

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.

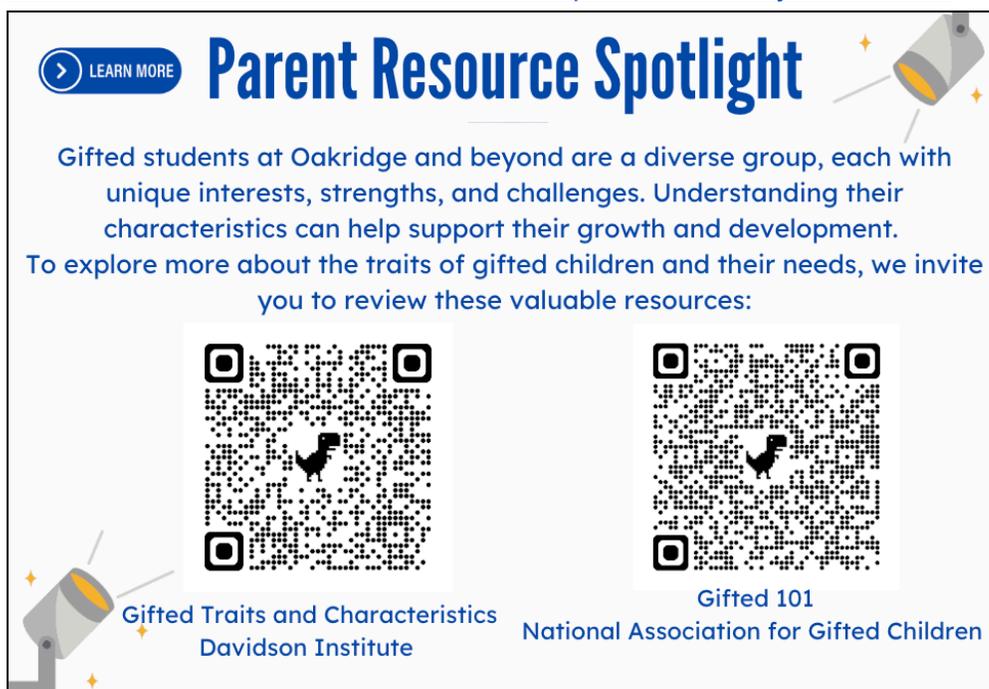
Our differentiation efforts include:

- 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](#)



**LEARN MORE** **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 3rd Grade Students in the 2nd Quarter

Subject Area:	Resources for Rigor	Critical and Creative Thinking Strategies	Thinking Routines	Additional Extensions
Math	William & Mary- Beyond Base Ten, M3: Unraveling the Mystery of the Moli Stone	Depth & Complexity		Open Middle, Groundworks, Teacher Created Extension

Project M3: Mentoring Mathematical Minds is a series of curriculum units developed to motivate and challenge mathematically talented students at the elementary level. The Project M3 curriculum features explorations of simulated or real-life problems so students can actively solve them in the same ways that practicing mathematicians do. In this unit, students explore our numeration system in depth. Students begin by examining patterns in our system, then work with other systems to identify what constitutes a place-value system and a base system. By analyzing the structure of each system and comparing and contrasting different numeration systems, they will gain a deeper understanding of place value and bases and be able to justify why our system is both a place-value system and a base system. Games like Card Game Capers and Land of Treble deepened their place value understanding while supporting cooperation. This unit followed the Depth & Complexity framework with a focus on the patterns, rules, across disciplines, and language of the discipline thinking icons. Students engaged with Open Middle tasks that challenged them to think flexibly, test strategies, and justify their reasoning as they worked toward multiple possible solutions. They also participated in Groundworks: Gobs of Goo, an activity that encouraged students to explore computation concepts through experimentation, pattern-finding, and collaborative discussion. Together, these experiences supported deeper conceptual understanding and nurtured students' ability to approach math with curiosity, persistence, and creativity.

ELA		Analogies, "Plus, Minus, Interesting", Debates, Depth & Complexity	See Think Wonder, Looking: Ten Times Two	CCT Choice Board, Teacher Created Extensions
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Third graders used a variety of strategies to support deep reading, rich discussion, and creative expression in ELA. During Book Clubs, students integrated SEM-R questioning and Project Zero thinking routines to analyze characters, themes, and context more deeply. They used Frayer Models throughout the units to strengthen academic vocabulary. The Project Zero Thinking Routine Ten Times Two helped launch their CKLA Ancient Rome unit by encouraging close observation and descriptive thinking. Students also practiced sentence expansion to build more precise and sophisticated writing and debate. Through the CCT Choice Board, students explored Analogies to compare civilizations, used Plus-Minus-Interesting to evaluate aspects of life in Ancient Rome, applied See-Think-Wonder-Read about artifacts, planned a debate about preserving ruins versus building new structures, and even designed a playground inspired by Ancient Roman architecture. These experiences encouraged flexible thinking, creativity, and thoughtful engagement with both literature and history.

Science			"Think, Pair, Share", See Think Wonder	STEMscopes Extensions, Generation Genius, Visualization
<p>Hands-on Science Activities: Students explored physical properties through various hands-on experiences in our water unit. Students utilized cooperative learning strategies and written expression to deepen their understanding.</p>				
Social Studies	The DBQ Project		See Think Wonder, "Think, Pair, Share"	Map of Egypt Then/Now
<p>Students deepened their understanding of ancient Egypt through inquiry-based tasks and thinking routines. As part of their unit, students completed a Document-Based Question (DBQ) performance task exploring the question, "How was life in Ancient Egypt influenced by Egypt's geography?" This work encouraged students to analyze sources, draw conclusions, and support their thinking with evidence. During their study of Ancient China, students used the See-Think-Wonder routine to examine artifacts and inventions, which helped them observe closely, ask meaningful questions, and build curiosity about early civilizations.</p>				