



Stage 1 – Identify Desired Results			
Established Goals/ Standards	Transfer		
CCSS and relevant state standards here	Students will be able to independently use their learning to . . .		
	Meaning		
	<table border="1"> <tr> <td> Understandings/Big Ideas <i>Students will understand that . . .</i> </td> <td> Essential Questions <i>Students will keep considering that . . .</i> </td> </tr> </table>	Understandings/Big Ideas <i>Students will understand that . . .</i>	Essential Questions <i>Students will keep considering that . . .</i>
	Understandings/Big Ideas <i>Students will understand that . . .</i>	Essential Questions <i>Students will keep considering that . . .</i>	
	Acquisition		
	Know (Content) — Students will know . . . <hr/> <ul style="list-style-type: none"> • • 		
	Do (Skills) — Students will be skilled at . . . <hr/> Discipline Skills <ul style="list-style-type: none"> • • 		
Literacy Skills <ul style="list-style-type: none"> • [should include reference to LDC task type here: for example, argumentative cause-effect] • 			
Stage 2 – Determine Acceptable Evidence			
Evaluative Criteria	Assessments		
Rubrics, including LDC rubric	Key performance tasks, tests, etc., including LDC task <ul style="list-style-type: none"> • • • ... 		
	Supports/Scaffolding <i>How will learning and assessment tasks be scaffolded/supported for ALL students (ELL, special ed, low performing, etc.)?</i>		

Stage 3 – Plan Learning Experiences and Instruction	
Unit Texts & Materials	
<ul style="list-style-type: none"> • • • 	
Assessment Tasks	
<p><i>Measurable mile markers of student growth (tasks that will get evaluated)</i></p> <p>Pre-assessment</p> <p>formative</p> <p>formative</p> <p>Mid-assessment</p> <p>formative</p> <p>formative</p> <p>Summative/unit assessment</p>	
Learning Tasks	
<p><i>The Instructional Ladder —</i> <i>Sequence of learning activities to prompt and guide student growth. Add pages accordingly.</i></p>	