**The Extent of Differentiation for Gifted Students in Fourth Grade Reading Curriculum in Bahrain**

This study aimed at analyzing the content of fourth grade reading curriculum to verify the extent of differentiation for gifted students in that curriculum. The survey and analytical content method was followed. The study sample consisted of thirty two reading topics presented to fourth grade students in the 2015-2016 academic year. The researchers constructed an instrument to assess the content (acceleration, complexity, depth, challenge, creativity, abstraction); and to assess the process (critical thinking strategies, creative problem solving strategies, and research strategies). The results indicated that regarding content; complexity had the highest percentage, while abstraction had the lowest percentage. Regarding the process; critical thinking strategies had the highest percentage, while creative problem solving strategies had the lowest percentage.

*Key words*: Reading Curriculum, Fourth Grade, Differentiation, Gifted Education, The Kingdom of Bahrain.