SEM-R) question techniques.				
Science		FFOE Plus, Minus, Interesting		Performance Task CCT Choice Board
Harvard's Project Zero Thinking Routines were utilized in science instruction. PZ researchers designed thinking routines to deepen students' thinking and make it "visible." In science, students experienced the See-Think-Wonder and Think-Pair-Share thinking routines. These routines helped students practice clear, respectful classroom discourse by slowing down their thinking and encouraging evidence-based ideas. These routines also provide an extension by prompting students to build on peers' perspectives, deepening collaborative discussion and civic reasoning. Following these collaboration opportunities, students created their own food chains, conducted research, and created adaptations for a chosen animal.				

Social Studies		FFOE Depth & Complexity DeBono's Thinking Hats	Generate – Sort – Con… Think, Pair, Share What Makes You Say T…	
Students were encouraged to think more deeply about rights versus responsibilities, and those central to US citizens, through the thinking routine Generate-Sort-Connect-Elaborate. Students used Think-Pair-Share to discuss the differences between laws and rules further. It prepared the students to create a list of classroom rules and use the idea of a representative democracy to vote on a new rule. In preparation for our geography unit, the students engaged in the Project Zero Thinking Routine: See, Think, Wonder to examine maps and participate in classroom discussions. Each of these Thinking Routines extended and enhanced student understanding of the concepts presented.				