

Traction Planner: Building from Strengths

Bondie, R., & Zusho, A. (2018). *Differentiated instruction made practical: Engaging the extremes through classroom routines*. Routledge.

Research suggests that “...what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content.”

Marzano, R. (2004). *Building Background knowledge for Academic Achievement: Research on What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development. p. 1

This planner is designed to focus our attention to the strengths that **students and teachers** bring to a unit of study. By rooting the new learning of a unit in strengths learners begin with something that they can use to gain traction toward the new goals.

To use this planner:

1. Identify the goals for the unit of study; the core understanding, knowledge, and skills that students will learn.
2. Build new learning from a base of student strengths, and student and teacher passion related to the goals of the unit of study.
3. Consider connections from the goals of the unit to student everyday life and the importance of this topic for both now and the future.
4. Identify student needs and learning the hardest part of the unit. Use the information from 2. And 3. to support student needs and the learning of hardest part of the unit.

Unit Title: _____

