

# Connecting the NEPF Standards and Indicators to the ELD Framework

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One of the overall purposes of Nevada’s Educator Performance Framework (NEPF) is to identify effective instructional practices in an effort to help students meet achievement targets and performance expectations. It was developed in collaboration with Nevada’s educators and nationally recognized researchers to align with five high-leverage instructional principles that reflect the practice of effective teaching in the classroom.

The Nevada English Language Development (ELD) Standards are intended to articulate specific, research-based approaches and strategies that promote the simultaneous development of language and content. **The ELD Standards are not an evaluative tool.** The ELD Standards Guidance Documents specify the connection of the ELD Standards to the content disciplinary practices of English Language Arts, Mathematics, Science, and Social Studies. When used concurrently these best practices provide English learners access to grade-level standards-based content instruction.

The present document highlights the alignment between the ELD Standards and NEPF Teacher Instructional Practice Standards and Indicators in an attempt to support educators’ application of the NEPF as best practices for English Learners. It provides a visual overview of the alignment between the NEPF and the ELD Framework’s supports in the areas of processing, producing, and collaborating in the language of the content areas. Subsequent pages more explicitly identify samples of ELD practices that align with each NEPF standard and associated indicators. The third column on those pages provides a sampling of high-quality examples-in-action of teachers effectively engaging English learners in the effective instructional practices identified by the NEPF and the ELD Framework.

This document is not intended as a replacement for the NEPF Teacher Instructional Practice Standards and Indicators or the ELD Standards. Instead, it should be used in conjunction with the NEPF Rubrics, Tools, and Protocols, along with the ELD Standards to inform instructional practices, conversations between the educator and evaluator, and professional growth. Potential uses for the document include the identification of practices for English Learners that support high quality instructional practices and ensure that all students’ needs are being addressed. Additionally, it may be used to help identify NEPF Standards and Indicators that align with practices currently employed in classrooms to support English Learners. Finally, please note that this document is not intended to be an all-inclusive list of practices to support English Learners, but serves to initiate and support conversations about best practices to meet the needs of English learners.

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<p><i>ELD Framework for Supporting the Development of Language Across the Content Areas</i></p> <ul style="list-style-type: none"> <li>● Processing language</li> <li>● Producing language</li> <li>● Collaborating in the language of the content</li> </ul>	STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
	New Learning is Connected to Prior Learning and Experience	Learning Tasks have High Cognitive Demand for Diverse Learners	Students Engage in Meaning-Making through Discourse and Other Strategies	Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	Assessment is Integrated into Instruction
	Indicator 1 ● Teacher activates all students' initial understandings of new concepts and skills	Indicator 1 ● Tasks purposefully employ all students' cognitive abilities and skills	Indicator 1 ● ● Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 1 ● Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	Indicator 1 ● ● Teacher plans on-going learning opportunities based on evidence of all students' current learning status
	Indicator 2 ● Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 2 ● ● ● Tasks place appropriate demands on each student	Indicator 2 ● Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 2 ● Teacher structures opportunities for self-monitored learning for all students	Indicator 2 ● ● Teacher aligns assessment opportunities with learning goals and performance criteria
	Indicator 3 ● Teacher makes clear the purpose and relevance of new learning for all students	Indicator 3 ● Tasks progressively develop all students' cognitive abilities and skills	Indicator 3 ● Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 3 ● ● Teacher supports all students to take actions based on the students' own self-monitoring processes	Indicator 3 ● ● ● Teacher structures opportunities to generate evidence of learning during the lesson of all students
Indicator 4 ● Teacher provides all students opportunities to build on or challenge initial understandings	Indicator 4 ● ● ● Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status	Indicator 4 ● Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students		Indicator 4 ● ● ● Teacher adapts actions based on evidence generated in the lesson for all students	

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NEPF Standards and Indicators with Guiding Questions	ELD Recommended Practices	Examples in Action
<b>Standard 1 New Learning is Connected to Prior Learning and Experience</b>		
<p><b>Indicator 1</b>  <b>Teacher activates all students’ initial understandings of new concepts and skills</b>            How can I modify my instruction to activate and accommodate English learners’ initial understanding of new concepts and skills?</p>	<p><b>Recommended Practices from the ELD Framework include:</b></p> <ul style="list-style-type: none"> <li>•Build background in key language and concepts that other students are expected to have gained through prior learning and experience</li> <li>•Provide language frames to develop questions and responses</li> <li>•Include a learning partner of the same L1, but at a higher English language performance level</li> <li>•Increase the explicitness of instruction to focus on language functions (e.g., clarify, justify, compare)</li> <li>•Use sensory supports, graphic supports, interactive supports, and include L1 as appropriate</li> <li>•Integrate at least two language domains (listening, speaking, reading, writing)</li> </ul>	<ul style="list-style-type: none"> <li>•Vignette 1: Fifth grade classroom                Day 1 of a new unit on mining, students are asked to brainstorm what they already know. Many have driven past the mining towns of Nevada and write their stories on sticky notes that they post on the board and share orally with the class. The teacher next shows a video of a mining town in action. The teachers and student then review the day’s objective and collaboratively write a student-friendly version to be recorded in their learning journal.</li> <li>•Vignette 2: Third Grade Classroom                A teacher facilitates the creation of an inquiry chart at the beginning of unit on weather and climate by displaying a large poster divided into 3 sections with the following headings: We observe that..., We are wondering..., We predict that... The teacher reviews an interactive anchor chart that features language frames for the academic language of hypothesizing (e.g. “Based on ___, I ___). The students work in teams discussing 3-5 teacher-provided photos featuring different weather/climates (e.g. a sandstorm in the desert) while the teacher circulates encouraging students to use the language frames from the anchor chart. Upon selecting one photo on which they will report, the students decide on an observation, question, and prediction they have about weather/climate depicted in the photo selected. The teacher records each team’s input on the inquiry chart. The inquiry chart is revisited and refined as new information is learned throughout the unit.</li> </ul>
<p><b>Indicator 2</b>  <b>Teacher makes connections explicit between previous learning and new concepts and skill for all students</b>            How can I correct any misconceptions or misunderstandings that English learners may have?            How does the skill/concept that I am teaching connect to previous learning?</p>		
<p><b>Indicator 3</b>  <b>Teacher makes clear the purpose and relevance of new learning for all students</b>            How will I help English learners understand the purpose of the new learning and give relevance for all students?            How will I capitalize on English learners’ strengths and interests in fostering motivation for learning and high achievement?</p>		
<p><b>Indicator 4</b>  <b>Teacher provides all students opportunities to build on or challenge initial understandings</b>            What strategies or methods can I employ to build upon or challenge English learners’ initial understandings?</p>		

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<p><b>Standard 2 Learning Tasks have High Cognitive Demand for Diverse Learners</b></p>			
<p><b>Indicator 1</b></p> <p><b>Tasks purposefully employ all students cognitive abilities and skills</b></p> <p>How do I challenge and support English learners across the language proficiency levels to employ their cognitive abilities?</p>	<p><b>Recommended Practices from the ELD Framework include:</b></p> <ul style="list-style-type: none"> <li>•Provide illustrated glossaries/labeled illustrations of key technical vocabulary</li> <li>•Provide a system for students to record and process key academic and content-specific vocabulary</li> <li>•Emphasize cognates when appropriate</li> <li>•Model, orally and in writing, the academic language and content-specific vocabulary required by the lesson</li> <li>•Provide academic sentence/paragraph starters in the various language structures used in the lesson (e.g., explain, compare, and justify)</li> <li>•Provide graphic organizers, transition word banks, and a list of more sophisticated academic language</li> <li>•Provide students with a note catcher and instruct students to work with a partner to identify point of view and supporting evidence</li> <li>•Provide adequate wait time for students to process the language and content</li> </ul>	<ul style="list-style-type: none"> <li>•Vignette 1: Fourth Grade The students are studying about the Earth and Human Activity. The teacher has shown a video about pollution and the class has completed an interactive anchor chart to include relevant vocabulary. The teacher strategically provides partners with a passage regarding ocean pollution and its effect on the food chain retrieved from a website that provides articles featuring the same content written at varying Lexile levels. The teacher provides each pair with a highlighter and two Post-it notes to complete a three-step text annotation strategy. The partners read the text, highlight one sentence, record a personal reflection on one note, and a non-linguistic reflection on the other. The teacher circulates providing specific feedback on students' output. One pair has a detailed picture of a sea turtle caught in trash and has written in detail about their dismay. Another pair has written 'triste' and drawn a sad faced Emoji. The pairs then mingle with their classmates to share what they annotated. The students' completed work is displayed in the classroom.</li> </ul>	
<p><b>Indicator 2</b></p> <p><b>Tasks place appropriate demands on each student</b></p> <p>How do the tasks place appropriate content and language demands on English learners?</p>			
<p><b>Indicator 3</b></p> <p><b>Task purposefully develop all students' cognitive abilities and skills</b></p> <p>Am I including multi-leveled tasks to demonstrate the learning of English learners'?</p>			
<p><b>Indicator 4</b></p> <p><b>Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status</b></p> <p>How do I demonstrate through my actions that I believe my English learners can learn?</p>			<ul style="list-style-type: none"> <li>•Vignette 2: Fifth grade classroom Using a leveled nonfiction text, the students work together in homogenous partners or as heterogeneous table groups to read a page of the book. Each group has been assigned a different page. The group discusses what they read in their preferred language and summarizes their learning in English on chart paper with the guidance from posted anchor charts on summarization. Using appropriate sentence stems, the groups then share their sections aloud to the class.</li> </ul>

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<b>Standard 3 Students engage in meaning-making through discourse and other strategies</b>		
<p><b>Indicator 1</b>  <b>Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</b>            How does my planning foster participation and language practice through intentional grouping strategies to provide opportunities for extended productive discourse?</p>	<p><b>Recommended Practices from the ELD Framework include:</b></p> <ul style="list-style-type: none"> <li>• Provide dialogue structures (e.g., dyads, triads, small group, learning circles, socratic seminar, partner of the same L1 but at a higher English language performance level)</li> <li>• Provide tools (e.g., a formulaic discussion protocol, cloze or scripted discussion frames, clarifying bookmarks, vocabulary development models)</li> <li>• Provide adequate time for students to process the language and the content</li> <li>• Allow time for students to write their ideas and then share with a partner or small group</li> <li>• Provide explicit attention to cognates when appropriate</li> <li>• Provide content information in L1 (e.g. partners, dictionaries, videos, web sites)</li> <li>• Allow time for students to write ideas and then share with a partner or small group (e.g., rehearse the language, listen to the ideas of others, ask questions, provide feedback)</li> </ul>	<ul style="list-style-type: none"> <li>• Vignette 1: Third grade classroom At the end of a unit on mining, the class puts on a play. After the performance, the students engage in a question-and-answer session while in character.</li> <li>• Vignette 2: Fifth grade classroom At the beginning of a lesson, the teacher poses and records 2 or 3 ‘driving questions of the day.’ Students review these before initiating reading with a partner with whom the student has been strategically placed. After reading, the partners are asked to engage in discourse to answer the driving question. They then video record their responses and share it with their classmates via an online application. Their peers provide comments and constructive feedback using the same application.</li> <li>• Vignette 3: Seventh Grade Social Studies A teacher has strategically created class teams taking into consideration students’ varying stages of language ability, Lexile levels, and academic strengths. Each team is given the opportunity to select a text from three the teacher has provided about the ‘key players’ of the Renaissance and their contributions made. The students participate in a non-fiction text processing structure in which they assume varying roles (e.g. Summarizer, Visualizer). The teacher circulates amongst the teams to provide both procedural and verbal scaffolding, while taking anecdotal notes to inform further instruction. At the conclusion of each teams’ meeting, the students record personal connections/reflections in their reading logs. These entries will be shared with their team at the beginning of the next day’s team reading meeting.</li> </ul>
<p><b>Indicator 2</b>  <b>Teacher provides opportunities for all students to create and interpret multiple representations</b>            What scaffolds have I included to differentiate the level of support needed for English learners during conversations, both orally and in writing?</p>		
<p><b>Indicator 3</b>  <b>Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships</b>            How have I established routines that allow English learners to make connections and recognize relationships?</p>		
<p><b>Indicator 4</b>  <b>Teacher structures the classroom environment to enable collaboration, participation and a positive affective experience for all students</b>            How do I intentionally plan for maximizing the available instructional space that enables collaboration, participation and an overall positive experience for English learners?</p>		

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<b>Standard 4 Students engage in metacognitive activity to increase understanding of and responsibility for their own learning</b>		
<p><b>Indicator 1</b></p> <p><b>Teacher and all students understand what students are learning, why they are learning it and how they will know if they have learned it</b></p> <p>How are English learners communicating the learning goals, performance criteria/student success criteria, and the purpose of the lesson?</p>	<p><b>Recommended Practices from the ELD Framework include:</b></p> <ul style="list-style-type: none"> <li>•Generate questions for students to engage in the key uses of academic language (Recount, Explain, Argue, Discuss)</li> <li>•Explain the Student Success Criteria, that enables students to interpret and make meaning of the content, as well as, demonstrate their learning of the language and content</li> <li>•Provide exemplars of writing specific to the purpose</li> <li>•Provide structures for students to edit and revise their writing (e.g., shared writing, partners, teacher conferencing)</li> <li>•Model Think Aloud to co-construct an exemplar-writing piece that includes logical outcomes or endings</li> <li>•Model/provide exemplars of research methods and presentations from the research</li> <li>•Provide structures (e.g., partners, small groups, technical support) for students to research and develop their presentations</li> </ul>	<ul style="list-style-type: none"> <li>•Vignette 1: Fourth Grade Classroom The students are at the conclusion of unit focused on composing a persuasive writing piece. The teacher has taken the whole class through an instructional cycle that included the reading of a mentor text, creation of a graphic organizer used to scaffold the completion of a shared writing piece, and an interactive edit employing a student-friendly rubric. Students are at varying stages of completion independently. Some students are still working on their draft and conferencing with the teacher. Others pairs of students have a completed draft together using a three-step Praise, Question, Polish (PQP) note-taker that allows for peer editing by recognizing the strengths of the piece, posing a question to the writer, and offering a suggestion for refinement based on the student friendly rubric. Partners who have published a draft after applying the feedback from the (PQP) strategy practice reading their piece aloud to one another in preparation to share it with their classmates in an upcoming Author’s chair presentation</li> <li>•Vignette 2: Fifth grade classroom At the beginning of a unit, the students review the unit standards and objectives and record them using student-friendly language in their learning notebook. At the beginning of each day of the unit, students are to review and reflect on the objectives and the prior days’ learning. Upon the conclusion of the unit, students complete a journal entry to demonstrate their content learning. They submit this entry for a grade after having used a rubric to ensure that it includes a claim, evidence, and reason.</li> </ul>
<p><b>Indicator 2</b></p> <p><b>Teacher structures opportunities for self-monitored learning for all students</b></p> <p>In what ways have I provided opportunities for student self-monitoring and self-reflection during instruction?</p>		
<p><b>Indicator 3</b></p> <p><b>Teacher supports all student to take actions based on the students’ own self-monitoring processes</b></p> <p>What actions can English learners engage in to show that they have completely mastered the learning tasks and how will students know that they have conquered it?</p>		

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<b>Standard 5 Assessment is integrated into instruction</b>		
<p><b>Indicator 1</b></p> <p><b>Teacher plans ongoing learning opportunities based on evidence of all students' current learning status</b></p> <p>How will I adapt instruction and future lessons addressing the linguistic and cultural differences in my classroom?</p>	<p><b>Recommended Practices from the ELD Framework include:</b></p> <ul style="list-style-type: none"> <li>• Provide language supports for students to process and produce language</li> <li>• Incorporate opportunities for students to demonstrate their learning of the language and content</li> <li>• Provide structures for students to practice working collaboratively in whole group, small groups or partners</li> <li>• Provide opportunities for students to be able to use language to interpret/make meaning of the content at different proficiency levels</li> </ul>	<p>• Vignette 1: Third Grade and Above The teacher facilitates the creation of a teacher-directed, student-created Science interactive notebook throughout the school year. The teacher provides direct instruction (e.g. guided notes from a PowerPoint) for all right-side pages. Students then use this portion of the notebook as an adapted text to engage in future partner or group work. Entries on the left side pages reflect the students' processing/understanding of the content as they choose from a menu of tasks (e.g. poetry writing in L1 or L2, 'mural' creation). Included in the notebook is a portion used for two-way communication/feedback between the teacher and student regarding their output relevant to the content. The teacher frequently reviews the students' individual notebooks for the purposes of both formative and summative assessment.</p> <p>• Vignette 2: Fifth grade classroom The teacher is facilitating a unit on earthquakes with a learning objective to understand and identify various points of view. The students read an article and discuss the driving question, 'how do you know this story is first person?' Upon hearing many incorrect responses, the teacher shares two stories for the students to compare that she feels will highlight the difference. After finding that students are still not grasping the concept, she asks them to write two stories: one as a newspaper journalist and one as if they had lived through an earthquake. They then discuss key features of each that would be indicative of the point of view. They then apply this learning back to the original text.</p>
<p><b>Indicator 2</b></p> <p><b>Teacher aligns assessment opportunities with learning goals and performance criteria</b></p> <p>How does my assessment align with student learning goals and performance criteria?</p>		
<p><b>Indicator 3</b></p> <p><b>Teacher structures opportunities to generate evidence of learning during the lesson of all students</b></p> <p>How am I addressing the components of the English language in this lesson plan or unit to generate evidence that all students are learning?</p>		
<p><b>Indicator 4</b></p> <p><b>Teacher adapts actions based on evidence generated in the lesson for all students</b></p> <p>How am I adapting my actions and lesson plans to measure student growth and progress toward language and content goals?</p>		

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### EL-Specific References Cited in the [NEPF Literature Review for the Five High-Leverage Instructional Principles](#):

Reference	Type	Summary
Bunch, G. C., Kibler, A., & Pimentel, S. (2012). Realizing opportunities for English learners in the Common Core English Language Arts and Disciplinary Literacy Standards. In K. Hakuta & M. Santo (Eds.), <i>Understanding language: Commissioned papers on language and literacy issues in the Common Core State Standards and Next Generation Science Standards</i> (pp. 1-16). Palo Alto, CA: Stanford University.	Theoretical	This paper opens a larger conversation about what must be done to realize opportunities presented by the Common Core State Standards in English Language Arts and the literacy standards in other subject areas. It emphasizes the simultaneous challenges and opportunities for ELLs. The paper emphasizes that texts are approached differently for different purposes. Students need opportunities to approach texts with these varied purposes in mind. It also highlights how ELLs may be well served by opportunities to explore and justify their own “textual hypotheses,” even if their initial interpretations diverge from those of the teacher.
Chiang, C. S., & Dunkel, P. (1992). The effect of speech modification, prior knowledge, and listening proficiency on EFL lecture learning. <i>Tesol Quarterly</i> , 26(2), 345-374.	Empirical	This study investigates the listening comprehension of 388 high-intermediate listening proficiency (HILP) and low-intermediate listening proficiency (LILP) Chinese students of English as a foreign language. These students listened to a lecture, the discourse of which was (a) familiar-unmodified, (b) familiar modified, (c) unfamiliar-unmodified, or (d) unfamiliar-modified. The modified discourse contained information redundancies and elaborations. After the lecture, the subjects took a multiple-choice exam testing recognition of information presented in the lecture and general knowledge of the familiar ("Confucius and Confucianism") and unfamiliar ("The Amish People") topics. A significant interaction between speech modification (redundant vs. nonredundant speech) and listening proficiency (HILP vs. LILP) indicated that the HILP students benefited from speech modification, which entailed elaboration and redundancy of information, but the LILP students did not. A significant interaction between prior knowledge (familiar vs. unfamiliar topic) and test type (passage-independent vs. passage-dependent items) was also found. For both the HILP and LILP subjects, prior knowledge had a significant impact on subjects’ memory for information contained in the passage-independent test items on the post lecture comprehension test. Those EFL subjects who listened to the familiar-topic lecture on Confucius had higher passage-independent than passage-dependent scores. There was no difference in the performance on the passage-independent and passage-dependent items of those who listened to the lecture on an unfamiliar topic (the Amish). However, the passage-independent performance of subjects who listened to the familiar topic lecture was superior to that of those who listened to the lecture on the unfamiliar topic. Subjects’ performance on passage-dependent items did not differ significantly whether the familiar or unfamiliar topic was presented. Implications of the findings for assessing and teaching EFL listening comprehension are suggested.

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Reference	Type	Summary
Gibbons, P. (2009). <i>English learners, academic literacy, and thinking</i> . Portsmouth, NH: Heinemann.	Theoretical	Deep understanding, critical thinking, subject knowledge, and control of academic literacy are goals held for all students. Educators face challenges in finding a way to help everyone, including English Language Learners (ELLs), reach these high expectations. This book presents an action-oriented approach that gives ELLs high-level support to match high expectations. The author details five broad areas that enable ELLs in the middle grades to participate in high-quality learning across the curriculum. She then presents guidelines on designing long-term, high-quality instruction that simultaneously provides explicit scaffolding for ELLs.
Moschkovich, J. (2012). Mathematics, the Common Core, and Language: Recommendations for Mathematics Instruction for ELs Aligned with the Common Core. In K. Hakuta & M. Santo (Eds.), <i>Understanding language: Commissioned papers on language and literacy issues in the Common Core State Standards and Next Generation Science Standards</i> (pp. 17-31). Palo Alto, CA: Stanford University.	Theoretical	Within the framework of the Common Core Standards for Mathematics, the author addresses three main questions. (1) How can instruction provide opportunities for mathematical reasoning and sense making for ELLs? (2) What instructional strategies support ELLs' mathematical reasoning and sense-making skills? (3) How can instruction help ELLs communicate their reasoning effectively in multiple ways? The central recommendation is that teachers prioritize communication about mathematical concepts over low-level language skills by encouraging all students, regardless of their English proficiency level, to participate in conceptual discussions in which sophistication of mathematical reasoning, rather than pronunciation or vocabulary, is emphasized. The author notes the difficulty in assessing ELLs' content knowledge, apart from their fluency in English-based expression or comprehension.
Nee-Benham, M. K. P. (2002) <i>Indigenous educational models for contemporary practice: In our mother's voice</i> . Mahwah, NJ: Erlbaum.	Theoretical	This book offers an answer to the question, "What is the philosophy that should drive native education policy and practice?" In July of 1997, a group of native educational leaders from the United States, Canada, Australia, and New Zealand gathered to define a potential solution to this question. This book presents the individual educational philosophies of the participants and frames these philosophies in a holistic model, "Go to the Source." This model offers a collective vision of native language- and culture-based educational philosophy that should inform the work of educational leaders, teachers, policymakers, and curriculum developers.

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<p>Quinn, H., Lee, O., &amp; Valdes, G. (2012). Language Demands and Opportunities in Relation to Next Generation Science Standards for English Language Learners: What Teachers Need to Know. In K. Hakuta &amp; M. Santo (Eds.), <i>Understanding language: Commissioned papers on language and literacy issues in the Common Core State Standards and Next Generation Science Standards</i> (32-43). Palo Alto, CA: Stanford University.</p>	Theoretical	<p>The authors address learning opportunities for ELLs in English-speaking classrooms in which the Next Generation Science Standards have been adopted according to the framework for K-12 science education set forth by the National Research Council in 2011. This framework calls for “inquiry-based science,” which refers to a set of science and engineering practices that mirror what scientists do as they engage in scientific inquiry. The authors see a clear parallel between inquiry-based learning and ELLs’ need to use language meaningfully in context. Instructional situations in which students are required to speak, listen, read, and write about science promote language development and content learning. The authors do not ask that science teachers function as language teachers, but rather that they support the language learning that occurs in a content-rich and discourse-rich classroom environment.</p>
<p>Savignon, S. J. (1991). Communicative language teaching: State of the art. <i>TESOL Quarterly</i>, 25(2), 261–278.</p>	Theoretical	<p>This paper looks briefly at the beginnings of what has come to be known as communicative language teaching (CLT) and discusses current issues and promising avenues of inquiry. From an international perspective, the author argues that CLT is not a British, European, or U.S. phenomenon, but rather an international effort to respond to the needs of present-day language learners in many different contexts of learning.</p>
<p>Walqui, A., &amp; Heritage, M. (2012). Instruction for diverse groups of English language learners. In K. Hakuta &amp; M. Santo (Eds.), <i>Understanding language: Commissioned papers on language and literacy issues in the Common Core State Standards and Next Generation Science Standards</i> (pp. 93-104). Palo Alto, CA: Stanford University.</p>	Theoretical	<p>In an effort to aid teachers in the complex challenge of providing ELLs with opportunities that allow them to attain the Common Core State Standards despite their various needs and abilities, the authors outline five principles of classroom instruction. These principles, which stress sensitivity and responsiveness to individual students, include the significance of prior knowledge in the learning process, the connection between language and cognition, and the importance of contextualizing learning.</p>