

Advanced English Language Arts (ELA) v. English Language Arts (ELA)

What's the difference?

	Advanced English Language Arts 4-6 Clusters	English Language Arts 4-6
Student Selection Criteria	Enrolled students must meet selection criteria to be placed within an Advanced ELA Cluster within grades 4-6 ELA classes. See the 2021-22 Academic Offerings for Gifted and/or Advanced Learners at CFIS for more details.	All students eligible for an Advanced Cluster in ELA are served within each ELA class across grades 4-6. Students may be further flexibly-grouped by their ability and/or interests within each class. Student data continues to be monitored throughout each school year to ensure all students are appropriately challenged and eligible students are moved into an Advanced Cluster within their ELA class, as they meet criteria.
Contests / Competitions	Cluster placement will require student participation in contests, competitions, and/or publishing opportunities.	Contests, competitions, and publishing opportunities are options which are available to students, yet are not required.
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 and writing 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. More supported reading and writing opportunities are provided to students, as needed.
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. All students are able to work on common themes, genres, types of writing within the class.	Curriculum moves at a pace which accommodates the varying needs of students within the class, maximizes balanced use of excerpts and full text. All students are able to work on common themes, genres, types of writing within the class.
Curriculum Design	Curriculum designed in collaboration with ELA teachers, the K-12 ELA Coach (trained in Gifted Education), and the Director of Curriculum/Gifted Coordinator to incorporate higher-level thinking skills, creative thinking, and gifted education pedagogy. The Lucy Calkins Units of Study in Reading and Writing are used with all ELA students in grades 4-6.	Curriculum designed in collaboration with ELA teachers, the K-12 ELA Coach, Intervention Specialists, and the 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. The Lucy Calkins Units of Study in Reading and Writing are used with all ELA students in grades 4-6.
Teacher Training / Preparation	All ELA teachers in grades 4-6 receive ongoing training in meeting the needs of high-ability and/or gifted students and have been provided with training in the Reading and Writing Workshop model.	All ELA teachers receive ongoing training in differentiating to provide intervention and enrichment to students as needed. All 4-6 ELA teachers have been provided with training in the Reading and Writing Workshop model.