



ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

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SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3 - OVERVIEW

Section 1: 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). The practices identified in this document were created within the Council of Chief State School Officers (CCSSO) for English Language Arts. The ELD Standards Instructional Guidance documents conceptualize the Nevada ELD Standards as intertwined with learning the Nevada Academic Content Standards and College and Career Readiness Standards.

Section 1: [Overview Document](#)

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 3: **Instructional Guidance: Language Arts Practices**

- A. Summary: Content Disciplinary Practices and Example Tasks
- B. Language Arts Disciplinary Practices
 - Practice 1: Support analyses of a range of grade-level complex texts
 - Practice 2: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
 - Practice 3: Construct valid arguments from evidence and critique the reasoning of others
 - Practice 4: Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts
 - Practice 5: Build upon the ideas of others and articulate his or her own when working collaboratively
 - Practice 6: Use English structures to communicate content-specific messages

Section 1: 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 include 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: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

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)
Interpretive: Listening, Reading, & Viewing	<ul style="list-style-type: none"> ● Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books. ● Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books. ● Order pictures of related sentences read aloud that use sequential language (e.g., first, second, last, first, then, next). ● Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small group. ● Blend sounds together to make words, shown visually. ● Recognize sounds in spoken words with accompanying illustrations. ● Match pictures to individual clues based on oral statements. 	<ul style="list-style-type: none"> ● Compare/Contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books. ● Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books. ● Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books. ● Segment illustrated sentences into words or phrases. ● Remove or add sounds to existing words to make new words, shown visually. ● Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions. 	<ul style="list-style-type: none"> ● Draw conclusions about characters, places or objects from pattern or predictable books read aloud. ● Select logical outcomes or endings to stories read aloud. ● Summarize features of places or objects from multiple compound sentences in non-fiction books. ● Identify spell/sound correspondence in grade-level text. ● Sequence pictures of clues/pieces of evidence from mysteries read aloud. ● Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. ● Compare/contrast biographical information from two persons using illustrations and graphic organizers. ● Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support.

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)
Interpretive: Listening, Reading, & Viewing	<ul style="list-style-type: none"> ● Match oral statements from narrative or expository material to their illustrated representations. ● Determine literal meanings of oral passages from narrative or expository material and match to illustrations. ● Find identifying information illustrative of main ideas from illustrations, words or phrases. ● Sort main ideas and details from sentences using visual support and graphic organizers. 	<ul style="list-style-type: none"> ● Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. ● Project next in a sequence from oral discourse on narrative or expository material supported by illustrations. ● Compare/contrast biographical information from two persons using illustrations and graphic organizers. ● Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support. ● Match main ideas with their details from paragraphs using visual support and graphic organizers. 	

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)
Expressive: Speaking, Writing, & Representing	<ul style="list-style-type: none"> ● Name people (e.g., “boy,” “man”) or objects depicted on illustrated covers of fictional stories. ● Describe people or objects in titles and illustrated covers of fictional stories. ● Describe characters or settings of stories from phrase banks. ● Select and copy words related to settings or characters in illustrated folktales/stories from word banks. ● Reproduce illustrated word pairs by families (e.g., cat, hat). ● Generate lists of word families from illustrated models. ● Answer WH- questions to distinguish between pictures of real and imaginary people, objects or situations. ● Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables, or legends) depicted visually. ● Describe story elements of various genres supported by illustration. 	<ul style="list-style-type: none"> ● Make up the beginning of storylines based on titles and illustrated covers of fictional stories. ● Predict ideas in storylines based on titles and illustrated covers of fictional stories. ● Narrate main events of plot sequences in given time frames of picture books or illustrated short stories. ● State main ideas or themes of stories, including characters or settings, from pictures books or illustrated short stories. ● Describe sequence of events related to characters and settings in illustrated folktales using graphic organizers. ● Revise illustrated text according to specified conventions or mechanics (e.g., combine sentences to make appositives.). ● Complete scenarios from pictures of imaginary people, objects or situations. 	<ul style="list-style-type: none"> ● Provide examples and reasons for use of specified conventions or mechanics (e.g., Why do we need commas?). ● Retell stories using story elements from picture books or short stories. ● Connect events, characters or morals in illustrated folktales to self. ● Create stories about word families. ● Complete scenarios from pictures of imaginary people, objects or situations. ● Discuss relationships among ideas or offer opinions on issues or conflicts in various genres supported by illustrations. ● Sequence a series of illustrated events using paragraph transitions in narrative form based on model. ● Produce grade-level narrative stories or reports

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"> ● Respond to illustrated events using words or phrases based on models. ● Identify basic conventions or mechanics in text (e.g., use of capital letters). ● Differentiate among uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks). 	<ul style="list-style-type: none"> ● Discuss relationships among ideas or offer opinions on issues or conflicts in various genres supported by illustrations. ● Summarize story lines, issues or conflicts in various genres, supported by illustrations. ● Sequence a series of illustrated events using paragraph transitions in narrative form based on models. ● Depict a series of illustrated events using related sentences in narrative form based on models. 	

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. ● Give two step Contextualized directions. ● 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 translanguaging and multilingual support 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 content vocabulary Word Bank with non-linguistic representations. ● Use Jigsaw Reading to scaffold independent reading. ● Provide opportunities for translanguaging and multilingual support 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 translanguaging 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.

SECTION 3: INSTRUCTIONAL GUIDANCE
for English Language Development in the Content Area
of English Language Arts Grades 2-3

SECTION 3: INSTRUCTIONAL GUIDANCE: LANGUAGE ARTS PRACTICES GRADES 2-3

Section 3A: Summary: Content Disciplinary Practices and Example Tasks

Table of example tasks for each practice, with sample proficiency descriptors for each **Key Use of Academic Language**: (For a complete continuum of grade-level Proficiency Level Descriptors to support mastery of content area standards see WIDA ELD Standards 2020)

[WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12 \(wisc.edu\)](https://www.wisc.edu/wida/standards-framework/2020-edition-kindergarten-grade-12/)

Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
1. Support analyses of a range of grade-level complex texts with evidence.	<ul style="list-style-type: none"> Students will analyze grade-level text to identify logical outcomes or endings to stories read aloud (e.g., students ask questions pertaining to who, what, where, when, why and how to demonstrate their understanding of Alikı’s description of <i>A Medieval Feast</i>). RI.2.1]. (See also NVACS: RL.2.1; RL/RI.3.1 related to this disciplinary practice.) 	<ul style="list-style-type: none"> Proficient students can develop story with time and event sequences (first, next, before, after), complication, and resolution using past tense verb forms, pronouns, renaming, and synonyms to reference character, connectors to sequence time and link details (and, but, so), and declarative statements to provide closure in order to retell the details of a text to determine logical outcomes or endings. 	<ul style="list-style-type: none"> Proficient students can use connectors to link details (and, because, but, so), relating, timeless present and past tense verbs (have, be, eats, lived) adjectives to judge behavior and situations, and declarative statements to provide closure (and so, in the end) in order to describe the details of a text that lead to logical outcomes or endings 	<ul style="list-style-type: none"> Proficient students can use technical language, declarative statements, renaming of subject (the circus = it), and connectors (because, so, and) to link claims with reasoning in order to provide evidence supporting their opinions using the details of a text to determine logical outcomes or endings 	<ul style="list-style-type: none"> Proficient students will discuss the details of a text to determine logical outcomes or endings. (connect, elaborate, build meaning, share knowledge) using everyday, cross-disciplinary, and technical language.

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Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
<p>2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> Students will analyze grade-level text to describe in writing the beginning, middle and end. [W.2.2] (See also NVACS: W.3.2 related to this disciplinary practice.) 	<ul style="list-style-type: none"> Proficient students can use language to engage and adjust for audience, word choices to convey attitude (my amazing adventure), connectors to sequence time and events (first, next, then, before, after, later) and pronouns and renaming to reference a character or idea across the text in order to compose narratives using sequential language with beginning, middle and end. 	<ul style="list-style-type: none"> Proficient students can develop cohesive text using noun groups, connectors to sequence time and events (first, next, then, before, after, later), pronouns and renaming to reference a character or idea across the text, compound sentences with ‘and’, ‘but’, and visuals in order to write a text to describe the sequence of events, using sentences and illustrations. 	<ul style="list-style-type: none"> Proficient students can link claim and reasoning using connectors (because, and, so), signal words to show comparisons (bigger than, the fastest), relating and timeless present and past tenses verbs (have, be, eats, lived), and compound sentences with ‘and’, ‘but’ in order to write an opinion piece and provide connected reasons using a variety of sentences. 	<ul style="list-style-type: none"> Proficient students ask and answer questions about key details about the beginning, middle and end of a text, by responding to comments made in multiple exchanges. using everyday, cross-disciplinary, and disciplinary language.

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
<p>3. Construct valid arguments from evidence and critique the reasoning of others.</p>	<ul style="list-style-type: none"> Students will argue about logical outcomes or endings about a topic of discussion. [W.3.1] <i>(See also NVACS: W.2.1 related to this disciplinary practice.)</i> 	<ul style="list-style-type: none"> Proficient students can use connectors to link details (and, because, but, so), relating, timeless present, and past tense verbs (have, be, eats, lived), adjectives to judge behavior and situations, and declarative statements to provide closure (<i>and so, in the end</i>) in order to share details about logical outcomes or endings in oral discourse and produce discourse appropriate to the task. 	<ul style="list-style-type: none"> Proficient students can use technical nouns, auxiliary verbs (be, do, have) to link questions with topic (<i>Why do people live in cities? Why had the lion roared?</i>), and connectors (because, and so) in order to ask and answer content-related “how” and “why” questions, and express connected ideas leading to logical outcomes or endings with supporting details 	<ul style="list-style-type: none"> Proficient students can use relating verbs (have, be) adverbial phrases, technical nouns, causal connectors (because, so, that means), declarative statements (I disagree because...) in order to identify claims and reasons from oral discourse; distinguish opinion from reasons or facts; defend solutions from simple problems; elaborate reasons to justify content-related ideas; and provide evidence for specific claims 	<ul style="list-style-type: none"> Proficient students can ask and answer questions to maintain conversation and elaborate on someone else’s comments to participate in discussion using everyday, cross-disciplinary, and technical language.

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
<p>4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.</p>	<ul style="list-style-type: none"> Students will conduct research to integrate ideas from multiple sources to arrive at logical outcomes or endings. [W.2.8; SL.2.4-6] (See also NVACS: W.3.8; SL.3.4- 6 related to this disciplinary Practice.) 	<ul style="list-style-type: none"> Proficient students introduce and define a topic using technical nouns and noun groups (birds with feathers), pronouns (they, them, their), relating verbs (have, be, belong to), and declarative statements in order to share details from research about logical outcomes or endings in oral discourse and produce discourse appropriate to the task. 	<ul style="list-style-type: none"> Proficient students can use auxiliary verbs (be, do, have) to link questions with topic (Why do people live in cities? Why had the lion roared?), and connectors (because, and so) in order to ask and answer content-related “how” and “why” questions, and express connected ideas based on research of logical outcomes or endings with supporting details. 	<ul style="list-style-type: none"> Proficient students can use relating verbs (have, be) adverbial phrases , technical nouns, causal connectors (because, so, that means), declarative statements (I disagree because...) in order to identify claims and reasons from oral discourse and distinguish opinion from reasons or facts; defend solutions from simple problems, and elaborate reasons to justify content-related ideas by providing evidence for specific claims from research. 	<ul style="list-style-type: none"> Proficient students can ask and answer questions to maintain conversation and elaborate on someone else’s comments to participate in discussion regarding research by using everyday, cross-disciplinary, and technical language.

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
<p>5. Build upon the ideas of others and articulate his or her own when working collaboratively.</p>	<ul style="list-style-type: none"> Students will work collaboratively to discuss ideas about logical outcomes or endings (e.g., students identify what Beeler wants to answer as well as explain the main purpose of the text, <i>Beeler’s Throw your tooth on the Roof: Traditions Around the World</i>). [RI.2.6; SL.2.1]. (See also NVACS: RL.2.6; RL/RI.3.6; SL.3.1 related to this disciplinary practice.) 	<ul style="list-style-type: none"> Proficient students can express their own ideas and extend the ideas of others about logical outcomes or endings through discourse and produce discourse appropriate to the task using everyday, cross-disciplinary, and technical language. 	<ul style="list-style-type: none"> Proficient students can use technical nouns, auxiliary verbs (be, do, have) to link questions with the topic (<i>Why do people live in cities? Why had the lion roared?</i>), and connectors (because, and so) in order to ask and answer content-related questions, and express connected ideas of logical outcomes or endings with supporting details. 	<ul style="list-style-type: none"> Proficient students can use relating verbs (have, be), adverbial phrases, technical nouns, causal connectors (because, so, that means), declarative statements (I disagree...) in order to defend claims and reasons from oral discourse; distinguish opinion from reasons or facts; defend solutions from simple problems; elaborate reasons to justify content-related ideas; and providing evidence for specific claims from research. 	<ul style="list-style-type: none"> Proficient students can ask and answer questions to maintain conversation and elaborate on someone else’s comments to participate in discussion regarding ideas about logical outcomes or endings using everyday, cross-disciplinary, and technical language.

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Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
6. Use English structures to communicate content-specific messages.	<ul style="list-style-type: none"> Students will use language structures to communicate logical outcomes or endings (e.g., students describe the overall story structure of Thurber’s <i>The Thirteen Clocks</i>, describing how the interactions of the characters Duke and Princess Saralinda introduce the beginning of the story and how the suspenseful plot comes to an end). [RL.2.5; SL.2.1]. (See also NVACS: RL.3.6; SL.3.1 related to this disciplinary practice.) 	<ul style="list-style-type: none"> Proficient students can use language structures such as time and event sequences (first, next, before, after) that describe complication and resolution using past tense verb forms, pronouns, renaming, and synonyms to reference character, connectors to link details (and, but, so), and declarative statements to provide closure in order to communicate about logical outcomes or endings appropriate to the task. 	<ul style="list-style-type: none"> Proficient students can use language structures including technical nouns, auxiliary verbs (be, do, have) to link questions with topic (<i>Why <u>do</u> people live in cities? Why <u>had</u> the lion <u>roared</u>?</i>), and connectors (because, and so) in order to ask and answer content-related questions, and express connected ideas of logical outcomes or endings with supporting details. 	<ul style="list-style-type: none"> Proficient students can use language structures including relating verbs (have, be), adverbial phrases (<i>every morning</i>), technical nouns, causal connectors (because, so, that means), declarative statements (<i>I disagree...</i>) in order to defend and counter claims and reasons from oral discourse; distinguish opinion from reasons or facts; defend solutions from simple problems; elaborate reasons to justify content-related ideas; and provide evidence for specific claims from research. 	<ul style="list-style-type: none"> Proficient students can use the language structures of everyday, cross-disciplinary, and technical language to ask and answer questions, to maintain conversation and elaborate on someone else’s comments to participate in discussion regarding ideas about logical outcomes or endings.

Distribution of Language Arts Key Language Uses in Grades 2-3				
WIDA ELD STANDARD	Narrate	Inform	Explain	Argue
1. Language for Language Arts	●	●	○	◐

● Most Prominent ◐ Prominent ○ Present

Adapted from the WIDA 2020 Standards Framework p. 290-292

Section 3B: Language Arts Disciplinary Practices

Practice 1a: Support Analyses – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> ● Explicitly model orally the academic and descriptive language and specific vocabulary required to determine logical outcomes or endings, using visuals that may include bilingual labels and words. ● Practice and express language on topic in small groups or with partners using sentence and discourse starters and visual aids from the books. ● Provide a dialogue structure: My turn/your turn; Partner A/Partner B ● Provide specific sentence starters and frames, and a word bank. ❖ Examples: <ul style="list-style-type: none"> ✓ Explain: I think that_____. ✓ Justify: I believe_____because_____. ✓ Elaborate: The reason why this happened is_____. ● Use graphic organizers or other supports to assist students to Identify evidence from the text or visuals to support their opinion in a structured group or with a partner with L1 support. ● Enable students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2) 	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required to determine logical outcomes or endings, in small group conversations. ● Practice and express language on topic in small groups or with partners using sentence and discourse starters and visual aids from the book ● Provide specific, timely feedback during student practice time. ● Use sentence and discourse starters: <ul style="list-style-type: none"> ✓ Explain ✓ Justify ❖ Example: <ul style="list-style-type: none"> ✓ Explain: Information from this text explains that _____. ✓ Justify: Information from this text states that _____, but information from other text justifies _____ our original ideas. ✓ Elaborate: Examples from the text confirm our statements or arguments. ● Provide a dialogue structure: My turn/your turn; Partner A/Partner B; Collaborative groups. ● Enable students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2) 	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required to determine logical outcomes or endings. ● Provide text and visual supports from the text. ● Use complex sentence and discourse starters: <ul style="list-style-type: none"> ✓ Explain ✓ Justify ❖ Example: <ul style="list-style-type: none"> ✓ Explain: Information from this text explains that_____. ✓ Justify: Information from this text states that, but information from other text justifies____our original ideas. ✓ Elaborate: Examples from the text confirm our statements or arguments. ● Provide a dialogue structure: My turn/your turn; Partner A/Partner B; Collaborative groups. ● Enable students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2)

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 1b: Support Analyses – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate their learning** of language and content at **different language proficiency levels?** Examples:

<p style="text-align: center;">Entering/Emerging (Levels 1-2)</p>	<p style="text-align: center;">Developing/Expanding (Levels 3-4)</p>	<p style="text-align: center;">Bridging/Reaching (Levels 5-6)</p>
<p>With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain logical outcomes or endings with partners and in writing using sentence frames, word banks, and visuals. ● Provide evidence from grade-level text to support analysis using sentence frames, word bank, and/or visuals content. <p>(NEPF – IP.3.4; 5.2; 5.3)</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain logical outcomes or endings with partners and in writing using visual supports, sentence frames and word banks. ● Provide evidence from grade-level text to support analysis using sentence frames, word bank, and/or visuals content. <p>(NEPF – IP.3.4; 5.2; 5.3)</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain logical outcomes or endings with partners and in writing. ● Provide evidence from grade-level text to support analysis using sentence frames, word bank, and/or visuals content. <p>(NEPF – IP.3.4; 5.2; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 2a: Produce Clear and Coherent Writing – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

<p style="text-align: center;">Entering/Emerging (Levels 1-2)</p>	<p style="text-align: center;">Developing/Expanding (Levels 3-4)</p>	<p style="text-align: center;">Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> ● Explicitly model and provide guided practice using graphic organizers, tables, charts or timelines. ● Provide visual aids, realia, word banks and/or word walls. ● Provide guided practice to co-construct a modified exemplar-writing piece that includes logical outcomes or endings with picture support. ● Use words and simple sentences with pictures. ● Provide instructional supports, appropriate language structures, question starters, sentence frames and/or pictures, for students to ask and answer questions about key details in a text. <p>❖ Example: I think _____ because _____. (NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p>	<ul style="list-style-type: none"> ● Explicitly model and provide graphic organizers, tables, charts or timelines. ● Provide visual aids. ● Provide word banks and/or word walls. ● Model Think Aloud to co-construct an exemplar-writing piece that includes logical outcomes or endings. ● Provide paragraph frames. ● Use instructional supports such as a graphic organizer or chart for students to state and clarify reasoning with a partner or small group. ● Use simple and some expanded sentences with some complex sentences to support students’ emerging cohesion. ● Provide instructional supports, appropriate language structures of guiding questions for students to ask and answer questions about key details in a text. <p>❖ Example: I think _____ because _____, so _____. (NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p>	<ul style="list-style-type: none"> ● Provide graphic organizers, tables, charts, visual aids, or timelines. ● Provide word banks and/or word walls. ● Model Think Aloud to co-construct an exemplar-writing piece that includes logical outcomes or endings. ● Use expanded sentences with cohesion and emerging complexity. ● Provide instructional supports, appropriate language structures of guiding questions for students to ask and answer questions about key details in a text. <p>❖ Example: Why do you think _____? Can you tell me three reasons why? (NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 2b: Produce Clear and Coherent Writing – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate their learning** of language and content at **different language proficiency levels**? Examples:

<p style="text-align: center;">Entering/Emerging (Levels 1-2)</p>	<p style="text-align: center;">Developing/Expanding (Levels 3-4)</p>	<p style="text-align: center;">Bridging/Reaching (Levels 5-6)</p>
<p>With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Produce an organized expression of ideas using words, phrases and simple sentences. <p>(NEPF – IP.1.4; 2.2; 5.2; 5.3)</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Produce an organized expression of ideas with emerging cohesion characteristic of particular content areas, using simple, expanded, and some complex sentences. <p>(NEPF – IP.1.4; 2.2; 5.2; 5.3)</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Produce an organized, cohesive and coherent expression of ideas characteristic of a particular content area, using multiple, complex sentences. <p>(NEPF – IP.1.4; 2.2; 5.2; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 3a: Construct Valid Arguments – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> ● Explicitly model orally and visually the academic, descriptive language, specific vocabulary and discourse structure required to construct valid arguments from evidence and critique the reasoning of others, using visuals which may include bilingual labels and words. ● Model and provide guided practice using graphic organizers, tables, anchor charts or timelines ● Provide visual aids, realia, word banks and/or word walls. ● Provide guided practice to construct a modified exemplar-writing piece that includes logical outcomes or endings with picture support. ● Provide structures and practice opportunities for students to argue and critique their reasoning: <ul style="list-style-type: none"> ✓ Strategic partners ✓ Role playing the vocabulary necessary to argue and critique ✓ Interactive whole group ✓ Language station/center ✓ Phrasal patterns: “I heard you say”; “I agree with you because”_____. <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, phrasal patterns and discourse structure required to construct valid arguments from evidence and critique the reasoning of others, in small groups. ● Model and provide graphic organizers, tables, charts, anchor charts, visual aids, or timelines. ● Provide word banks and/or word walls. ● Model Think Aloud to construct an exemplar-writing piece that includes logical outcomes or endings. ● Paragraph frames. ● Provide structures and practice opportunities with specific feedback for students to argue and critique their reasoning: <ul style="list-style-type: none"> ✓ Strategic partners ✓ Role play the vocabulary necessary to argue and critique ✓ Language station/center ✓ Phrasal patterns: “I heard you say”; “I agree with you because”; “I think this is what you meant by”; “I’d like to add” <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, phrasal patterns and discourse structure required to construct valid arguments from evidence and critique the reasoning of others. ● Provide graphic organizers, tables, charts or timelines. ● Provide visual aids, word banks and/or word walls. ● Model Think Aloud to construct an exemplar-writing piece that includes logical outcomes or endings. ● Provide structures for students to argue and critique their reasoning with opportunity for specific feedback: <ul style="list-style-type: none"> ✓ Partners ✓ Role play the vocabulary necessary to argue and critique ✓ Phrasal patterns: “I heard you say”; “I agree with you because”; “I’m wondering what you meant by”; “I’d like to add _____.” <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 3b: Construct Valid Arguments – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate their learning** of language and content at **different language proficiency levels**? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Produce an oral or written argument through an organized expression of ideas using words, phrases and simple sentences. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Produce oral or written argument-organized expression of ideas with emerging cohesion characteristic of particular content areas, using simple, expanded, and some complex sentences. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Produce an oral or written argument organized, cohesive and coherent expression of ideas characteristic of a particular content area, using multiple, complex sentences. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 4a: Build and Present Knowledge through Research – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. ● Model and provide guided practice using graphic organizers, tables, charts or timelines. ● Provide a variety of sources for research including multilingual sources. ● Provide visual aids, realia, word banks and/or word walls. ● Provide guided practice to co-construct a modified exemplar-writing piece that includes logical outcomes or endings with picture support. ● Use simple sentence and paragraph frames. ● Use instructional supports, labeled pictures and single words or simple sentences, for students to state and clarify reasoning with a partner or small group. ● Provide instructional supports, appropriate language structures question starters, sentence frames and/or pictures, for students to ask and answer questions about key details integrating, comparing, and synthesizing ideas from texts. ❖ Example: These texts are similar _____. They are different _____. <p>(NEPF –IP.1.3; 2.2; 2.3; 3.3; 4.1;5.2; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. ● Model and provide graphic organizers, tables, charts, visual aids, timelines. ● Provide a variety of sources for research including multilingual sources. ● Provide word banks and/or word walls. ● Model Think Aloud to co-construct an exemplar-writing piece that includes logical outcomes or endings. ● Use Paragraph frames. ● Model/provide exemplars of research methods and presentations from the research. ● Provide opportunities to practice their presentations in a low-risk environment. ● Provide text structures for students to research and develop their presentations and receive specific feedback. ● Use a graphic organizer or chart for students to state and clarify reasoning with a partner or small group. ● Provide instructional supports, question starters and sentence frames, for students to ask and answer questions about key details integrating, comparing, and synthesizing ideas from texts. ❖ Example: These texts are similar _____. They are different _____. <p>(NEPF –IP.1.3; 2.2; 2.3; 3.3; 4.1;5.2; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. ● Provide a variety of sources for research including multilingual sources. ● Provide graphic organizers, tables, charts, visual aids, or timelines, word banks and/or word walls. ● Model Think Aloud to co-construct an exemplar-writing piece that includes logical outcomes or endings. ● Model/provide exemplars of research methods and presentations from the research. ● Provide text structures for students to research and develop their presentations; and receive specific feedback. ● Provide instructional supports, appropriate language structures of guiding questions for students to ask and answer questions about key details in a text about key details integrating, comparing, and synthesizing ideas from texts. ❖ Example: These texts are similar _____. They are different _____. <p>(NEPF –IP.1.3; 2.2; 2.3; 3.3; 4.1;5.2; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 4b: Build and Present Knowledge through Research – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate their learning** of language and content at **different language proficiency levels**? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Produce orally or in writing an organized expression of ideas using words, phrases and simple sentences. <p>(NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</p>	<p>With appropriate supports students will...</p> <ul style="list-style-type: none"> ● Produce orally or in writing an organized expression of ideas with emerging cohesion characteristic of particular content areas, using simple, expanded, and some complex sentences. <p>(NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</p>	<p>With appropriate supports students will...</p> <ul style="list-style-type: none"> ● Produce orally or in writing an organized expression of ideas with emerging cohesion characteristic of particular content areas, using simple, expanded, and some complex sentences. <p>(NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 5a: Build Upon the Ideas of Others and Articulate – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> ● Explicitly model and provide guided practice using graphic organizers, tables, anchor charts or timelines, and interactive support. ● Provide visual aids and realia. ● Provide word banks and/or word walls. ● Provide guided practice to construct a modified exemplar-writing piece that includes logical outcomes or endings with picture support. ● Provide simple sentence frames. ● Use graphic organizers or other supports, labeled pictures and single words or simple sentences with pictures, for students to justify, clarify and inquire about reasoning with a partner or small group. ● Provide appropriate language structures, question starters, sentence frames and/or pictures, for students to ask and answer questions about key details in a text. <p>❖ Example: I think _____ because _____.</p> <p>(NEPF – IP. 1.2; 2.2; 3.2; 3.1; 3.4; 4.1; 4.3; 5.2)</p>	<ul style="list-style-type: none"> ● Explicitly model and provide graphic organizers, tables, anchor charts or timelines, and interactive support. ● Provide visual aids, word banks and/or word walls, paragraph frames. ● Provide opportunities to practice presentations and receive feedback in a low-risk environment. ● Model Think Aloud to construct an exemplar-writing piece that includes logical outcomes or endings. ● Use simple, compound, and some complex sentences to support students’ emerging cohesion. ● Use graphic organizers or other supports, for students to justify, clarify and inquire about reasoning with a partner or small group. ● Provide appropriate language structures question starters or sentence frames, for students to ask and answer questions about key details in a text. <p>❖ Example: I think _____ because _____.</p> <p>(NEPF – IP. 1.2; 2.2; 3.2; 3.1; 3.4; 4.1; 4.3; 5.2)</p>	<ul style="list-style-type: none"> ● Explicitly model and provide graphic organizers, tables, anchor charts or timelines, and interactive support. ● Provide visual aids, word banks and/or word walls, paragraph frames. ● Model Think Aloud to construct an exemplar-writing piece that includes logical outcomes or endings. ● Use instructional supports such as a graphic organizer or chart for students to state and clarify reasoning with a partner or small group. ● Use expanded sentences with cohesion and emerging complexity. ● Provide appropriate language structures of guiding questions for students to ask and answer questions about key details in a text about key details in a text <p>❖ Example: Based on _____, it seems to me that _____.</p> <p>(NEPF – IP. 1.2; 2.2; 3.2; 3.1; 3.4; 4.1; 4.3; 5.2)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 5b: Build Upon the Ideas of Others and Articulate – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate** their learning of language and content at **different language proficiency levels**? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Construct an organized expression of ideas using words, phrases and simple sentences. <p>(NEPF-IP.1.4; 2.3;3.1;3.4;4.1;5.3)</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Construct an organized expression of ideas with emerging cohesion characteristic of particular content areas, using simple, expanded, and some complex sentences. <p>(NEPF-IP.1.4; 2.3;3.1;3.4;4.1;5.3)</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Construct an organized expression of ideas with developing cohesion, using multiple, complex sentences. <p>(NEPF-IP.1.4; 2.3;3.1;3.4;4.1;5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 6a: Use English Structures to Communicate – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> ● Explicitly model and provide guided practice using graphic organizers, tables, graphs charts or timelines, and interactive support. ● Provide visual aids and realia, word banks and/or word walls. ● Provide guided practice to construct a modified exemplar-writing piece using appropriate language structures that includes logical outcomes or endings with picture support. ● Provide simple sentence frames. ● Use graphic organizers or other supports, labeled pictures and single words or simple sentences with pictures, for students to justify, clarify and inquire about reasoning with a partner or small group. ● Provide appropriate language structures, question starters, simple sentence frames and/or pictures, for students to ask and answer questions about key text regarding content-specific messages. <p>❖ Example: I think _____ because _____. (NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model and provide graphic organizers, tables, graphs, charts or timelines, and interactive support. ● Provide visual aids, word banks and/or word walls. ● Model Think Aloud to construct an exemplar-writing piece using appropriate language structures that includes logical outcomes or endings. ● Provide paragraph frames. ● Use compound and some complex sentence frames to support cohesion ● Use graphic organizers or other supports, such as guiding questions, for students to justify, clarify and inquire about reasoning with a partner or small group. ● Provide appropriate language structures, question starters or sentence frames, for students to ask and answer questions about key text regarding content-specific messages. <p>❖ Example: I think _____ because _____. (NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</p>	<ul style="list-style-type: none"> ● Provide graphic organizers, tables, graphs, charts or timelines, and interactive support. ● Provide visual aids, word banks and/or word walls. ● Model Think Aloud to construct an exemplar-writing piece using appropriate language structures that includes logical outcomes or endings. ● Require expanded sentences with cohesion and emerging complexity. ● Use graphic organizers or charts for students to justify, clarify and inquire about the reasoning of others with a partner or small group. ● Provide appropriate language structures of guiding questions for students to ask and answer questions about key text regarding content-specific messages. <p>❖ Example: Why do you think _____? Can you tell me three reasons why? (NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 6b: Use English Structures to Communicate – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate** their learning of language and content at **different language proficiency levels**? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Using appropriate language structures, create an organized expression of ideas using words, phrases and simple sentences. <p>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Using appropriate language structures, create an organized expression of ideas with emerging cohesion characteristic of particular content areas, using simple, expanded, and some complex sentences. <p>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Using appropriate language structures, create an organized, cohesive and coherent expression of ideas or characteristics of a particular content area. <p>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</p>