

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.

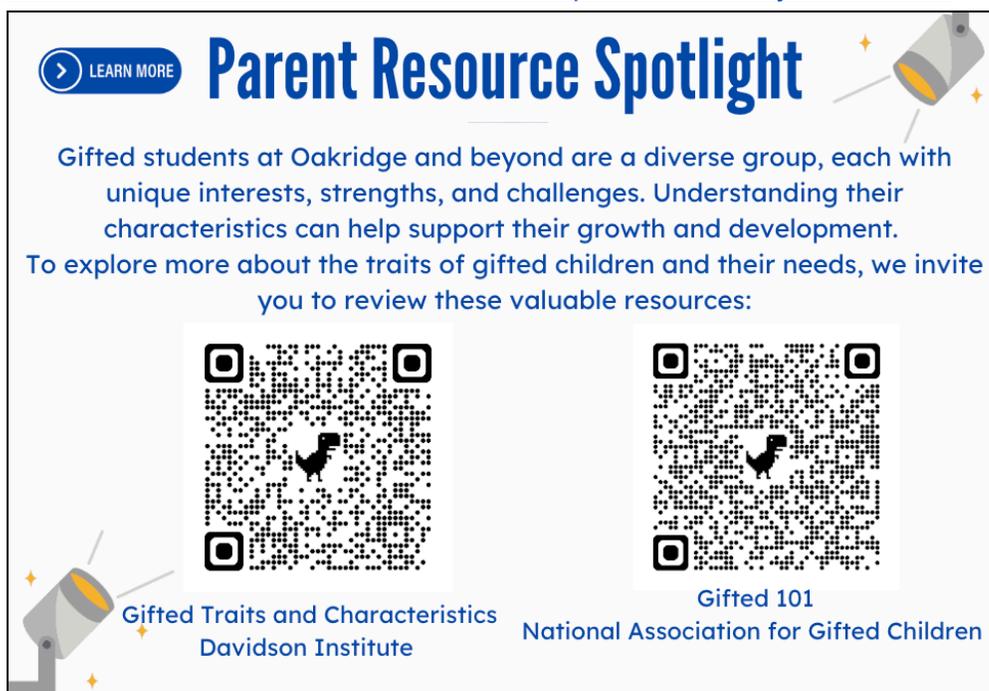
Our differentiation efforts include:

- 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 5th Grade Students in the 2nd Quarter

Subject Area:	Resources for Rigor	Critical and Creative Thinking Strategies	Thinking Routines	Additional Extensions
Math	M3: The Tenth Street Pet Sanctuary			Groundworks, Open Middle, Teacher Created Extension, Tangy Tuesday Puzzles

5th graders continued to include elements of the M3: The Tenth Street Pet Sanctuary unit about the decimal numeration system. Students were provided with advanced math opportunities to increase rigor and deepen their understanding of concepts taught in class. Daily extension opportunities challenged students to apply higher-order thinking and problem-solving strategies. "Tangy Tuesdays" packets and logic puzzles strengthened analytical reasoning and perseverance. Students also engaged in Open Middle tasks focused on equivalent fractions, promoting multiple solution pathways and mathematical justification. These enrichment opportunities supported deeper conceptual understanding and academic growth. Students also learned different math games, such as Math Dice, which reinforced computation skills, strategic thinking, and mental math fluency in an engaging way. Additionally, students had an opportunity to participate in a grade-wide Math Dice tournament. Some students elected to try out for the Math Dice club to practice with peers to prepare for the Oakridge team.

ELA	Jacob's Ladder Reading Comprehension	SEM-R Questions, Frayer Model, DeBono's Thinking Hats, Debates, Mind Mapping, Analogies, Depth & Complexity, Question Formulation Technique	Circle of Viewpoints, "Values, Identities, Actions", See Think Me We, I Used to Think... Now I Think..., "Color, Symbol, Image"	CCT Choice Board
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Students engaged in a blend of Critical and Creative Thinking (CCT) strategies and Project Zero thinking routines to deepen their comprehension, strengthen their vocabulary, and extend their writing in ELA. Throughout the *Don Quixote* unit, students used Jacob's Ladder activities, SEM-R questions, Frayer Models, and routines such as "See, Think, Wonder," "Imagine If...", and "How Else and Why?" to analyze plot events, explore historical context, and expand their written responses. A Question Formulation Technique (QFT) launch helped students generate their own inquiry questions, while teacher-created graphic organizers supported more organized and detailed thinking. During the Renaissance unit, students continued vocabulary development through the Frayer Model and explored historical perspectives using routines such as "See, Think, Wonder," "Circle of Viewpoints," "Values-Identities-Actions," "I Used to Think... Now I Think," and "See, Think, Me, We." Across both units, students also had opportunities to apply creative and analytical strategies from the CCT Choice Board to demonstrate understanding in flexible and meaningful ways, which included

Debate, Color-Symbol-Image, Mind Mapping, Analogies, and DeBono's Thinking Hats.

Science

Teacher Created
Extension

In preparation for their Force & Motion and Sound unit assessments, students completed collaborative extension activities to deepen their understanding of the concepts taught throughout the units, including exploring Newton's Three Laws of Motion and building musical instruments that produce multiple pitches. Throughout the quarter, students also had opportunities to choose from a variety of extension and remediation activities.

Social
Studies

Jacob's Ladder Nonfiction
Reading Comprehension

Teacher Created
Extension

Students used the cross-curricular program called Jacob's Ladder to develop higher-order thinking skills as they learned about Ancient Egypt and Ancient India. The ladders include multiple skills necessary for academic success, covering language arts standards such as sequencing, determining cause and effect, classifying, inferencing, and recognizing main ideas.