

# Planning Resource: Evidence source analysis

First, look at the **Coherence Flowchart** for the chapter you're working on. Consider the **Chapter Question** at the top, and the **end-of-chapter explanation at the bottom**. This planning sheet is focused on how students get from the Chapter Question to the Explanation.

<p>Look at the <b>Investigation Question</b> and the <b>key concepts</b>. If there are multiple Investigation Questions, focus on the first set.</p> <p>Make notes about the general science ideas students are working to figure out.</p>	
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Next, choose an evidence source from the **Evidence sources and reflection opportunities** box above the key concepts. It can be any evidence source, so pick something that sounds interesting to you! Use the tables below to analyze it.

Table 1: Considering the purpose

Lesson	Activity				
	Modality/Modalities				
	Do	Talk	Read	Write	Visualize
Lesson purpose (see <b>Lesson Brief</b> or title slide of the lesson's <b>Classroom Slides</b> deck):					
<p>What role do you think the activity or lesson plays in helping students figure out key concepts?</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> <li>• Does it expose them to new ideas?</li> <li>• Does it provide additional practice with an idea?</li> <li>• Does it provide vocabulary or literacy support?</li> </ul>	<p><b>Example:</b> <i>The purpose of the lesson is for students to start thinking about what makes things move. The evidence source I chose seems introductory, just to get students thinking about movement. It exposes new ideas.</i></p>				

Table 2: Planning using the Chapter storyline

<p>Use the <b>coherence flowchart</b> to read through the other evidence sources in the <b>Evidence sources and reflection opportunities</b> box.</p>	
<p>Make notes about the modalities of the other evidence sources.</p>	
<p>Look at the <b>lesson numbers</b> beside each evidence source and consider the sequence of evidence sources.</p> <p>List any insights.</p>	<p><b>Example:</b> <i>The evidence source I focused on is early in the chapter, in the same lesson the Investigation Question is introduced. In the following lesson, students read a book and then the key concept is posted.</i></p>
<p>How does the evidence source you chose work together with the other evidence sources to help students figure out the key concepts?</p>	
<p>What new insights do you have for teaching the activity you chose?</p>	<p>What new insights do you have for teaching the other activities in the Chapter?</p>