

Figure I.2. Values for Educating ELs

Valuing Language and Culture as Assets: English learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.

Ensuring Equity in Intellectual Richness: English learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across the disciplines.

Building Content Knowledge and Language in Tandem: English learners engage in instruction that promotes content and language learning *in tandem* in all disciplines, including ELA, mathematics, social studies, science, the fine arts, and other subjects. Further, ELs have full access to a multi-disciplinary curriculum, including those subjects listed here.

Attending to Specific Language Learning Needs: English learners' content and language learning is fostered when targeted language instruction builds *into and from* content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.

Integrating Domains of Communication: English learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.

Providing Appropriate Scaffolding: English learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to student needs with the ultimate goal of student autonomy.

Evaluating Progress Appropriately: English learners' progress in developing content knowledge and academic English are best evaluated with intentional, appropriate, and valid assessment tools that take into account English language proficiency levels, primary language literacy, and cultural backgrounds. Formative assessment as a pedagogical practice allows teachers to adjust instruction and provide feedback in a timely manner.

Sharing the Responsibility: English learners' positive educational experiences and academic success is a responsibility shared by all educators, the family, and the community.

Organization of the Framework

Following this Introduction to the Framework, Chapter 1 provides an overview of both sets of standards and their interrelationships. It introduces five key themes—meaning making, language development, effective expression, content knowledge, and foundational skills—that overarch the two sets of standards and organize subsequent discussions of them in the chapters that follow. Chapter 2 sets forth key considerations in curriculum, instruction, and assessment necessary for successful implementation of