Context for Learning
Think about who your students are. What can they already do? What are their needs?

Scaffolding
Try to meet the needs of the subgroups identified in your Context for Learning. Differentiate instruction. Support a variety of learning needs.

Planning Rubrics
- Establish a balanced focus.
- Make content accessible.
- Design assessments.

Content Standards
Use the standards to help you identify a central focus. Link the standards, objectives, instruction, activities, and assessments.

Influences on Planning
Think about these concepts before you begin writing.

Academic Language
Identify students’ strengths & challenges. List learning opportunities offered by the text type. Articulate importance of challenging terms.

Central Focus
Create a progression of tasks and assessments to build deep understandings.

Assessment
Be prepared to assess productive and receptive modalities. Allow students to show depth of understanding or skill. Adapt or modify assessments for students with special needs.

Reflection Rubric
Think about what theories and research influence your teaching.