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| **Framing Questions for All Students** | **Add for English Learners** |
| * What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? * What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? * Which clusters of CA History-Social Science Standards and CA CCSS for Literacy in History/Social Studies does this lesson address? * What background knowledge, skills, and experiences do my students have related to this lesson? * How complex are the texts and tasks? * How will students make meaning, express themselves effectively, develop language, learn content? * What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? * How will my students and I monitor learning during and after the lesson, and how will that inform instruction? | * What are the English language proficiency levels of my students? * Which CA ELD Standards amplify the literacy and content standards at students’ English language proficiency levels? * What language might be new for students and/or present challenges? * How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes? |

**ELA/ELD Considerations When Teaching History/SS**