

Advanced English Language Arts v. General English Language Arts What's the difference?

Advanced English Language Arts 4-6

English Language Arts 4-6

Student Selection Criteria	Enrolled students must meet selection criteria to participate. See the <i>2018-19 Academic Offerings for Gifted and/or Advanced Learners at CFIS</i> for more details. Curriculum content, pace, pedagogy reflects the needs of gifted learners.	All students not enrolled in Advanced ELA are enrolled in ELA 4-6. Students may be clustered by their ability via flexible grouping and/or literature circles , etc. within heterogeneously grouped classes. Student data continues to be monitored throughout each school year to ensure all students are appropriately challenged.
Contests / Competitions	Program will require student participation in contests, competitions, and/or publishing opportunities.	Contests, competitions, and publishing opportunities are options which are available to students, yet exist outside of classroom expectations .
Standards Integration	Integrates grade level and above-grade level standards. Assumes mastery of below-grade level standards.	Integrates grade level standards, with opportunities to extend learning above-grade level AND to address below-grade level standards, as needed.
Social & Emotional Needs	Incorporates identified grade –level and developmentally appropriate above-grade level reading which may seek to address the social/emotional needs of gifted students and make connections to other grade level learning within other content areas. More independent reading required of students.	Incorporates grade level reading; class is a balance of teacher-guided reading and independent reading. Reading selections reflect social/emotional needs of grade level learners and make connections to other grade level learning within other content areas.
Pace & Content	Curriculum moves at a rigorous pace and allows for in-depth discussion , analysis of full-text literature and a wider breadth of material presented.	Curriculum moves at a pace which accommodates the varying needs of students within the class, maximizes balanced use of excerpts and full-text.
Curriculum Design	Curriculum designed in collaboration with ELA teachers, a Gifted Intervention Specialist, and Director of Curriculum/Gifted Coordinator to incorporate higher-level thinking skills, creative thinking, and gifted education pedagogy .	Curriculum designed by ELA teachers and Director of Curriculum/Gifted Coordinator to ensure students are engaged in higher level thinking skills and creative thinking opportunities while ensuring the demands of the grade level standards are met.
Teacher Training / Preparation	Taught by teachers who receive ongoing training in meeting the needs of high-ability and/or gifted students .	Taught by teachers who receive ongoing training in differentiating to provide intervention and enrichment to students as needed.