

students will acquire; the types of language students will use in speaking and writing; the various tasks that will support students to engage meaningfully with content, texts, and one another; the culminating tasks teachers will guide their students to successfully perform; and, of course the clusters of CA CCSS for ELA/Literacy, CA ELD Standards, and appropriate content standards that inform all of these considerations. Because of the intricate and complex nature of unit and lesson planning, clusters of standards should not be identified in isolation of discussions about specific texts, tasks, scaffolding techniques, and performance tasks. Rather, teachers' understandings of the standards should inform initial planning; as the planning process evolves, the clusters of standards actually in focus may shift because of the texts and tasks of units and lessons. The framing questions in Figure 11.5 provide a tool for planning that teachers may find valuable.

Figure 11.5. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> • 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 CCSS for ELA/Literacy 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 I'll use? • How will students make meaning, express themselves effectively, develop language, learn content? How will they apply or learn foundational skills? • What types of supports (such as 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? 	<ul style="list-style-type: none"> • What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy 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?
<p>*Supports, such as scaffolding, accommodations, and modifications are discussed in Chapters 2 and 9.</p>	