The WHERETO framework can be used to structure planning of instruction for new course designs or for designing new activities.

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| **W** | **How can you help students know where the unit is going and what is expected? How will you assess prior knowledge?** |
| Students know **where** the unit is going and what is expected. Teachers know **where** the students are coming from (prior knowledge and interests). |  |
| **H** | **How can you hook students to keep them engaged?** |
| **Hook** all students and hold their interest |  |
| **E** | **How can you equip students by helping them experience key ideas and explore key issues?** |
| **Equip** students, help them **experience** key ideas, and **explore** issues |  |
| **R** | **How can you provide opportunities for students to rethink and revise their work?** |
| Provide opportunities to **rethink** and **revise** their work |  |
| **E** | **How can you allow students to evaluate their own work and its implications?** |
| Allow students to **evaluate** their work and its implications |  |
| **T** | **How can you tailor learning activities to different needs, interests, and abilities of learners?** |
| **Tailor (personalize)** learning activities to different needs, interests, and abilities of learners |  |
| **O** | **How can you organize activities to maximize engagement?** |
| **Organize** activities to maximize initial and sustained engagement |  |