

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.

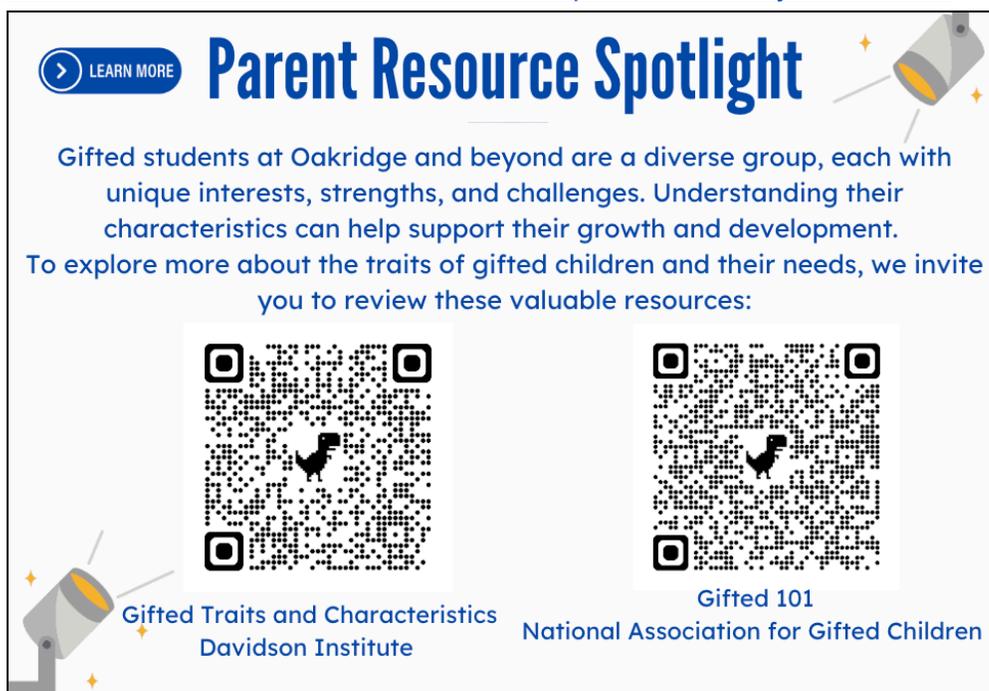
Our differentiation efforts include:

- 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 4th Grade Students in the 2nd Quarter

Subject Area:	Resources for Rigor	Critical and Creative Thinking Strategies	Thinking Routines	Additional Extensions
Math	Hands-on Equations		What Makes You Say That?, "Think, Pair, Share"	Exemplars, 3-Act Math Tasks, Rich Task, Bridges in Mathematics, Teacher Created Extension

Description:

Hands On Equations provides students with a hands-on introduction to algebraic reasoning, with 26 lessons divided into three levels of complexity. Students use number cubes and pawns (which represent variables) to create concrete representations of problems, which they then solve algebraically. Students used the program in conjunction with a series of lessons related to mathematical properties. This quarter, students continued with the Hands-On Equations lessons, either with teacher support or asynchronously. Harvard's Project Zero Thinking Routines, such as What Makes You Say That?, and Think-Pair-Share are incorporated to promote reasoning, discussion, and reflection in mathematics. Students were exposed to area-model puzzles on multi-digit multiplication and variables, along with other teacher-created extensions.

ELA		DeBono's Thinking Hats, Encapsulation, FFOE, Depth & Complexity, Frayer Model, SEM-R Questions, Vocabulary Web, Mind Mapping, Analogies, SCAMPER, "Plus, Minus, Interesting", R.A.F.T.	Looking: Ten Times Two, Who Am I?, Word – Phrase – Sentence, "Color, Symbol, Image", See Feel Think Wonder, See Think Wonder, The 4 C's, Headlines, Creative Question Starts, The 3 Whys, "Claim, Support, Question", "Beginning, Middle, End", Creative Comparisons, "Think, Feel, Care", "Connect, Extend, Challenge", Compass Points	Creative Writing, CCT Choice Boards
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Fourth graders engaged in a variety of learning strategies designed to strengthen their critical and creative thinking in ELA. The quarter began with a Ten Times Two poetry launch, which encouraged students to observe closely and generate rich descriptive language. In the geology unit, we aligned instruction to the depth and complexity framework. The Depth and Complexity Icons are visual prompts that help students move beyond surface-level understanding of a concept and strengthen their critical thinking. Throughout both units this quarter, students used Frayer Models daily to build and deepen their academic vocabulary. They also worked with a wide range of critical and creative thinking (CCT) Choice Board activities, including DeBono's Thinking Hats, Who Am I?, Encapsulation, Fluency-Flexibility-Originality-Elaboration (FFOE), Depth and Complexity prompts, SCAMPER, Analogies, Plus-Minus-Interesting, and creative writing extensions. These routines supported students in analyzing texts from multiple perspectives, generating original ideas, and expressing their thinking clearly and deeply. Higher-Order Thinking (HOT) Prompts are routines and strategies that add rigor to ELA standards and align to CKLA units. The prompts were embedded in whole-group instruction, small-group discussions, or used during independent practice.

Science		Depth & Complexity		Performance Task
<p>Students were immersed in Astronomy this quarter. Students learned about the solar system with more depth and complexity. They observed patterns, learned the language of the discipline, and explored curiosities. Students also completed hands-on learning activities and a choice-based project.</p>				
Social Studies		Project Based Learning, "Plus, Minus, Interesting"	See Think Wonder, "Color, Symbol, Image", Compass Points	
<p>This quarter included the PBA task: "Would I have joined the Patriots to fight for independence from Britain?" in which students weighed the costs and benefits of aligning with Great Britain as a Loyalist or joining the Patriots to fight for American independence. They used historical evidence to formulate their opinion. Students were offered voice and choice in the presentation of their PBA.</p>				