



Center for Teaching for Biliteracy

When reading the Big Idea Guidance Document...

My section: ____

One Rule	
One Warning	
One Tool/Tip	

Unit Title:
Unit Essential Question:

Writing Content Big Ideas **(you will most likely need more than 1)**

I want my students to understand **that**...

For example,

A. ____

B. ____

I want my students to understand **that**...

For example,

A. ____

B. ____

Writing Literacy Big Ideas

I want my students to understand that, when reading _(informational OR literary)_ texts, it is important to _(what will students be expected to do from standards 2-9)_, in order write _(an opinion OR an informational/explanatory OR a narrative – you can even be as specific as stating the genre within the bucket here, i.e., historical fiction narrative)_ about _(something related to the content big idea)_.

I want my students to understand that, when reading _____ texts, it is important to _____ in order to write _____ about _____.



Writing Big ideas

Circle the recurring nouns in the standards. This is the ‘what’ students need to understand/learn.

Underline the verbs in the standards. This identifies the rigor of the standards.

Then ask yourself, what is so important about the study of ---X--- to get to the Big Idea.

Checklist:

Criteria	Notes
Each big idea lists the standards it is addressing in parenthesis.	
All content standards are represented in the big ideas. The ladder and buckets are represented in the language arts big idea.	
Big ideas are enduring understandings that include why their study is important.	
Each big idea has at least 2 examples.	
The big ideas and examples are written as statements and not instructional activities.	

