



What do I know about my **students** that supports my planning?

- Their needs –

- Their abilities –

- Their interests –

- Including:
 - Their home and heritage languages –

 - The funds of knowledge they bring from their homes and local communities –

 - The literacies students bring into the classroom –

Your Local Context

What factors about the local community affect students?

How do family and home play a factor in student learning?

How do out-of-school experiences play a role in student learning?

How does local and district school culture affect students?

FIGURE 5.4: Questions for planning template.



| Assessment | Goals and Objectives |
|--|--|
| <p>What local assessment data do you have access to that reveal patterns about student strengths and needs?</p> <p>What kinds of formative and summative assessment will best serve student needs?</p> | <p>What will students be able to do when they complete a unit of study?</p> <p>What skills, practices, and knowledge will students gain in your classroom?</p> |
| Curriculum | CCSS |
| <p>What texts and genres are required by the department and/or school district?</p> <p>What texts do students need to read and compose to become college and career ready?</p> | <p>What practices, skills, and habits are required of students by the CCSS?</p> <p>How do student needs, abilities, and interests overlap with the requirements of the CCSS?</p> |
| Instructional Practices | Pedagogical Content Knowledge |
| <p>What instructional practices will best meet student needs and align with their personal interests?</p> <p>How should current practices be continued, adapted, or abandoned to meet these needs and interests?</p> | <p>Where do student needs and your pedagogical expertise overlap?</p> <p>How can you use these overlaps to design effective units of study and instructional practices?</p> |

(Figure 5.4 continued)