

Think – Puzzle – Explore

A Routine that Sets the Stage for Deeper Inquiry

Process:

1. What do you think you know about this topic?
2. What questions or puzzles do you have?
3. How can you explore this topic?

Purpose:

This routine helps students connect to prior knowledge in order to stimulate curiosity and to lay the groundwork for independent inquiry.

Compass Points

A Routine for Examining Propositions

- Process:**
- E – Excited
What excites you about this idea or proposition? What is the upside?
 - W – Worrisome
What do you find worrisome about this idea or proposition?
What is the downside?
 - N – Need to Know
What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?
 - S – Stance or Suggestion for Moving Forward
What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?
- Purpose:** This routine helps students flesh out an idea or proposition and evaluate it.

Look for Evidence

<p>Critical thinking skills to be assessed:</p> <p>Critical Thinking Exercises #1, #6, #8</p>	<p>Habit of the Mind: Look For Evidence</p> <ul style="list-style-type: none"> • Provide Evidence and Support Students look for evidence to help them draw conclusions, form opinions and support them. • Identify the Problem or Issue Students are able to identify and summarize the problem/question/issue.
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<p>Types of questions teachers and students should be asking in order to develop a Habit of the Mind. This is the way to build a common language.</p>	<p>What is the main question or issue here? What information can I throw away? How do I know what is true? What makes this information credible? What more do I need to know to understand this problem? How can I prove my point? Where is the proof?</p>
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Emerging	Student demonstrates an awareness of the skills but may require assistance in putting the skills to use.
Developing	Student demonstrates independent self-talk. Student is sometimes able to follow through with the questions and uses that information in the decision making process.
Mastering	Self- talk clearly flows and guides the thinking process in a forward moving direction. The student has begun the internalizing process of this critical thinking element.

	Emerging	Developing	Mastering
	1	2	3
Able to describe the thinking process and understands the value of developing critical thinking attributes			
Able to identify the main question or issue at hand			
Able to identify information that is useful, true and credible			
Can determine information that might be required to understand the problem			
Can support an opinion with evidence			

Make Connections

<p>Critical thinking skills to be assessed:</p> <p>Critical Thinking Exercises #1, #2, #3, #4, #5, #6, #7</p>	<p>Habit of the Mind: Making Connections</p> <ul style="list-style-type: none"> • Accessing Prior Knowledge <p>Intelligent thinkers recognize patterns in “old and new information” to help them make deeper discoveries. They also learn from their past.</p>
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<p>Types of questions teachers and students should be asking in order to develop a Habit of the Mind. This is the way to build a common language.</p>	<p>Is there a pattern? Have we seen something like this before? Can I relate this to something in my life? How is this connected to other things? What are possible consequences? How can these connections help me understand this information or this problem in an intelligent manner? What relevance does this have to the problem, question or issue?</p>
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Emerging	Student demonstrates an awareness of the skills but may require assistance in putting them to use. Student recognizes a connection but needs prompting to take it further.

Developing	Student demonstrates independent self-talk. Student recognizes connections, sees patterns and is sometimes able to extend it to consequences or relevance.

Mastering	Self- talk clearly flows and guides the thinking process to recognize patterns that lead to forward thinking realizations. The student has begun the internalizing process of this critical thinking element.

	Emerging	Developing	Mastering
	1	2	3
Able to compare ideas and objects or situations for patterns			
Able to identify how something relates to a problem, question or issue			
Able to recall prior knowledge, processes or application and transfer it to current issue			
Able to identify relationships and describe how they are related			