

As required by [Virginia Regulations Governing Educational Services for Gifted Students](#) and as outlined in our [2022-2027 APS Local Plan for the Education of the Gifted](#), cluster teachers, with support from the Advanced Academics Coach (AAC), provide quarterly updates on how instruction was extended and differentiated for advanced/gifted learners. As students demonstrate readiness through preassessments (assessments given before teaching of standards begin) and/or formative assessments (ongoing assessments as standards are being taught), we use targeted curricular resources written for gifted learners and critical and creative thinking strategies to move their thinking beyond basic understanding of grade level standards toward deeper transfer of knowledge in new applications, critical analysis and synthesis, and creative problem solving.

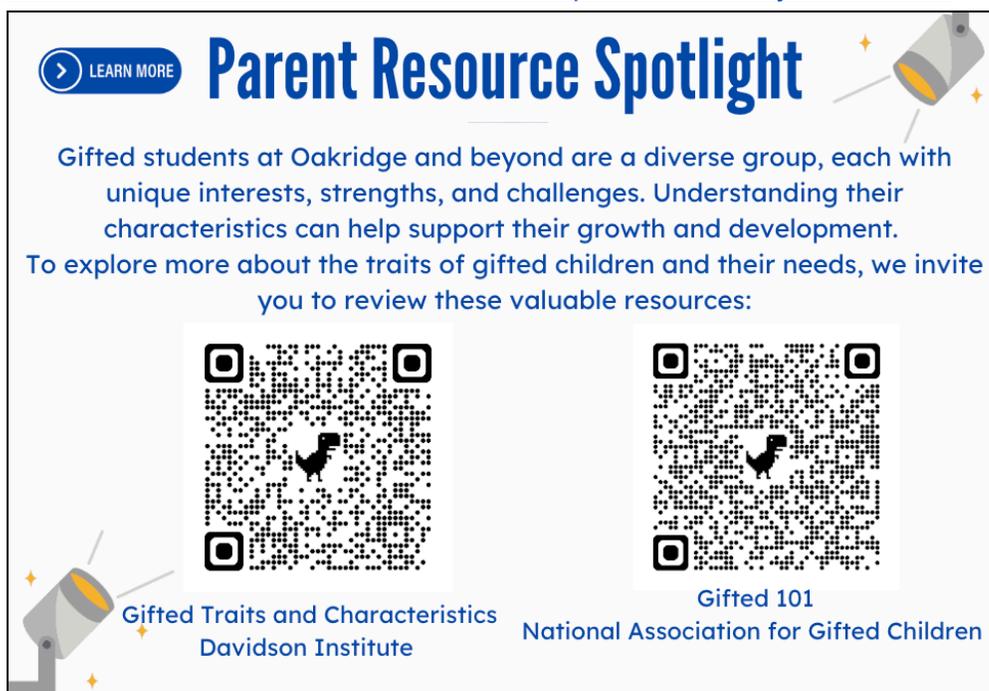
Our differentiation efforts include:

- Collaborative, ongoing planning with the Advanced Academics Coach
- Use of rigorous resources and curriculum designed to challenge and engage advanced learners
- Implementation of Critical and Creative Thinking (CCT) strategies and Project Zero thinking routines

In the attached Differentiation Record Form, you will find a summary of the resources and strategies used this quarter to extend standards.

Please see additional resources about our model for teaching advanced/gifted learners below:

- [Overview of Elementary Advanced Academics and Talent Development Service Delivery Model](#)
- Advanced Academics and Talent Development [website](#):
 - [Frequently Asked Questions](#)
 - [Resources for Families](#)
 - [Advanced Academics and Talent Development Advisory Committee](#)



Parent Resource Spotlight

Gifted students at Oakridge and beyond are a diverse group, each with unique interests, strengths, and challenges. Understanding their characteristics can help support their growth and development. To explore more about the traits of gifted children and their needs, we invite you to review these valuable resources:

[Gifted Traits and Characteristics Davidson Institute](#)

[Gifted 101 National Association for Gifted Children](#)



Advanced Academics Differentiation Record Form

Differentiation for 2nd Grade Students in the 2nd Quarter

Subject Area:	Critical and Creative Thinking Strategies	Thinking Routines	Additional Extensions
Math		What Makes You Say That?, Same and Different	Tang Puzzles, Open Middle, Rich Tasks, Groundworks, Exemplars
<p>Second graders engaged in a variety of advanced math experiences that strengthened their number sense, problem-solving, and flexible thinking. In Unit 2, students explored open-ended computation challenges, hands-on investigations, and daily number routines that encouraged them to make connections, look for patterns, and explain their reasoning. They also practiced strategic thinking through math games, balancing-equation activities, and rich problem-solving tasks that required collaboration and perseverance. In Unit 3, students continued developing these skills through fraction-focused challenges, visual reasoning routines, and real-world problem-solving scenarios. Across both units, students engaged with visual models, data displays, and inquiry-based tasks that supported deep conceptual understanding and mathematical confidence.</p>			
ELA	"Plus, Minus, Interesting", Depth & Complexity, Encapsulation	"Color, Symbol, Image", "Connect, Extend, Challenge", Feelings and Options	CCT Choice Board
<p>Second graders engaged in a variety of gifted ELA strategies designed to build strong reading comprehension, vocabulary, and creative thinking. Higher-Order Thinking Prompts are routines and strategies that add rigor to ELA standards and align to CKLA units. The prompts may be embedded in whole-group instruction, small-group discussions, or used during independent practice. This quarter, students used Project Zero thinking routines, such as See–Think–Wonder and other observation-based prompts, to explore texts more thoughtfully. Students also engaged in Critical and Creative Thinking (CCT) strategies, including analogies, creative prompts, and structured thinking routines that helped them make connections, consider multiple perspectives, and express their ideas clearly. To launch the Ancient Greek and Greek Myth units, students used the Project Zero routines What Makes You Say That? and The Explanation Game to observe closely, justify their thinking, and explore texts with greater depth. These experiences supported students in developing confidence as readers, writers, and thinkers.</p>			
Science		See Think Wonder, What Makes You Say That?, Claim-Evidence-Reasoning	Teacher Created Extension
<p>Second graders used a variety of inquiry-based routines and hands-on experiences to deepen their understanding of science concepts. The Matter unit began with a See-Think-Wonder launch, encouraging students to observe closely and generate thoughtful questions. During their study of changes in matter, students used the Claim-Evidence-Reasoning routine and explored states of matter using an interactive PHET simulation. The Weather unit opened with the What Makes You Say That? routine, prompting students to make predictions and support their thinking with evidence. Throughout their investigations of weather data and patterns, students continued to use Claim-Evidence-Reasoning to analyze information and explain their conclusions. These routines supported curiosity, critical thinking, and a strong foundation in scientific reasoning.</p>			

Social Studies		See Think Wonder, Same and Different , "Claim, Support, Question", Imagine If..., Listening: Ten Times Two	Teacher Created Extension
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Students explored Social Studies concepts through inquiry-based routines that encouraged close observation, comparison, and evidence-based thinking. In Unit 3: Indigenous Peoples, students engaged in Visual Discovery, See-Think-Wonder, Same and Different comparisons, Listening Ten Times Two, and the Claim-Support-Question routine to build understanding of culture, traditions, and perspectives. In Unit 4: Economics, students applied their learning to real-world decision-making through a performance-based task that asked them to make a choice and explain their reasoning. The unit launched with the Imagine If... routine, which invited students to think creatively about economic concepts and connect them to everyday experiences. These strategies supported thoughtful analysis, empathy, and meaningful engagement with social studies content.