



Unit Mapping for Literacy with Understanding by Design

Stage 1: Desired Outcomes

Topic / Unit Title:

NYS Content Standards

Common Core Skills

Understandings:

Students will be able to understand and know...

Essential Questions:

Stage 2: Assessments and Tasks

Common Core Literacy Task

Performance Task(s) – Other Evidence

How will students reflect upon and self-assess their learning?

Stage 3: Learning Plan

Instructional Activities and Materials (W.H.E.R.E.T.O.)

Stage 4: Reflection

Teacher Reflection and Planning

Understanding by Design

Skills and Process

What content standards call for or imply mastery of this skill/process?

What is the purpose or value of this skill/process?

What important transfer ability does this skill help make possible?

What understand-ing(s) will enable students to use the skill wisely?

What are the strategic understandings needed for effective use?

What complex, "real-world" performances does this skill enable?

What instruction and learning activities will most effectively help to develop, refine, and make automatic this skill/process?

Stage 1: Desired Outcomes	
Unit Title/Name:	
NYS content standard	Common Core Skills
Understandings:	Essential Questions:
Stage 2: Assessments and Tasks	
Performance Tasks	Other Evidence
Stage 3: Learning Activities	
Lesson Planning and Materials (W.H.E.R.E.T.O.)	
Stage 4: Reflection	
Teacher Reflection	

What important questions are raised when attempting to use/improve this skill?

What essential questions will guide thoughtful use?

What evidence will show that students have mastered this skill/process?

What kinds of complex and interesting challenges can make the skill's value more apparent and meaningful?

What did I expect students to learn?

How will I assess that they have learned it?

How will I know that students have mastered the material?

What will I do if they did not learn?

Unit Planning for Literacy with Understanding by Design

Stage 1: Desired Outcomes	
Unit Title/Name:	
Understandings:	Essential Questions:
Students will know... (NYS content standard)	Students will be able to... (Common Core Skills)
Stage 2: Assessments and Tasks	
Performance Tasks	Other Evidence
Stage 3: Learning Activities	
Lesson Planning and Materials (W.H.E.R.E.T.O.)	

Understanding by Design Unit Planning

Stage 1 – Desired Results	
Established Goal(s): G	
Understanding(s): <i>Students will understand that...</i> U	Essential Question(s): Q
<i>Students will know...</i> K	<i>Students will be able to...</i> S
Stage 2 – Assessment Evidence	
Performance Task(s): T	Other Evidence: OE
Stage 3 – Learning Plan	
Learning Activities: L	

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Unit Planning for Literacy

with Understanding by Design

Stage 1: Desired Outcomes

Unit Title/Name:

- What universal/big question incorporates the essence of the lesson?

Understandings:

Students will understand that...

- What are the big ideas?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

Essential Questions:

- What provocative questions will foster inquiry, understanding, and transfer of learning?

Students will know...

- What key knowledge and skills will students acquire as a result of this unit?

Students will be able to...

What should they eventually be able to do as a result of such knowledge and skill?

Stage 2: Assessments and Tasks

Performance Task

- Through what authentic performance task(s) will students demonstrate the desired understandings?
- By what criteria will “performances of understanding” be judged?

Other Evidence

- Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

Stage 3: Learning Activities

Lesson Activities (W.H.E.R.E.T.O.)

W – Where is the unit going? Where are the students starting points (Knowledge, Interests)?

H – Hook and **hold** student’s interest.

E – Equip students with the tools and materials to explore and experience key ideas.

R – Rethink and **reflect** with student’s work and achievement.

E – Evaluation (student self assessment)

T – Tailor (personalize) instruction to meet the different needs, interests, abilities of learners.

O – Organize to maximize engagement and effective learning.