Subject:	Teacher:
Unit or Lesson:	Date(s):

Learning Outcomes

- Which competencies and objectives will be covered?

- What is/are the essential question(s) for the unit/lesson?

Learner-Centered Strategies

☐ Collaboration for Learning	☐ Discussion for Learning	☐ Feedback for Learning	☐ Questioning for Learning	☐ Reading for Learning	☐ Writing for Learning

Refer to the Learner-Centered Strategies sheet and click on the checkboxes to determine which strategies will be incorporated into the lesson. More than one strategy can be checked.

Evidence of Read, Write, Think, Talk
Explain how students will read, write, think, and talk during this lesson.

Read:	Write:	Think:	Talk:

Lesson Plan

- What steps will be included within the lesson?

Additional Lesson Information

Assessment:	Differentiation:	Technology:	Accommodations:
• How will students' learning for this lesson be assessed? (Formative and Summative)	• How will this lesson be altered to meet the learning needs of all students?	• What technology will be integrated into the lesson? • How will it enhance student learning?	• What accommodations will be provided for students with special needs?

Lesson Reflection

- What went well during the lesson that should stay in the lesson for future reference?
- What could have been changed about the lesson to make a greater impact on student learning?

Learner-Centered Strategies

Collaboration for Learning

Collaboration allows students to engage in authentic and meaningful activity with their peers as they work together to make meaning, to solve problems, and to produce quality work. Through collaboration, students learn and apply real-world lessons about working together and communicating with others, skills that are necessary for success in college, careers, and life. Teachers design successful collaboration in their classrooms by creating collaboration-worthy tasks and intentional structures to scaffold and support productive collaboration. Collaboration for Learning is enhanced by thoughtful questioning, effective feedback, and purposeful discussion.

Questioning for Learning

Questioning is a primary way to develop student understanding and promote meaningful inquiry. Powerful questioning by teachers and students sparks curiosity, emphasizes connections, promotes classroom conversation, and develops critical thinking. Teachers use effective questioning techniques, and they teach students how to develop and ask their own questions. Questioning for Learning promotes purposeful discussion and can enhance writing, collaboration, and feedback.

Discussion for Learning

Discussion allows for students to engage in meaningful conversations in order to clarify thinking and deepen understanding. Discussion for Learning can occur in a variety of forums, from silent discussion to large group formats. Teachers design and facilitate opportunities for students to develop their voice, process information, and explore new ideas. Discussion for Learning supports reading comprehension, thoughtful questioning, effective feedback, and successful collaboration.

Reading for Learning

Reading is a foundation for learning, and to read well, students must be able to process information, think critically and construct meaning from a variety of texts. To facilitate Reading for Learning, teachers purposefully assign a variety of authentic texts and design structures to scaffold and challenge student thinking before, during, and after reading. Through authentic reading experiences, students build knowledge not only about content but also about strategies that successful readers use to understand a text. Reading for Learning also provides a foundation for writing, successful collaboration, and meaningful discussion and questioning.

Feedback for Learning

Feedback occurs throughout the learning process and provides both students and teachers with specific information about students' learning and areas for growth. With immediate and detailed feedback, students have clear information for how to meet learning objectives. Teachers empower students to continually improve skills and deepen understanding by providing specific feedback and by scaffolding opportunities for self-reflection and peer critique. Feedback for Learning creates a culture of continuous learning and supports thoughtful questioning, successful collaboration, and purposeful discussion.

Writing for Learning

While formal writing skills are necessary prerequisites for success in school, college, and life, Writing for Learning emphasizes less formal writing as a tool to promote learning. Writing for Learning provides students with the opportunity to make connections, process and synthesize information, and to reflect on their own learning. To facilitate Writing for Learning, teachers design frequent, short writing tasks that allow students to engage more deeply with the topic. Students can write to learn about every subject, and Writing for Learning can deepen discussion, collaboration, questioning, and peer feedback.