

Example of a student-learning plan for a sixth grader with an asset-based approach to instruction

Learning Target: I can *explain* how *supporting* details are used to develop the central idea.

The terms *explain* and *develop* are italicized to indicate the new learning.

1. Engage: This activity serves as a diagnostic for determining the appropriate pathway in step three.

Students...

- watch a video that shares the story of the transcontinental railroad.
- read and annotate the article on building the transcontinental railroad using text tags to identify the key ideas and then write the central idea at the end.
- work with your group to identify the most important supporting details and write one central idea together.

2. Learn: All students complete these activities. They are strongly aligned to the learning target.

- read a primary source that shares the experience of a worker on the transcontinental railroad and text tag the important details and write the central idea
- use SEE (statement, evidence, explanation) to explain the connection between the central idea statement and the evidence from text

3. Practice - The student selects 3A, 3B, 3C or the teachers recommends the appropriate activity to move student learning forward based on the diagnostic learning activity.

3A. This pathway embeds review of how to identify important information.

Students...

- create criteria for identifying important details. They use their criteria for identifying details to tag that reveal the central idea in a text about how Native Americans were impacted by the transcontinental railroad.
- together they write the central idea of the text.

3B. This pathway provides additional activities for students to practice.

Students...

- read a text that explains how the Native Americans were impacted by the transcontinental railroad and text tag the details in the document and then use the text tags to write the central idea.
- use SEE to explain the connection between the evidence and the central idea.

3C. These learning activities are for those who are ready to deepen their understanding or apply their learning in new ways.

Students...

- read two excerpts from primary source documents that share the perspectives of the Native Americans and workers on the transcontinental railroad.
- use SEE to identify the central idea and the key details the author uses to support it.
- explain why these details are important to the author's point and how the authors use some of the same ideas in different ways.

4. Reflect—All students reflect on their learning so they learn to apply it to new situations.

Reflect on your learning by answering the following questions:

1. How did you know when a detail was important?
2. How do details lead to the central idea?
3. How can you use SEE to help connect details and the central idea?

Definitions:

Learning activities are used to design lesson plans. They are written to focus on what students will do, why, and the evidence the teacher will have of student learning. The teacher then determines the best way to use the learning activity and what instructional practice (for example, think-aloud, group activity) will best support students.

Cognitive routines are steps, questions, or acrostic that students can use as a strategy for learning.