

## Unit Alignment Analysis Template

Focus	Rigor	Coherence
<p><b>Focus: How well does my unit align to the standards?</b></p> <p><b>Big Picture Questions:</b></p> <ul style="list-style-type: none"> <li>• What standards does my unit address?</li> <li>• Does my unit focus on the major work of the grade?</li> <li>• How well is the content aligned to the standards?</li> <li>• Do I see similarities between the tasks in the Content Guide and what is in my unit?</li> </ul>	<p><b>Rigor: How well does my unit reflect the appropriate aspects of rigor?</b></p> <p><b>Big Picture Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the evidence of conceptual understanding?</li> <li>• What is the evidence of application?</li> <li>• What is the evidence of procedural skill and fluency?</li> </ul>	<p><b>Coherence: What are the examples of within-grade coherence?</b></p> <p><b>Big Picture Questions:</b></p> <ul style="list-style-type: none"> <li>• Do you notice lessons, tasks, or activities that allow students to connect their understanding of the major work clusters to supporting clusters? Why might this connection be missing in your unit?</li> <li>• How do the lessons connect to the major work of the grade?</li> <li>• Are the aspects of rigor reflected in these lessons? If so, how?</li> </ul>
<p><b>Directions:</b></p> <p>Check your unit for the standards it addresses. Does it address the major work of the grade? Do you see similarities between the tasks in the Content Guide and your unit? Record noticings below.</p>	<p><b>Directions:</b></p> <p>Read through at least 3 lessons of your unit. Check for evidence of conceptual understanding. Find 3 questions or activities that build conceptual understanding. Record them below.</p>	<p><b>Directions:</b></p> <p>Search the remaining lessons from your unit. Do you notice any problems, tasks, or lesson objectives that connect supporting content to the major work? Record your findings below.</p> <p>If you do not see these, why might that be?</p>

<p><b>Directions:</b> Read the first 3 lessons of your unit. Analyze 2 exit tickets or problem sets from these lessons. Do these exit tickets or problem sets reflect the standards? Record your noticings below.</p>	<p><b>Directions:</b> What kinds of real world or mathematical problems are students solving? Record what you notice about the types of problems students solve. Are students having experiences with problem types appropriate for your grade level?</p>	<p><b>Directions:</b> Search 2 exit tickets or problem sets for problems that reflect the appropriate level of rigor shown in the Content Guide. Are the problems reflective of students applying understanding of the major work to supporting standards?</p>
	<p>Do you notice evidence of fluency practice in these lessons? Do the lessons provide opportunities for students to practice skills in order to meet the expected fluency defined by your grade level's fluency standard? Record 3 activities below.</p>	

<p>Directions: To Do's and Comments: Do you need to supplement the lessons in this unit to be more aligned with the standards? Record what you will need to add and/or adapt. If you are adding supplementary lessons, record lessons or activities you might want to use.</p>	<p>Directions: To Do's and Comments: Do you need to supplement these lessons with additional questions or activities that build conceptual understanding, additional problem types, or activities that build appropriate procedural skill and fluency?</p>	<p>Directions: To Do's and Comments: Do you need to supplement these lessons with additional opportunities for students to connect major and supporting work?</p>