

## 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.