

Figure 6.3 Collaborative Planning With the 4 Rs

	QUESTIONS TO CONSIDER	YES	NO
Rigor	<i>Have we identified the cognitive and linguistic demands of the lesson/unit?</i>		
	<i>Have we set clear expectations for procedures and assessment measures?</i>		
	<i>Have we created multiple entry points for students with various needs to access information and complete tasks?</i>		
	<i>Have we adapted oral and written materials yet maintained rigor?</i>		
Relevance	<i>Have we considered the relevance of our plans to students' cultural and personal identities?</i>		
	<i>Have we planned how to capitalize on students' cultural and linguistic assets in our lesson/unit?</i>		
	<i>Have we provided an adequate amount of time for students to interact with one another?</i>		
	<i>Have we considered students' prior learning, experiences, or interests?</i>		
Relationships	<i>Have we created a system of support so students can thrive during this lesson/unit?</i>		
	<i>Do the activities we have planned foster an environment for cooperation and collaboration?</i>		
	<i>Have we collaboratively developed and modeled guidelines for effective communication skills?</i>		
	<i>Have we set sufficient time to celebrate students' efforts, progress, and contributions to the class?</i>		
Research-Informed Practices	<i>Have we provided students access to the general grade-level course curriculum?</i>		
	<i>Have we devised appropriate multimodal supports for students to master core content?</i>		
	<i>Have we planned for the development and assessment of ELs/MLs' English language skills?</i>		
	<i>Have we set sufficient time for students to interact in all four modalities—speak, write, read, and listen?</i>		

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