

TCSO Instructional Framework: Guiding Questions for Planning Lessons

Component	Guiding Questions
Desired Academic Outcome	<ol style="list-style-type: none"> 1. What are learners learning about today? (learning intention) 2. What will learners need to be able to do by the end of the lesson? (success criteria) 3. What makes today's learning unique from yesterday and tomorrow?
Bell Ringer	<ol style="list-style-type: none"> 1. What information do I need my learners to recall or review? 2. What content/skill do my learners need additional practice with? 3. What could I have my learners consider to prepare their minds for today's lesson?
Core Instruction	<ol style="list-style-type: none"> 1. What <i>new</i> information or skills do I need my learners to learn today? 2. What must I clearly explain for learners to apply the concepts successfully with minimal teacher support? 3. What parts do I need to describe? Model? Prompt students to think through? 4. What are the common errors learners make with this concept? How can I proactively address these errors? 5. How will I <i>continuously</i> involve learners (thinking, doing, sense making) DURING core instruction?
Checking for Understanding	<ol style="list-style-type: none"> 1. What are the main concepts along the way that I need to monitor for learner understanding? 2. What specific questions will I ask, or tasks will I pose, to check for understanding? 3. What opportunities will I provide for learners to demonstrate understanding <i>during all phases</i> of the lesson? 4. How will I know if each of my learners is understanding or not? 5. How will I know what specific misunderstandings my learners have?

Additional ML Considerations



Language Goal:

- How are students using language in this lesson (key use, language function, language features, etc.)?

Activate Prior Knowledge/ Build Background:

- How can I build on what my students already know?
- What background knowledge needs to be developed?

Strategies/Scaffolds:

- What instructional strategy is best suited for the DAO and language goal?
- What scaffolds are needed so students can attain the DAO and language goal during core instruction?
- Am I using WIDA levels to guide my scaffolds?
- Do I know the correct amount of support for each student (light, moderate, substantial)?

Guided Core Instruction	<ol style="list-style-type: none"> 1. What is the best way for my learners to apply what they are learning in this lesson? 2. How much practice time should I plan for the concept being learned? 3. What common errors will I watch for? 4. How can I identify learners who need additional support? 5. How can I structure this lesson to free myself to be able to provide additional support for learners who are struggling?
DAO Assessment	<ol style="list-style-type: none"> 1. How will I, and my learners, know that they've learned what was intended for the lesson? (success criteria) 2. How will EACH of my learners demonstrate (to me and to themselves) if they learned what was intended? 3. How will I match the performance expectation of the assessment to the instruction I provide? 4. How can I design the assessment to provide feedback to myself and my learners about their learning?

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<p>Scaffolds/Strategies continued...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the information that I'm sharing with my students understandable on their level (comprehensible input)? <input type="checkbox"/> Am I explicitly teaching key vocabulary? <input type="checkbox"/> Am I providing opportunities for listening, reading, speaking and writing during my lesson?
<p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What formative, authentic assessments am I using? <input type="checkbox"/> Am I using real-time assessment to evaluate language and flexibly provide scaffolding?

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**ML considerations to be implemented throughout each category of the Instructional Framework as appropriate*