Planning, when construed as process of mental decision making, attends to a narrow collection of instructional factors (Clark & Peterson, 1984; McCutcheon & Milner, 2002; Tyler, 1949). Absent from this frame is the recognition that teachers have interests and beliefs that extend beyond - and come back into - school contexts (McCutcheon, 1980; Woodard, 2015). This presentation examines how three focal teachers described out-of-school contexts as sponsors of their planning practices and shaped their planning for in-class experiences with students. The focal teachers were: a kindergarten teacher collaborating with a 5th grade STEM class, an ESL teacher creating a unit for high-achieving 8th grade students, and a high school English teacher integrating project based learning into his school. Findings indicated that teachers’ drew upon their experiences to shape opportunities for their own sponsorship with their students. Each teacher in the study identified a scene or experience and resulting trajectory that oriented their sponsorship of literacy activities, in the process promoting student agency in (and potentially beyond) the classroom.