



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 6.4:** Questions for planning template.



<b>Assessment</b>	<b>Goals and Objectives</b>
<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>
<b>Curriculum</b>	<b>CCSS</b>
<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>
<b>Instructional Practices</b>	<b>Pedagogical Content Knowledge</b>
<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 6.4 continued)