

 ENVISION the destination (<i>Where are learners going and why?</i>)			
 GOAL WHAT KIND OF THINKING IS TARGETED?	 EVIDENCE WHAT PRODUCT(S) WILL SERVE AS PROOF OF LEARNING?	 MEASURES OF SUCCESS WHAT'S THE STANDARD AND QUALITY-ASSURANCE TOOL?	 STAKES WHY WILL LEARNERS BUY IN? WHAT'S THE "WHY" BEHIND THE LEARNING?
<ul style="list-style-type: none"> <input type="checkbox"/> Interpretation <input type="checkbox"/> Explanation/Reasoning <input checked="" type="checkbox"/> Application of skill/strategy <input type="checkbox"/> Perspective-taking <input type="checkbox"/> Empathizing <input type="checkbox"/> Self-assessing/reflecting 	<ul style="list-style-type: none"> <input type="checkbox"/> Selected response (MC, T/F) <input type="checkbox"/> Constructed (discrete task, long/short response, graphic organizer) <input checked="" type="checkbox"/> Performance assessment: open-ended essay/writing; products (i.e. RAFT); concept map <input type="checkbox"/> Structured/unstructured observation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SIMPLE: √-, √, √+ on discrete facts/skills <input type="checkbox"/> CHECKLIST: Assess if product contains essential characteristics/features. <input type="checkbox"/> HOLISTIC: Assess whole product or response against a generic 1-4 rubric <input type="checkbox"/> ANALYTIC 1: Score product against ONE category of a rubric (i.e. Ideas) <input type="checkbox"/> ANALYTIC 2: Score on ALL rubric categories 	<p>Use ESSENCE as a guide for buy-in. Your lesson should have one or more of the following:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ES: Emotional spark/salience (i.e. relevance) <input checked="" type="checkbox"/> SE: Social Engagement (i.e. collaboration) <input checked="" type="checkbox"/> N: Novelty (i.e. new concepts and skills) <input checked="" type="checkbox"/> CE: Critical/creative exploration opportunities
<p>Generate questions at three different levels—literal, inferential, and evaluative—on a text. Learn to connect questions to key details questions lead to inferential questions that lead to evaluative questions.</p>	<ol style="list-style-type: none"> 1. Students generates connected questions at all three levels for <i>Number the Stars</i> 2. HW: Student generated questions at all 3 levels on their free reading books 	<p>Does the student have a balance of literal, inferential, and evaluative questions? Can the student explain what makes each type of question and what is required to answer it?</p> <p>√- = literal only √ = literal and inferential √+ = lit, inferential, and evaluative</p>	<p>ES: Teachers usually ask the questions. Now, students get to sit in the driver's seat. Questioning is a real-world skill with many immediate applications.</p> <p>SE: Question-asking game + collab work</p> <p>N: The strategies are new and powerful "Questions Only" is a new game!</p> <p>CE: Learners apply this to their own reading and life experiences.</p>

 MAP out the path to expertise/mastery (<i>How would an expert deconstruct and approach this task, step by step?</i>)			
 Twitter Summary (3-bullets max)	 Mental Models - Process Guides - Heuristics	 A model of good work looks like..	Differentiation and layering provided flexibly by
<p>Expert readers read on, between, and beyond on the lines. - OR - Readers "read and figure forth" from the literal to deeper levels of meaning.</p>	<ul style="list-style-type: none"> • Three Levels of Questioning Model Guide • [link] 	<p><i>Provide a link or write in this box.</i></p>	<p>Levels of assistance: Assist peers to generate and confirm question types - or get help from peers</p> <p>Different kinds of groups</p> <p>More modeling as needed</p> <p>More deliberate practice mirroring mental model. Continual procedural feedback</p>



POWER through your lesson (What is the sequence of initial major must-make instructional moves?) *for additional moves at each level, see the more articulated lesson plan online - [link]

	PRIME	ORIENT	WALK-THROUGH (and check for understanding)	EXTEND and EXPLORE	REFLECT
	<ul style="list-style-type: none"> What will you do to activate prior knowledge, generate excitement, get learners in the right "mode", and/or frontload essential concepts? 	<ul style="list-style-type: none"> How will you situate the learning with/for students? What is the "why" behind this? How does this lesson connect to the big picture? How can we help learners make sense of today's goal? 	<p>What activity sequence will you use to model, mentor, and monitor students as they learn and deliberately practice the skills you are focusing on in the lesson?</p>	<p>What will you do to have students develop and refine knowledge together, to apply the tools to novel contexts, to find real-world applications, to find sources of feedback?</p>	<p>How will you support students in making generalizations, connections, or engaging in continuous formative self-assessment of their own learning, e.g. providing procedural/causal feedback to oneself and peers?</p>
leader	<p>PLAY video of the "Questions Only" from "Whose Line Is It Anyway wherein contestants must speak to each other ONLY in questions.</p> <p>PROMPT students to partner up and try to play for a round. Note what questions work or do not work. Note what helps them to generate questions.</p>	<p>FRAME today's lesson: "As we have been discussing, one of the most important skills a citizen can develop is the skill of questioning. And readers need this skill to focus on important literal and inferential information and what this might mean for their thinking, problem-solving and living."</p> <p>"Today, we'll learn how to generate three categories of questions as we read, just as expert readers do..."</p> <p>"First, I want you to self-assess your current skills around questioning while reading..."</p>	<p>EXPLAIN: Three categories of questions: literal, inferential, evaluative.</p> <p>CFU: Have students categorize the list of questions from the beginning-of-unit opinionnaire (because these questions are familiar).</p> <p>MODEL: Teacher provides a think aloud of how she generates questions of each type using rules of notice and seeing connections inside the text and from the text to issues outside the text, connected to the inquiry. Teacher then does a reflective process analysis of what she did. Models how to use the questioning strategies to analyze a different text, visual text, a classroom episode, a sequence from a sporting event, etc.</p> <p>CFU: Ask students, <i>What did you see me doing? What strategies helped me generate Qs? Highlight rules of notice.</i></p>	<p>-----</p> <p>DELIBERATE PRACTICE/ ARTICULATE CONSCIOUS AWARENESS: Learners provide their own think aloud as they generate questions of each type together, then alone for a new text or experience. Articulate what they do to answer each question type and how this confirms question type. Then learners provide a process analysis afterwards that reviews and describes what they did to ask a question of each type, how they monitored and self-corrected. Learners name the role each level of questioning played to deepen understanding of another chapter of the story.</p>	<p>Summarize what you learned Why is it important? Self-score yourself on questioning now. What did you learn this unit, this week or today that affected your score? What do you want to work on next? What is your action plan for doing this work? How can you use what you learned in other classes, at home, in your favorite activities, etc.?</p>
learner	<p>Students play "Questions Only" for a few rounds.</p> <p>Ask top performers to compete for a moment in front of the class.</p> <p>Laughter will ensue...</p> <p>Reflect on and name what questions generated the most discussion and yielded the most insights</p>	<p>Students self-score their current aptitude with questioning:</p> <ol style="list-style-type: none"> I rarely ask questions while I read. I sometimes ask questions while I read. I usually ask questions while I read. I am constantly asking questions as I read. I am aware of the different kinds of questions I ask to get different kinds of work done. 	<p>GUIDED PRACTICE: On the next section of text, have students generate new questions--in triads or pairs (this is for deliberate practice and formative assessment.)</p> <p>DIFFERENTIATE: If some students are struggling, work with them to assist, or have other successful groups assist.</p> <p>DEBRIEF: Share, revise, and evaluate questions students came up with.</p>		<p>HW EXTENSION Generate three levels of questions for your favorite fictional television program or movie this weekend.</p>