

In this book, **Carol Ann Tomlinson and Jay McTighe**

examine the essential underpinnings of Differentiated Instruction and Understanding by Design and demonstrate how the logic of each intersects with the other to promote classrooms that provide rich, durable, meaningful curriculum for the full range of learners that typify today's schools. The fusion is based on the belief that skillful instruction is an imperative in order to bring curriculum to life for young learners; and flexible instruction is necessary to make curriculum work for academically diverse student populations. The rationale behind

Integrating

+ **Differentiated Instruction**
UNDERSTANDING *by* DESIGN

is really that straightforward. It's about connecting content and kids. High-quality learning should be the outcome of classrooms in which teachers consistently ask these essential questions: "How can I get to know my students and their needs?" "What is most important and enduring for my students to learn about this topic?" "How can I ensure that each of my students learns as effectively and efficiently as possible?" "How will I know if my students have learned what matters most?" The two models fuse to help educators meet the goal of **Connecting Content and Kids** and to guide the professional growth of teachers who wish to develop the skills needed to answer these questions more fully through their practice.

Preface	iv
Acknowledgments	vii
1. UbD and DI: An Essential Partnership	1
2. What Really Matters in Teaching? (The Students)	12
3. What Really Matters in Learning? (Content)	24
4. What Really Matters in Planning for Student Success?	38
5. Considering Evidence of Learning in Diverse Classrooms	59
6. Responsive Teaching with UbD in Academically Diverse Classrooms	83
7. Teaching for Understanding in Academically Diverse Classrooms	108
8. Grading and Reporting Achievement	128
9. Bringing It All Together: Curriculum and Instruction Through the Lens of UbD and DI	141
10. Moving Forward to Integrate UbD and DI	166
Appendix	173
References	187
Index	192
About the Authors	196