

The framing questions in figure 2.16 are important to consider when planning instruction for all students, including the additional questions when planning instruction for ELs. The framing questions require that teachers be clear about the ultimate goals of instruction, related standards, targets of specific lessons, assessed strengths and needs of students, features of texts and tasks, instructional approaches, types of scaffolding, opportunities for interaction, and methods of assessment. The questions are used to plan individual lessons and units of instruction as well as when developing semester- and year-long curriculum plans.

**Figure 2.16. Framing Questions for Lesson Planning**

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> <li>• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them?</li> <li>• What are the learning targets for this lesson, and what should students be able to do at the end of the lesson?</li> <li>• Which clusters of CA CCSS for ELA/Literacy does this lesson address?</li> <li>• What background knowledge, skills, and experiences do my students have related to this lesson?</li> <li>• How complex are the texts and tasks?</li> <li>• How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills?</li> <li>• What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks?</li> <li>• How will my students and I monitor learning during and after the lesson, and how will that inform instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the English language proficiency levels of my students?</li> <li>• Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels?</li> <li>• What language might be new for students and/or present challenges?</li> <li>• How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?</li> </ul>

## Grouping

Effective teachers employ a variety of grouping strategies to maximize student learning. Instruction is provided at times to the whole group and, at other times, to small groups or to individuals. Grouping is flexible—that is, groups are not static. They are formed and dissolved, and membership changes. Students move in and out of groups depending on the purpose.

Heterogeneous groups maximize students' opportunities to interact with a range of peers. Membership in heterogeneous groups may be selected strategically by the teacher or self-selected by students. Opportunities for choice are important. As students work toward goals of effective expression and understanding the perspectives of others, experiences with diverse peers are crucial. Thus, heterogeneous grouping practices are important and occur regularly. These practices are also critical for ensuring that students who are learning English as an additional language interact frequently with peers who are more proficient in English. Meaningful interactions—via collaborative conversations and collaborative tasks—promote the development of English. Although ELs at similar English language proficiency levels are grouped together for designated ELD instruction, this is only a small part of the school day.