PLANNING WITH A PURPOSE FOR ESOL INSTRUCTION

Forward Thinking with Backward Design

Practice Activities and Resources

Institute for the Professional Development of Adult Educators

Planning with a Purpose Handbook

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First things first!

Analyzing learners' goals, interests, and needs is the first step in planning instruction. Which of the tools and routines below do you use to gather this important information?

☐ Previous teachers' assessment(s)

☐ CASAS pre-test scores

☐ Skill assessments (digital or paper)

☐ Picture surveys (digital or paper)

☐ Written surveys (digital or paper)

☐ In-class Polling

☐ One-on-one interviews

☐ Corners activities (to identify areas of strength, areas of need, and interests)

☐ Writing samples

☐ Learner video interviews

☐ Team tasks that reveal learners' goals and/or interests

☐ Other_____

The needs assessment process can be used as the basis for developing curricula and classroom practice that are responsive to learners' needs. It encompasses both what learners know and can do and what they want to learn and be able to do. Learners also need opportunities to evaluate what they have learned—to track their progress toward meeting goals they have set for themselves in learning English.

From [The CAELA ELL Toolkit: Needs Assessment and Self-Evaluation,](#) page II-5

What is a Driving or Essential Question?

The driving or essential question is at the heart of the learners' question:
"Why are we learning this?"

According to Wiggins and McTigue (2013) an essential or driving question....

1. Is *open-ended;* that is, it typically will not have a single, final, and correct answer.
2. Is *thought-provoking* and *intellectually engaging*, often sparking discussion and debate.
3. Calls for *higher-order thinking*, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
4. Points toward *important, transferable ideas* within (and sometimes across) disciplines.
5. Raises *additional questions* and sparks further inquiry.
6. Requires *support* and *justification*, not just an answer.
7. *Recurs* over time; that is, the question can and should be revisited again and again.

What are our driving questions as we work together today?

- *How can we plan effective lessons when our time and resources are limited?*

- *How can we plan for optimal learning and teaching?*

- *What makes an English Language lesson effective for adult learners?*

REFLECT: *Which of the 7 features in Wiggins' and McTighe's definition do you see in our three questions above?*

Notes:

Examples of Driving or Essential Questions

Common thematic units appear in lower-level ESOL texts, curricula, and classes. What essential questions could drive these units?

School Classroom routines, systems, vocabulary Learning community	• How can we (students and teacher) help each other learn? • What do I want my classmates to know about me, and what do I want to know about them?
Food	• What is "good" food?
Family	• Who do we count on? Who counts on us?
Daily activities Leisure/free time	• What activities are important in our lives? • How much stress do we feel, and how do we manage it? • What activities are important for children, and why?
Home, housing Housing problems Rooms, furniture	• What makes a place a home? • What does it take to leave home? • How does someone make a home in a new country?
Health	• How do we take care of our bodies and our minds? • What are the parts of "good health"?
Work	• What is a good job? • How can I build/maintain effective relationships at work? • How do people communicate with professionalism about problems at work? • What are options for financial sufficiency? (professional pathways, training, self-employment)
Community places and resources	• How can I enjoy life in the US? • How can I find what I need here?
Transportation	• What are the trade-offs between different modes of transportation? • How can transportation be improved in our community?
These examples are taken from a 2018 workshop with Cambridge Adult Education instructors held in Cambridge MA.	

SAMPLE LESSON PLAN TEMPLATE

LEVEL:		TOPIC OR THEME	
Guiding or Essential question(s) for the theme and/or unit of study:			
Objective: *(What will learners be able to do at the end of the lesson?)*			
Proof of Learning: *(How will you know they can do it?)*			
Focus Skills and Strategies:	**Key Vocabulary**		**Grammar in Context**
Correlations *(What standards, and competencies are learners working towards?)*			
Lesson Materials			

Stage	(GOAL) Routine/Task	Timing	Materials/Tools/Set up
- Open:			
- Warm-Up/Review:			
- Introduction			
- Presentation			
- Comp check:			
- Guided Practice			
- Communicative Practice			
- Evaluation			
- Application			
- Closing:			

SAMPLE LESSON PLAN

LEVEL: High Beginning			TOPIC OR THEME Work	
Guiding or Essential question(s) for the theme and/or unit of study: *What is a "good job"?*				
Objective: *(What will learners be able to do at the end of the lesson?)* *Ss will be able to list and their skills & abilities in order to speak about themselves in a job interview or other situation.*				
Proof of Learning: *(How will you know they can do it?)* *Team brainstorm of skills & abilities lists, Roleplay with rubric*				
Focus Skills and Strategies: *R: Scan for details, Use text features* *S/L: Listen for details, Clarify, Monitor & Self-correct*		**Key Vocabulary** *Skills & Abilities (OPD p. 178)* *"willing to learn"* *"not yet"*	**Grammar in Context** *Can/Can't for ability* *Be for characteristics: i.e., patient, honest*	
Correlations *(What standards, and competencies are learners working towards?)* *CCRS – R 4, S/L 4 & 6, L 6; ELPS 1, 8, & 9; Obtaining employment competencies 2.2, 2.5, 2.6 and Workplace Communication. 2.27*				
Lesson Materials: *OPD p. 178, skills checklist, roleplay rubric & images from Job Search & The Workplace Units*				

Stage	(GOAL) Routine/Task	Timing	Materials/Tools/Set up
- Open:	*Check in w/class. Then "Who can whistle? Can you?"*	5 min	Whiteboard to write ?
- Warm-Up/Review:	*(ID actions v. skills that support the actions)* *Q&A w/ whole class- What do <u>teachers</u> do?* *What skills do they need?*	10 min	Images from OPD Whiteboard to take down Ss responses
- Introduction	*(ID lesson obs, connect to non-work settings)* *T talk, Y/N/Not Sure check*	5 min	Slide or whiteboard with objectives
- Presentation	*(Introduce and work with vocabulary)* *Teams brainstorm skills & share out* *Teach new vocab w/Early production questions*	15 min	Ss' paper/chat window P. 178 project/share PDF
- Comp check:	*(Confirm understanding of vocabulary)* *T/F statements with p. 178 and other images*	5 min	Answer cards /reaction buttons
- Guided Practice	*(Practice using key vocab to state skills.)* *A/B Pair work using p. 178- A: Tell me about ____ skills and abilities. B: ____ can/is___.*	15 min	A/B pairs, then switch and form new A/B pairs
- Communicative Practice - Evaluation	*(Speak about themselves in an interview)* *Teams write & rehearse a role play, then perform for each other. Teammates use rubric to evaluate performance.*	30 min	Script with sentence frames 4 Ss in a team
- Application	*Brainstorm other situations where one talks about one's skills and abilities (e.g. dating, volunteering)*	5 min	Whole class, white board
- Closing:	*Exit tickets with one skill Ss have, one they're willing to learn. Affirm Ss work and preview next lesson.*	5 min	Sticky notes/Jamboard

NOTICE & WONDER TASK

What do you notice about the lesson outline?	What do you wonder about the lesson outline?

Elements of the Florida ESOL Framework

Which of the elements of the Florida Adult ESOL Curriculum Framework do you most often incorporate in your instruction?

☐ The College and Career Readiness Standards for Adult Education

☐ The English Language Proficiency Standards

☐ The FDOE Life and Work Competencies

☐ Career Development Standards

☐ Digital Literacy Standards

☐ Workforce preparation activities

☐ I am not familiar with this Curriculum Framework, but my program has a curriculum with which I am familiar. *

*As stated in the Florida Adult ESOL Curriculum Framework, local programs are encouraged to provide a curriculum comprised of the following elements:

• educational outcomes that students will be expected to have achieved upon completion of the course;
• a description of the content to be covered in the course (the College and Career Readiness; Standards, English Language Proficiency Standards, Life and Work Competencies and other content created or collected by instructors);
• a description of learning activities that may be used when teaching the course;
• a description of the types of vocabulary words and supporting grammar students will need to know; and
• a list of textbooks, workbooks, websites and online learning platforms, films, dictionaries, etc., that may be used.

Assessment Checklist and Analysis

What types of assessments have you used to help learners demonstrate their achievement of the lesson objective?

☐ Multiple choice quiz or test

☐ Written work that matches the objective (e.g., text, email, postcard, descriptive paragraph, etc.)

☐ Roleplay (recorded or live)

☐ Poster with oral report

☐ Slide show (recorded or live)

☐ Observation of work (using a checklist)

☐ Self-assessment (rubrics, checklists, descriptive sentences)

☐ Sequencing task (images, words, sentences)

☐ Debates

☐ Q&A session with answer cards

☐ Matching task (images, words, sentences)

☐ Team discussion with report

☐ Other _____

When designing or selecting assessments ask yourself if the assessment meets one or more of the following criteria:

- Does the assessment ask learners to
  - explain what they've learned in their own words?
  - teach what they've learned to others?
  - justify their responses to questions and/or their reasoning?

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When designing or selecting assessments ask yourself if the assessment meets one or more of the following criteria:

- Does the assessment ask learners to interpret data, text or experiences through
  - charts and graphs?
  - images?
  - analogies?
  - stories?

- Does the assessment ask learners to use and/or adapt what they know to
  - a more complex problem or situation?
  - a new context?
  - their own context?

- Does the assessment ask learners to demonstrate their ability to recognize different points of view and respect diversity, (e.g., recognizing that open questions have more than one answer.)

- Does the assessment ask learners to demonstrate
  - critical thinking?
  - problem solving skills?
  - metacognition?
  - self-awareness?
  - empathy?

Planning with the End in Mind/Backward Design Lesson Planning Questions

When designing your lesson, consider these questions

1. *What do I know about my learners? (Their goals, needs, interests, etc.)*

2. *Based on my answers to question 1, what will learners have accomplished by the end of my lesson?*

3. *What evidence of learning will show me and them that they've met the objective(s) from #2?*

4. *What language skills and strategies, vocabulary, and grammar points will they need in order to accomplish the objective(s)?*

5. *What standards does my lesson seek to address?*

6. *What instructional routines (activities, tasks) and materials will best support my learners as they move toward the lesson objective(s)?*

7. *What lesson staging will best suit the content and instructional routines in this lesson?*

Planning with the End in Mind/Backward Design Reflection Questions

Based on what I know about my learners…

- *What should they be able to do* by the end of this unit of instruction?*
- *What concepts or deep understanding should they be able to transfer to other contexts as a result of this unit?*
- *What essential question(s) will help create a deeper and more relevant learning experience?*

Based on my answers to the questions above….

- *How will I know if students have achieved the desired results?*
- *What will I accept as evidence of students' understanding and their ability to use (transfer) their learning in new situations?*
- *How will I evaluate their performance in fair and consistent ways?*

Based on what we say they need to/should be able to do…

- *How will I support learners as they come to understand important ideas and processes?*
- *How will I prepare them to autonomously transfer their learning?*
- *What enabling knowledge and skills will students need to perform effectively and achieve the desired results?*
- *What instructional routines and tasks, instructional sequence, and instructional resources are best suited to accomplish my instructional goals?*

* This includes the ability to demonstrate understanding of a concept or use the language needed to accomplish a task.

Matching Objective, Assessment & Classroom Routines

Lesson Staging: WIPPEA

The WIPPEA Model - This model is based on the work from Madeline Hunter from her text, Mastery Teaching (1982), and adapted by the ESL Teacher Institute, Lesson Planning Module, then published by Longman, Teacher Training Through Video, 1992.

The WIPPEA stages are:

- **Warm-up/Review** - routines that prepare learners for the lesson content

- **Introduction** - teacher-talk on the lesson objectives; the class makes connections between the objectives and their goals/needs/interests

- **Presentation** - teacher-directed presentation of new content. (May include discovery tasks that, while teacher-directed are not teacher-driven, such as jigsaw or paired reading tasks or data gathering.)

- **Practice** - learner-centered practice with the lesson content moving from guided (controlled, more teacher-directed) practice routines to communicative (free, more self-directed) tasks.*

- **Evaluation** - an assessment activity that helps learners demonstrate their readiness to apply the lesson content.**

- **Application**- a task, classroom routine, or homework assignment that helps learners demonstrate their ability to apply the lesson content to their own lives or to other contexts. *

*A single task or project may serve as both communicative practice and application stages of the lesson. For example, in a lesson on communicating with healthcare workers, providing teams with role-play prompts of different health care scenarios would be communicative practice and an application of the lesson content. (And if a rubric for the role play were part of the task, then evaluation would be covered as well!)

** Assessment is ongoing during the lesson in the form of formative assessments and comprehension checks. The evaluation stage, however, is a clear signpost within the lesson that learners (and their teachers) use to assess how well they've met the lesson objectives and learners' readiness to move on.

Lesson Staging: TBI/TBL

Task-based Language Learning or Task-based Instruction - This model is adapted from the work of Willis and Willis in their book, Doing Task-Based Teaching.

The TBI stages are:

- **Prime** - similar to a warm-up, this stage of the TBI lesson is often teacher-directed instructional routines that draw on learners' prior knowledge and front-load key concepts and/or vocabulary learners may need for the task.

- **Prepare** - teacher-talk on the lesson objectives; the class makes connections between the objectives and their goals/needs/interests; often the teacher will show a model of what learners are being asked to produce and provide a rubric or checklist they can use to guide their work on the task.

- **Do the Task** - learners work independently, in pairs, or in teams to complete a single task or a series of tasks that results in a concrete outcome. Outcomes range from the less complex to the more complex, for example, a brainstormed list or a sequenced set of items to a poster, roleplay or slide show. (The teacher's role during this stage of the lesson is to circulate, observe and offer support as needed.)

- **Plan the Report** - learners working alone or with the partner(s) plan how they will present their work to their peers. At this point, they may be asked to look at the task rubric in order to identify what they did well and areas where they could improve.

- **Give the Report/Receive Feedback** - learners present their work to their peers and receive feedback. Rubrics or checklists for the peer review can be helpful at this stage.

- **Address Language Issues** - instructional routines that provide direct instruction in--and practice with--language that learners struggled with during the task.

The lesson also includes a closing stage that affirms learners' work, prompts self-reflection on their learning, and very briefly previews the next lesson.

Lesson Staging: The Reading Lesson & The Listening Lesson

This staging is based on the process of Pre-, While- and Post- skill development for either reading or listening.

The Pre-While-Post stages may include the following instructional routines:

Pre-Reading: teacher-directed, learner-centered instructional routines that prepare learners to tackle the reading or listening passage. These may include vocabulary work, schema (background) building, work with reading strategies such as previewing and predicting or listening strategies such as identifying environmental listening cues and predicting, etc.

While-Reading: learners tackle the reading task and may be asked to do one or more of the following: annotate the text in response to text-dependent questions regarding the main idea, key details, & vocabulary; notice the text structure, analyze the text's argument, make inferences, etc.

Post -Reading: learners apply what they've learned from the reading passage to a follow-up task such as discussing or writing about a problem or open-ended question related to the text topic, completing a team task such as a poster, slideshow or roleplay based on the reading topic; researching, reading, and discussing a new passage that expands on the topic.

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Pre-Listening: teacher-directed, learner-centered instructional routines that prepare learners to tackle the reading passage. These may include vocabulary work, schema (background) building, work with reading strategies such as previewing and predicting, etc.

While-Listening: learners tackle the reading task and may be asked to do one or more of the following: listen for gist, listen for details, listen for grammar clues to meaning, notice intonation and stress, complete a graphic organizer, take notes, etc.

Post -Listening: learners apply what they've learned from the listening passage to a follow-up task such as discussing a problem or open-ended question related to the listening topic; writing a conversation/roleplay based on the listening passage; completing a team task that summarizes the ideas from the listening passage (esp. a lecture); researching videos or podcasts that expand on the listening topic and listening to them.

These lessons would also include a closing stage that affirms learners' work, prompts self-reflection on their learning, and very briefly previews the next lesson.

Lesson Staging: Writing Lesson

This staging is based on the Writing Process. See the TEAL Just Write Guide for excellent ideas on how to teach writing.

Pre-Writing: Teacher-directed, learner-centered instructional routines that help learners gather ideas, organize those ideas, and plan their writing. This stage may include schema-building; discussions, drawing, reading or listening tasks to help learners generate ideas, work with graphic organizers to sequence or working with a mentor text, developing key vocabulary, etc.

Drafting: Learners write using the materials from the pre-writing stage.

Peer Feedback:

Revising stage: *make the topic clearer, add support sentences (evidence, examples, description), re-order or re-sequence, etc.*

Editing stage:
E.g. *work with a sample text's errors, peer editing w/ checklist, self-editing w/ checklist*

Teacher feedback:
E.g. *conferencing, checklists, correction symbols*, etc.

Finalizing stage:
 E.g., *incorporating teacher feedback, typing the work, adding media,* etc.

Publishing stage:**
E.g. *making the work public in print, online or orally.*

Background Reading on Backward Design

INTRODUCTION: WHAT IS UbD™ FRAMEWORK?

The Understanding by Design· framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends.

The UbD framework is based on seven key tenets:

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.

2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).

3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.

4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.

5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.

6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.

7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized.

The Understanding by Design framework is guided by the confluence of evidence from two streams—theoretical research in cognitive psychology, and results of student achievement studies. A summary of the key research that undergirds UbD framework can be found at www.ascd.org under Research A Topic.

The Three Stages of Backward Design

The UbD framework offers a three-stage backward design process for curriculum planning and includes a template and set of design tools that embody the process. A key concept in UbD framework is alignment (i.e., all three stages must clearly

align not only to standards, but also to one another). In other words, the Stage 1 content and understanding must be what is assessed in Stage 2 and taught in Stage 3.

Stage 1—Identify Desired Results

Key Questions: *What should students know, understand, and be able to do? What is the ultimate transfer we seek as a result of this unit? What enduring understandings are desired? What essential questions will be explored in-depth and provide focus to all learning?*

In the first stage of backward design, we consider our goals, examine established content standards (national, state, province, and district), and review curriculum expectations. Because there is typically more content than can reasonably be addressed within the available time, teachers are obliged to make choices. This first stage in the design process calls for clarity about priorities.

Learning priorities are established by long-term performance goals—what it is we want students, in the end, to be able to do with what they have learned. The bottom-line goal of education is transfer. The point of school is not to simply excel in each class, but to be able to use one's learning in other settings. Accordingly,

Stage 1 focuses on "transfer of learning." Essential companion questions are used to engage learners in thoughtful "meaning making" to help them develop and deepen their understanding of important ideas and processes that support such transfer. Figure 1 contains sample transfer goals and Figure 2 shows sample understandings and essential questions.

FIGURE 1—SAMPLE TRANSFER GOALS

Discipline/Subject/Skill	Transfer Goals
Mathematics	• Apply mathematical knowledge, skill, and reasoning to solve real-world problems.
Writing	• Effectively write for various audiences to explain (narrative, expository), entertain (creative), persuade (persuasive), and help others perform a task (technical).
History	• Apply lessons of the past (historical patterns) to current and future events and issues. • Critically appraise historical claims.
Arts	• Create and perform an original work in a selected medium to express ideas or evoke mood and emotion.

FIGURE 2—SAMPLE UNDERSTANDINGS AND ESSENTIAL QUESTIONS

Understandings	Essential Questions
Great literature explores universal themes of human existence and can reveal truths through fiction.	How can stories from other places and times relate to our current lives?
Quantitative data can be collected, organized, and displayed in a variety of ways. Mathematical ideas can be represented numerically, graphically, or symbolically.	What's the best way of showing (or representing) _____? In what other way(s) can this be represented?
The geography, climate, and natural resources of a region influence the culture, economy, and lifestyle of its inhabitants.	How does where we live influence how we live?
The relationship between the arts and culture is mutually dependent; culture affects the arts, and the arts reflect and preserve culture.	In what ways do the arts reflect as well as shape culture?

Important knowledge and skill objectives, targeted by established standards, are also identified in Stage 1. An important point in the UbD framework is to recognize that factual knowledge and skills are not taught for their own sake, but as a means to larger ends. Acquisition of content is a means, in the service of meaning

making and transfer. Ultimately, teaching should equip learners to be able to use or transfer their learning (i.e., meaningful performance with content). This is the result we always want to keep in mind.

Stage 2—Determine Assessment Evidence

Key Questions: *How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways?*

Backward design encourages teachers and curriculum planners to first think like assessors before designing specific units and lessons. The assessment evidence we need reflects the desired results identified in Stage 1. Thus, we consider in advance the assessment evidence needed to document and validate that the targeted learning has been achieved. Doing so invariably sharpens and focuses teaching.

In Stage 2, we distinguish between two broad types of assessment—performance tasks and other evidence. The performance tasks ask students to apply their learning to a new and authentic situation as means of assessing their understanding and ability to transfer their learning. In the UbD framework, we have identified six facets of understanding for assessment purposes. When someone truly understands, they

• Can explain concepts, principles, and processes by putting it their own words, teaching it to others, justifying their answers, and showing their reasoning.

• Can interpret by making sense of data, text, and experience through images, analogies, stories, and models.
• Can apply by effectively using and adapting what they know in new and complex contexts.
• Demonstrate perspective by seeing the big picture and recognizing different points of view.
• Display empathy by perceiving sensitively and walking in someone else's shoes.
• Have self-knowledge by showing meta-cognitive awareness, using productive habits of mind, and reflecting on the meaning of the learning and experience.

Keep the following two points in mind when assessing understanding through the facets:

1. All six facets of understanding need not be used all of the time in assessment. In mathematics, application, interpretation, and explanation are the most natural, whereas in social studies, empathy and perspective may be added when appropriate.

2. Performance tasks based on one or more facets are not intended for use in daily lessons. Rather, these tasks should be seen as culminating performances for a unit of study. Daily lessons develop the related knowledge and skills needed for the understanding performances, just as practices in athletics prepare teams for the upcoming game.

In addition to performance tasks, Stage 2 includes other evidence, such as traditional quizzes, tests, observations, and work samples to round out the assessment picture to determine what students know and can do. A key idea in backward design has to do with alignment. In other words, are we assessing everything that we are trying to achieve (in Stage 1), or only those things that are easiest to test and grade? Is anything important slipping through the cracks because it is not being assessed? Checking the alignment between Stages 1 and 2 helps ensure that all important goals are appropriately assessed, resulting in a more coherent and focused unit plan.

Stage 3—Plan Learning Experiences and Instruction

Key Questions: *How will we support learners as they come to understand important ideas and processes? How will we prepare them to autonomously transfer their learning? What enabling knowledge and skills*

will students need to perform effectively and achieve desired results? What activities, sequence, and resources are best suited to accomplish our goals?

In Stage 3 of backward design, teachers plan the most appropriate lessons and learning activities to address the three different types of goals identified in Stage 1: transfer, meaning making, and acquisition (T, M, and A). We suggest that teachers code the various events in their learning plan with the letters T, M, and A to ensure that all three goals are addressed in instruction. Too often, teaching focuses primarily on presenting
information or modeling basic skills for acquisition without extending the lessons to help students make meaning or transfer the learning.

Teaching for understanding requires that students be given numerous opportunities to draw inferences and make generalizations for themselves (with teacher support). Understanding cannot simply be told; the learner has to actively construct meaning (or misconceptions and forgetfulness will ensue). Teaching for transfer means that learners are given opportunities to apply their learning to new situations and receive timely feedback on their performance to help them improve. Thus, the teacher's role expands from solely a "sage on the stage" to a facilitator of meaning making and a coach giving feedback and advice about how to use content effectively.

Additional information about the Understanding by Design framework is available through the following publications.

McTighe, J., & Wiggins, G. (1999). *Understanding by Design professional development workbook*. Alexandria, VA: ASCD. http://shop.ascd.org/ProductDetail.aspx?ProductId=411

Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction and Understanding by Design: Connecting content and kids.* Alexandria, VA: ASCD. http://shop.ascd.org/productdisplay.cfm?productid=105004

Wiggins, G., & McTighe, J. (2005). *Understanding by Design (expanded 2nd edition).* Alexandria, VA: ASCD. http://shop.ascd.org/ProductDetailCross.aspx?ProductId=406

Wiggins, G., & McTighe, J. (2007). *Schooling by design: Mission, action, achievement*. Alexandria, VA: ASCD. http://shop.ascd.org/ProductDetailCross.aspx?ProductId=822

Wiggins, G., & McTighe, J. (2011). *The Understanding by Design guide to creating high quality units*. Alexandria, VA: ASCD. http://www.ascd.org/publications/books/109107.aspx

McTighe, J. (October 22, 2014) Understanding by Design in STEM. Retrieved from https://d32ogoqmya1dw8.cloudfront.net/files/integrate/workshops/webinars/backward_design/understanding_design_white_pap.pdf

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RESOURCES

Lesson Planning Tools
https://lessonbuilder.otan.us/ Registration required, but free. *Uses Backward Design and WIPPEA principles to help guide lesson planning.*

Adelson-Goldstein, J. et al. (2018) *Oxford Picture Dictionary Teacher Resource Center* (*Includes Lesson Plans, Tasks, and other Course Materials*). New York, NY: Oxford University Press.

Bitterlin, G. et. al. (2018) *Ventures Teacher's Edition*. New York, NY: Cambridge University Press.

Johnson, S. and Jenkins, R. (2018) *Stand Out Teacher's Edition.* Boston, MA: National Geographic Learning/Cengage Learning

Lynn, S. et al. (2020) *Future Teacher's Edition.* New York, NY: Pearson.

NOTE:
Look closely at the lesson planning materials provided with your textbook! This can be a timesaver because of the correlations to standards for each lesson, the lesson staging the authors believed would be most successful for the textbook materials, and the suggestions for customizing. Even so, **REMEMBER** that textbooks are written for a "general" adult ESL audience. ***Adapt and Adjust*** what you see in the lesson plans to match the needs of the learners in front of you.

Citations
Ellis, R. (2020) Using Tasks in Language Teaching. [video] Cambridge University Press. Retrieved from: https://www.youtube.com/watch?v=jsBTQgE8uhw

Hunter, Madeline (1982). *Mastery Teaching*. El Segundo, CA: TIP Publications.

Nunan, D. (2004) *Task-based language teaching.* New York, NY: Cambridge University Press

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