

## Characteristics of Unit- and Lesson-Guiding Questions

Unit-Guiding Questions	Lesson-Guiding Questions
<ul style="list-style-type: none"> <li>• Represent an overarching focus, are broad, and foster transference</li> <li>• Begin with <i>why</i>, <i>how</i>, or <i>is</i> to facilitate more open-ended responses, as opposed to a list or yes or no answers</li> <li>• Encompass a series of lesson-guiding questions</li> <li>• Are stated briefly and emanate from a corresponding essential understanding, which provides the answer</li> <li>• Can be used across units of study and grades</li> <li>• Are featured in the classroom throughout the unit on a bulletin board or chart paper to stay grounded in the unit's focus</li> <li>• Form the basis for a culminating assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Are more content-specific and discrete</li> <li>• Address skills</li> <li>• Represent the purpose and focus for a particular lesson</li> <li>• Progress in a particular scaffolded order from basic to more complex</li> <li>• Collectively serve to support students in answering the unit-guiding question, so several lesson-guiding questions are grouped under one unit-guiding question</li> <li>• Are displayed on a whiteboard or interactive board to set the purpose for each lesson during a class period or multiple class periods</li> <li>• Form the basis for formative assessments</li> </ul>