



## Differentiation Report 2024-25: Grade 5

Q1

Q2

Q3

Q4

### We adjusted the general education curriculum to provide opportunities for daily differentiation for advanced learners via:

collaborative planning and/or co-teaching with the AAC	x			
implementation of Critical and Creative thinking strategies	x			
use of curriculum designed for high-ability learners	x			

### We spent time learning these Critical and Creative Thinking (CCT) Strategies:

<b>Big Ideas</b> Overarching Concepts (Change, Patterns, Systems, Perspectives, Cause/Effect, Cycles), Taba Concept Development				
<b>Critical Thinking Teaching Models</b> Frayer Model, Future Problem Solving, Hamburger Model of Persuasive Writing, Jacob's Ladder, Literature Web, Paul's Elements of Reasoning, Research Model, Vocabulary Web				
<b>Creative Thinking</b> Creative Problem Solving (CPS), Fluency, Flexibility, Originality, Elaboration (FFOE), SCAMPER	x			
<b>Decisions and Outcomes</b> Ethical Thinking, Habits of Mind, Plus, Minus, Interesting (PMI), Problem-Based Learning, Project-Based Learning	x			
<b>Making Connections</b> Analogies, Encapsulation, Mind-Mapping, Synectics, Visualization	x			
<b>Point of View (Different Perspectives)</b> Debates, deBono's Hats, RAFT, Socratic Seminar, Literature Circles, Structured Academic Controversy	x			
<b>Questioning</b> Bloom's Taxonomy, Levels of Questioning	x			

### We differentiated academic content via:

Independent research	x			
Complex, advanced content	x			
Content-related themes, issues, problems	x			
Real-world application of knowledge	x			
Compacted or accelerated curriculum				
Other: Small group targeted phonics instruction/extension				
Other: Small group targeted math instruction/enrichment	x			

### We differentiated academic processes via:

Collaboration with peers	x			
Creative/innovative thinking	x			
Critical/analytical thinking	x			
Reflective thinking (metacognition)	x			
Advanced reasoning and problem solving	x			
Other: Small group targeted literacy group work	x			
Other: Small group targeted numeracy group work	x			



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Strategies listed above are not exhaustive, nor are they necessarily appropriate for each unit or each content area. Barrett's goal is that throughout the school year, all students will engage in high-level critical thinking through a variety of formats when it is appropriate to the curriculum or standards being taught.

### A few examples of Resources for Rigor or CCT lessons used:

#### Quarter 1:

- Project A3: Adventures in Algebra
- Youcubed: Dear Data
- 3 Act Math: Krispy Kreme Me
- DBQ: The Maya, What Was Their Most Remarkable Achievement?
- CKLA: embedded extension questions and opportunities to dive deeper into content
- Harvard Project Zero Strategies used to deepen inquiry around CKLA



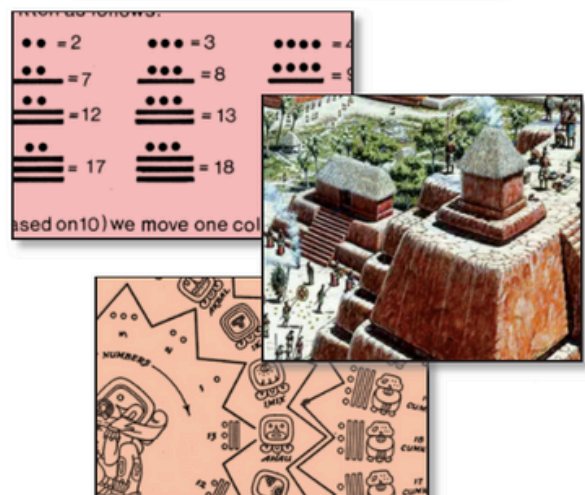
## DEAR DATA

This project provided students an opportunity to go through the data cycle process focusing on a statistical investigative question based on something students would like to learn about themselves. Students had the opportunity to formulate a question that can be answered with data, collect, consider, and analyze the data and then interpret and communicate their findings.

## THE DBQ PROJECT

The Document-Based Question (DBQ) Project aims to support students in the process of close analysis, interrogation of documents, and argument writing. Students learn to analyze primary and secondary sources and use this information to answer a broad question. Finally, they create an opinion piece to defend their chosen achievement. This quarter, to extend their unit on Pre-Columbian civilizations, fifth graders tackled the question, The Maya: What Was Their Most Remarkable Achievement.

## The Maya: What Was Their Most Remarkable Achievement



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