



NEVADA ELD STANDARDS
FRAMEWORK FOR DEVELOPING
ACADEMIC LANGUAGE
WITHIN
COURSE CONTENT DISCIPLINES

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SECTION 1: ACADEMIC LANGUAGE WITHIN OTHER COURSE CONTENT DISCIPLINES GRADES K-12 -

OVERVIEW

Section 1A: Purpose

The purpose of the English Language Development (ELD) Standards Framework and Instructional Guidance documents is to provide clarity in the implementation and integration of the Nevada ELD Standards with Nevada Academic Content Standards and instruction. In addition, they support the application of the Nevada Educator Performance Framework (NEPF) Standards of best practices for multilingual learners and other diverse student populations.

These Nevada ELD Standards documents specify the connection between the WIDA ELD Standards and the content disciplinary practices of English Language Arts (ELA), Mathematics (MA), Next Generation Science Standards (NGSS) and Social Studies (SS) Practices. The ELD Standards Framework also specifies instructional supports of ELD evidence-based practices for all other content course disciplines.

Section 1: [Overview Document](#)

- A. Purpose
- B. Key Uses of Academic Language

Section 2: [Framework for Developing the Language of Language Arts](#)

- A. **Student Moves:** Language Expectations
- B. **Teacher Moves:** Supports for Interpreting and Expressing in the Language of the Content
- C. **Teacher Moves:** Teacher Moves: Supports for Collaborating in the Academic Language

Section 1B: Key Uses of Academic Language

These purposes, referred to as **Key Uses**, were identified based on reviews of literature and a language analysis of college and career readiness standards:

KEY USES	KEY USES DESCRIPTION
NARRATE	Highlights language to convey real or imaginary experiences through stories and histories. Example tasks for the Key Use of Narrate include telling or summarizing stories, sharing past experiences, recounting an incident, or to chronicle a report.
INFORM	Highlights language to provide factual information, to tell, give knowledge, apprise, notify, to make aware of ideas, actions, or phenomena. Example tasks for the Key Use of Inform include defining, describing, comparing, contrasting, categorizing, or classifying concepts, ideas, or phenomena.
EXPLAIN	Highlights language to give an account for how things work or why things happen to clarify ideas, actions, or phenomena. Example tasks for the Key Use of Explain include interpreting, elaborating, illustrating, simplifying ideas, actions, or phenomena.
ARGUE	Highlights language to justify claims using evidence and reasoning, constructing arguments with evidence, or stating preferences or opinions. Example tasks for the Key Use of Argue include advancing or defending an idea or solution, changing the audience’s point of view, or evaluating an issue.
DISCUSS	Highlights language to interact with others to build meaning and to share knowledge. Example tasks for the Key Use of Discuss includes participating in small or large group activities and projects. Discuss can be found in Standard 1: Language of Social and Instructional Purposes of the WIDA 2002 Standards Framework.

SECTION 2: ACADEMIC LANGUAGE WITHIN OTHER COURSE CONTENT DISCIPLINES GRADES K-12

Section 2A: Student Moves: Language Expectations

With appropriate instructional support (visual, graphic, and interactive), multilingual learners can...

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Interpretive: Listening, Reading & Viewing</p>	<ul style="list-style-type: none"> • Identify and labeled diagrams, pictures in graphs or charts. • Identify the “who,” “what,” “where,” and “when” in informational text with a partner. • Match illustrated words/phrases to causal or sequential language. • Sequence sentence strips to show content-area processes form illustrated texts. • Identify different types of connectors (e.g. first, next, because, so). • Organize evidence based on sequential language in texts. • Differentiate between claims and evidence. • Recognize the pros or cons of issues from short oral statements. • Differentiate between technical and everyday vocabulary that describe phenomena. • Make connections between statements that make claims and those providing evidence. 	<ul style="list-style-type: none"> • Interpret information from charts, tables, or graphic organizers. • Classify claims and evidence from oral presentations. • Differentiate multiple perspectives presented orally. • Summarize information with diagrams, models, flow charts, or illustrations. • Compare information on phenomena across a variety of multimedia sources. • Evaluate the strength of evidence statements. • Follow the progression of logical reasoning. • Identify the different words or phrases that are used to describe the same topic or phenomena. • Organize information on how or why the event occurred. • Match causes with effects • Hypothesize or predict based on evidence. 	<ul style="list-style-type: none"> • Interpret graphs or charts using explicit course-related text. • Apply information to new contexts. • Recognize nuanced meanings of words and phrases in extended oral discourse. • Identify effects and consequences of events and phenomena from class discussions. • Identify strengths, limitations, and potential biases from oral presentations. • Recognize multiple perspectives and points of view on any given issue. • Identify the logical connections among claims, counterclaims, reasons, and evidence. • Differentiate similarities and differences of information presented through multimedia and written text. • Recognize the strength of the quality of evidence presented in oral discourse. • Summarize information from multiple related sources. • Evaluate the strength of evidence as support for claims. • Evaluate claims and evidence by drawing from multiple print sources.

Section 2A: Student Moves: Language Expectations (continued)

With appropriate instructional support (visual, graphic, and interactive), multilingual learners can...

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Expressive: Speaking, Writing, & Representing</p>	<ul style="list-style-type: none"> • Answer select Wh-questions. • State main ideas or points of classroom conversations. • Restate details of content-related topics (in home language and English) in small groups. • Describe situations from modeled sentences. • Connect two content-related ideas that define “how” or “why”. • Respond yes or no to short statements or questions related to a claim. • Answer simple questions related to claims. • State evidence to support claims (in home language and English). • Reproduce words and phrases related to topics. • Complete sentences using word banks. • Produce statements related to main ideas on familiar topics in home language and English. • Generate words and phrases that represent opinions (e.g., “I think...”) 	<ul style="list-style-type: none"> • Make predictions or draw conclusions and provide reasons from pictures, photographs or graphs. • Compare/contrast systems, concept models, illustrations from pictures, photographs or graphs. • Relate a series of events by expressing time in multiple tenses. • Connect ideas in content-related discourse using transitions. • Paraphrase and summarize content-related ideas presented orally. • State why events occur, phenomena exist, or some things happen. • Compare content-related concepts • Critique opposing claims. • Take stances and summarize ideas supporting them. • Produce short paragraphs with main ideas and some details. • Describe relationships between details or examples and supporting ideas. • Substantiate opinions with content-related examples and evidence. 	<ul style="list-style-type: none"> • Validate predictions or conclusions by providing evidence or reasoning against pictures, charts, tables or graphs. • Present information that follows discipline-specific organization. • Engage in extended discussion of effects, impacts, or events related to content topics. • Provide precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms. • Challenge evidence and claims in debates. • Organize claims and counterclaims in debates with evidence from multiple sources. • Sequence using language that creates coherence. • Synthesize information and details about phenomena from a variety of sources • Develop ideas about phenomena with relevant and sufficient facts, extended descriptions, or concrete details. • Integrate multiple perspectives and evidence from a variety of sources.

Section 2B: Teacher Moves: Supports for Developing Interpretive and Expressive Language

What general supports can teachers provide to students at different language proficiency levels to interpret and express academic language in all language domains?

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> • Build background in key language and concepts. • Provide explicit instruction and practice in key social and instructional vocabulary. • Model orally the academic language and specific vocabulary. • Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. • Use physical gestures to accompany oral directives. • Label visuals and objects with target vocabulary. • Introduce cognates to aid comprehension. • Restate/rephrase and use Patterned Oral Language routines. • Preview the text content with pictures, demos, charts, or experiences. • Use K-W-L charts before reading. • Pair students to read one text together. • Preview text with a Picture Walk. • Provide a list of important concepts on a graphic organizer. • Use Shared Reading and/or simplify the text. • Provide a content vocabulary Word Bank with non-linguistic representations. • Provide opportunities for translanguageing during the task. 	<ul style="list-style-type: none"> • Build background in key language and concepts. • Model orally the academic language and specific vocabulary. • Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. • Provide a system for students to record and process key academic and content- specific vocabulary. • Check Comprehension of all students frequently. Use Wait Time. • Require full sentence responses by asking open ended questions. • Scaffold oral reports with note cards and provide time for prior practice. • Require the use of academic language. • Require oral reporting for summarizing group work. • Pair students to read one text together. • Use K-W-L charts before reading. • Provide a list of important concepts on a graphic organizer. • Provide a content vocabulary Word Bank with non-linguistic representations. • Use Jigsaw Reading to scaffold independent reading. • Provide opportunities for translanguageing during the task. 	<ul style="list-style-type: none"> • Build background in key language and concepts. • Use complex sentence and discourse starters. • Model orally the academic language and specific vocabulary. • Use Video Observation Guides. • Confirm students’ prior knowledge of content topics. • Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. • Use Reciprocal Teaching to scaffold independent reading. • Extend content vocabulary with multiple examples and non-examples. • Provide opportunities for translanguageing during the task.

Section 2C: Teacher Moves: Supports for Collaborating in the Academic Language

How can teachers provide ongoing opportunities for students to collaborate using academic language?

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Prior to reading, writing, and discussion, Teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> ● Engage in pair work (in L1 if possible) to prepare questions for discussion using graphic, interactive, and/or language supports. ● Participate in pair/triad/small group discussions using graphic, interactive, and/or language supports (including L1 as appropriate). ● Use Clock Buddies. ● Use Numbered Heads Together. ● Use Think-Pair-Share Squared. ● Use key sentence frames for pair interactions ● Participate with Strategic Partners at a higher English proficiency level and/or with same primary language peer(s). ● Use a Roving Chart in small group work ● Use Interactive Journals ● Use Think-Write-Pair Share ● Use Cloze sentences with a Word Bank ● Use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups. 	<p>Prior to reading, writing, and discussion, Teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> ● Engage pair work to prepare questions for discussion using graphic, interactive, and/or language supports as needed. ● Contribute to pair/triad/small group discussions by supporting with examples, asking clarifying questions, and using graphic, interactive, and/or language supports as needed. ● Engage with whole/large group discussions by connecting ideas with supporting details, generating original questions, and using graphic, interactive, and/or language supports as needed ● Use Graphic Organizers or notes to scaffold oral retelling ● Use Think-Pair-Share ● Repeat and expand their responses and other students' responses in a Collaborative Dialogue ● Use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups. 	<p>Prior to reading, writing, and discussion, Teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> ● Engage in structured pair work to process ● Inform and formulate thinking, then prepare questions for discussion ● Contribute to pair/triad/small group discussions to share individual ideas and compare with other ideas in the group, using graphic, interactive, and/or language supports as needed ● Engage with whole/large group discussions by generating original questions and/or building on the ideas of others using graphic, interactive, and/or language supports as needed ● Use oral reporting for summarizing group work ● Use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups.