

Literacy Planning Guide for : _____

WHAT - what would you like the students to...

Teacher(s): _____

Big Ideas - *generalizations & principle*



UNDERSTAND

Curricular Competencies - *skills, strategies & process*



DO

Content - *topics*



KNOW

Core Competencies – *what proficiencies will be addressed to help the students as learners?*



BE

Communication	Creative Thinking	Critical Thinking
Positive Personal & Cultural Identity	Personal Awareness & Responsibility	Social Responsibility

CONSIDERATIONS

- what needs to happen for optimal student learning to take place?
- how will ALL learners be supported? -what student strengths can be highlighted?
- what supports will be in place, and available to all students?
- how will opportunities for student voice and choice be supported?

Plan for: multiple means of engagement, representation & expression

possibilities for integration of **Aboriginal Perspectives/[First Peoples' Principles of Learning](#):**

opportunities for **cross-curricular integration**:

considerations for the **Learning Environment** (*physical space, seating arrangements, group locations...*)

considerations for **presentation of ideas or concepts**: (*direct teaching that involves visual, auditory, kinesthetic presentations; co-teaching, student involvement...*)

considerations for **resources & materials**: (*options for different texts, formats, technology, stimuli - available to ALL students*)

for additional strategies:

[POPEY Planning Strategies to Consider](#)

[POPEY Universal Design for Learning Supports](#)

HOW

Plan for the gradual release of responsibility...

I DO/YOU WATCH - **teacher modelling** (*read aloud texts, mentor texts & areas of focus; mini-lesson focus; strategy focus, writing trait focus...*)

I DO/YOU HELP - **shared practice** (*shared reading texts & focus; shared writing experience & focus ...*)

YOU DO IT TOGETHER - **collaborative learning** (*literacy centres, play-based learning opportunities, group inquiry, group project/based learning...*)

HOW (continued)

YOU DO/I HELP - guided practice *(guided reading/writing; reading/writing workshop...)*

:student group & focus for this skill/concept/area of focus *(groupings to be flexible and dynamic based on student strengths & needs)*

<p>Focus:</p> <p>Names:</p>	<p>Focus:</p> <p>Names:</p>	<p>Focus:</p> <p>Names:</p>	<p>Focus:</p> <p>Names:</p>	<p>Focus:</p> <p>Names:</p>
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YOU DO I WATCH - independent practice *(opportunities for students to show their learning in various ways)*

ASSESSMENT

FOR Learning - How will you discover what the students already know? *(formative assessment)*

AS Learning - What opportunities for self-assessment, feedback, peer evaluation and reflection will be part of the learning plan? *(including Core Competencies)*

OF Learning - How will students demonstrate their understanding? How will the criteria be created with and communicated to students? *(summative)*

NEXT STEPS and COLLABORATION

RE-TEACH AND EXTEND - Based on assessment and observation, what needs to be re-taught? What and how could learning be extended?

COLLABORATION - What options are there to work alongside other educators? *(Resource Teachers, Helping Teachers, EAs, SLPs...)*

GOALS - What are our goals as collaborators?