* **How do we hold students accountable for their reading that extends beyond grading and basic comprehension questions?**
* **How do we then enhance their critical thought through auxillary text?**
* **Then how do we help them capture the critical thought in writing?**

**Based on the above questions, we’ve developed the Lesson Study Cycle below:**

**Lesson Study Cycle 1**

**To be carried out between December 3rd and December 20th.**

1. Determine when you will be assigning a non-fiction reading as part of your 3-5 weekly assessments. This should be tied to literature in that it is engaging students in the ideas/themes present in the lit.

2. Group decision on **common** writing task aligned to DOK 3 or DOK 4.

3. The literature will be assigned and assigned for re-reading when appropriate.

4. These ideas/themes will be explored through an initial critical thinking activity administered independently by the teacher, ***i.e. Socratic Seminar***.

5. This will be followed by a group-designed critical thinking “study lesson” **taught by all teachers** where SWBAT synthesize **(purpose from DOK 3/4)** information from a variety of sources (i.e. non-fiction w/assessment; literature; Socratic Seminar; reading notes) into a coherent, ***well-written thesis statement/answer to prompt*** with a clear purpose (DOK 3/4).

6. This will be followed by a group-designed analytical writing “study lesson” **taught by all teachers** where SWBAT use the variety of sources to support their **thesis statement/answer their question** in the **first draft** essay.

7. Continue with the draft, feedback focusing on the thinking exhibited through the writing.

We will be observing the thinking of students via their participation in the activity in #4, the thinking observable during the lesson in #5 and the resulting thesis statement/answer to prompt, and the thinking evident in the first draft of the writing (#6).

**Data:**

Classroom visits during the teaching of group-designed lessons (as schedules permit) with thinking and learning observation tool.

Timed - Assessment Data

The thesis/question will be collected and photocopied

The first draft will be collected and photocopied

A selection of final drafts (same students from benchmark) will be collected and photocopied

**Following the cycle:**

Analyze and interpret data/evidence collected during the lessons for student thinking, engagement, types of questions, interactions with classmates, writing/speaking, etc.) incl

Analyze students’ thesis statement/question for critical thinking (tool?)

Analyze students’ first draft for synthesis/analysis and evidence (NMHS rubric)

Drawing conclusions for subsequent cycles and lessons.

\* Before Christmas holiday - 4 day long lesson

December 3-20 -

**DAY ONE**

**1. What is the activity that students are asked to do for homework that will help them develop a deeper understanding of the non-fiction text?**

**2. What is the mini-lesson that will help students analyze the text and make connections to bigger concepts.**

**3. What happens during the workshop?**

**4. What is the end product that asks students to demonstrate their deeper understanding of the text?**

**5. What is the homework?**

**DAY TWO**

**1. Do Now: What is the timed assessment?**

**2. What is the mini-lesson that will help students synthesize the information from the text and yesterday’s activity?**

**3. What happens during the workshop?**

**4. What is the end product that asks students to demonstrate their ability to synthesize information?**

**5. What is the HW?**