

RIGOR BY DESIGN

LESSON AND UNIT PLANNING TEMPLATE

Unit or Project :

Grade Level:

Essential or Driving Question (Big Idea):

DOK Levels	Teacher Roles	Planned Strategies Observable Evidence	Student Roles	Observable Evidence of Learning
1 Acquire Foundation	<input type="checkbox"/> Questions to focus attention (<i>Who? What? Where? How? When?</i>) <input type="checkbox"/> Directs, leads, demonstrates, defines <input type="checkbox"/> Monitors practice <input type="checkbox"/> Scaffolds for access and focus		<input type="checkbox"/> Acquires vocabulary, facts, rules, routines <input type="checkbox"/> Memorizes, recites, quotes, restates <input type="checkbox"/> Retrieves information, uses required tools and resources <input type="checkbox"/> Practices and self-monitors routine skills <input type="checkbox"/> Seeks support, asks questions to clarify procedures or task expectations	
2 Use, Connect, Conceptualize	<input type="checkbox"/> Questions to build schema: differentiate parts from whole, classify, explain relationships (<i>Can you explain examples/ non-examples? Cause-effect?</i>) <input type="checkbox"/> Draws out basic inferences <input type="checkbox"/> Models/scaffolds conceptual understanding (<i>Why? Under what conditions?</i>) <input type="checkbox"/> Provides guided practice for multi-step tasks		<input type="checkbox"/> Explains relationships, sorts, classifies, compares, organizes information, summarizes <input type="checkbox"/> Makes predictions based on estimates, observations, prior knowledge <input type="checkbox"/> Proposes problems, topics, or questions to investigate <input type="checkbox"/> Raises conceptual questions (<i>Why? What if?</i>) <input type="checkbox"/> Selects tool or strategy for specific purpose <input type="checkbox"/> Follows teacher-designed procedures	
3 Deepen & Construct Meaning	<input type="checkbox"/> Questions to probe reasoning, thinking, planning (<i>How will you know or do this? Where is the evidence?</i>) <input type="checkbox"/> Promotes peer discourse & self-reflection to uncover Big Ideas, themes <input type="checkbox"/> Designs tasks requiring proof, justification, analysis of evidence quality and accuracy <input type="checkbox"/> Models/scaffolds validating sources <input type="checkbox"/> Supports student-designed performance tasks		<input type="checkbox"/> Uncovers relevant, accurate, credible information, flaws in a design, or proposed solutions linked with Big Ideas, themes <input type="checkbox"/> Raises questions that explore underlying meanings (<i>Is this what the author is saying? What can we learn from this?</i>) <input type="checkbox"/> Plans how to develop supporting (hard) evidence for conclusions, solutions, or claims <input type="checkbox"/> Researches, tests and revises ideas, solves non-routine problems <input type="checkbox"/> Sets goals, monitors progress <input type="checkbox"/> Self-assesses; uses feedback to improve quality	
4 Extend, Transfer, Broaden Meaning	<input type="checkbox"/> Questions to challenge or to extend meaning (Big Ideas, themes), explore sources, broaden perspectives (<i>Are there potential biases? Can you propose an alternative model?</i>) <input type="checkbox"/> Models/scaffolds triangulating sources, peer-to-peer critique, self-reflection <input type="checkbox"/> Supports student-designed performance tasks <input type="checkbox"/> Promotes peer discourse & self-reflection to uncover Big Ideas, themes		<input type="checkbox"/> Initiates, transfers, and <i>constructs</i> new knowledge, insights linked to Big Ideas, themes <input type="checkbox"/> Modifies, creates, elaborates based on analysis and interpretation of multiple sources <input type="checkbox"/> Raises novel questions and investigates real-world problems and issues <input type="checkbox"/> Sets goals, monitors progress <input type="checkbox"/> Self-manages time <input type="checkbox"/> Generates self-reflections; self-assesses and uses feedback to improve quality	