

Available from **ASCD**

Using Understanding by Design in the Culturally and Linguistically Diverse Classroom

by *Amy J. Heineke and Jay McTighe*

HOW CAN TODAY'S TEACHERS, WHOSE CLASSROOMS ARE MORE CULTURALLY AND LINGUISTICALLY DIVERSE THAN EVER BEFORE, ensure that their students achieve at high levels? How can they design units and lessons that support English learners in language development and content learning—simultaneously? Authors Amy Heineke and Jay McTighe provide the answers by adding a lens on language to the widely used Understanding by Design® framework (UbD® framework) for curriculum design, which emphasizes teaching for understanding, not rote memorization.

Readers will learn

- the components of the UbD framework;
- the fundamentals of language and language development;
- how to use diversity as a valuable resource for instruction by gathering information about students' background knowledge from home, community, and school;
- how to design units and lessons that integrate language development with content learning in the form of essential knowledge and skills; and
- how to assess in ways that enable language learners to reveal their academic knowledge.

Student profiles, real-life classroom scenarios, and sample units and lessons provide compelling examples of how teachers in all grade levels and content areas use the UbD framework in their culturally and linguistically diverse classrooms. Combining these practical examples with findings from an extensive research base, the authors deliver a useful and authoritative guide for reaching the overarching goal: ensuring that all students have equitable access to high-quality curriculum and instruction.

TABLE OF CONTENTS

PART I: Backward Design and the Role of Language Development

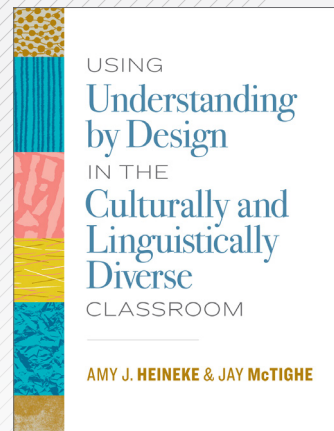
1. Fostering Deeper Learning: The Understanding by Design Framework
2. Promoting Language Development: Language, Learning, and Instruction
3. Starting with Students: Preplanning for Language Development

PART II: The Three Stages of Backward Design for Language Development

4. Setting Goals for Learning: Stage 1 for Language Development
5. Assessing Student Learning: Stage 2 for Language Development
6. Planning for Learning: Stage 3 for Language Development

PART III: Learning and Language Development in Classrooms and Schools

7. Differentiating Daily Learning: Lesson Planning for Language Development
8. Maintaining a Language Lens: Building Capacity at Schools



Authors

AMY J. HEINEKE is an associate professor of Bilingual and Bicultural Education in the School of Education at Loyola University Chicago, specializing in teacher preparation for English learners. She has facilitated students' learning in both elementary and secondary classroom settings and supported a wide array of practitioners working with linguistically diverse students in English-medium and bilingual settings around the United States and Latin America.

JAY MCTIGHE served as director of the Maryland Assessment Consortium, was involved with school improvement projects at the Maryland State Department of Education, and coordinated statewide efforts to develop instructional strategies, curriculum models, and assessment procedures for improving the quality of student thinking.

ORDER SOON!

Available July 16, 2018

Quantity Discounts

10-49 copies	10%
50+ copies	15%

For Special Sales Discounts, contact your ASCD Regional Program Manager or Sales Consultant, or call 1-800-933-2723, ext. 5773. E-mail: programteam@ascd.org.

2018 ASCD book, 8.5" x 11", 285 pgs.

List Price **\$42.95**

ASCD Member Price **\$34.36**

Stock **#118084**

ISBN **978-1-4166-2612-1**

Call toll-free: 800-933-ASCD or 703-578-9600
www.ascd.org/browse-books