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