Gifted Lesson Review Supplemental Checklist

English Language Arts

These criteria may be used to assess lessons and units designed for gifted learners based on the Ohio New Learning Standards. This list is meant as a supplement to Ohio’s Quality Review Rubrics for lessons and units published by the Ohio Department of Education, not as a replacement. The criteria below have been developed based on Sandra Kaplan’s work with depth and complexity. A lesson for gifted learners would include one or more elements from the list below; however, it is not expected that any single lesson would include all of the elements.

Alignment to the Depth of Ohio’s NLS

☐ Is connected to a broad, interdisciplinary theme or essential question.

Key Shifts in Ohio’s NLS

Instructional Supports

☐ Prompts students to prioritize information, distinguish between relevant versus irrelevant information, uncover bias, and determine the author’s purpose for including specific elements within the text.

☐ Prompts students to question assumptions, ambiguities, incomplete or contradictory information, and fallacies, and to create and implement a plan to search for answers to their questions.

☐ Includes opportunities to utilize textual or pictorial details to describe, compare and contrast, or prove with evidence.

☐ Text includes sophisticated vocabulary such as terminology utilized by authors, publishers, illustrators, and other literary disciplines or terminology utilized by the disciplines represented in non-fiction text.

☐ Requires students to identify and extend patterns within a single piece or across multiple pieces related by author, genre, or other features.

☐ Provides opportunities for students to recognize and discuss paradoxes within textual structure or content/meaning.

☐ Based on the convergence of prior knowledge and new information, students are expected to identify trends, formulate new questions, and predict future events.

☐ Uses understanding of literary rules to make generalizations, judge credibility, or formulate hypotheses as they relate to texts.

☐ Requires students to analyze the origins and contributing factors of an author’s life or plot elements to the overall progression of literary work.

☐ Provides opportunities for students to evaluate and debate problems and solutions, ethical dilemmas, or controversies utilizing a set of existing or student-generated criteria and supported by textual evidence.
Requires inductive reasoning to develop overarching thematic statements and generalizations that can be supported with evidence across the disciplines.

Guides students to deduce rules related to grammar, spelling, sentence structure, author’s purpose, or genre.

Provides opportunities to develop vocabulary understanding through the examination of word origins and identification of parallels in meaning among words from common origins used in multiple disciplines.

**Assessment**

- Is designed with sufficient stretch to allow for documentation of new learning rather than repetitive demonstration of prior knowledge.
- Utilizes assessment data to determine opportunities for curriculum compacting and/or acceleration.