



ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 9-12

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SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 9-12 - 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 9-12

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 examples of comedic situations based on oral statements and visual scenes. ● Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms as in literal depiction of ‘honeymoon’). ● Identify examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner table, Table of contents). ● Pair examples of use of words or phrases with multiple meanings from visuals (e.g., “Which one shows what table means in math class? Which one shows what table means in English class?”). ● Associate people with their acts or contributions using visual and word or phrase level text. ● Identify words and phrases related to author’s perspective in illustrated sentences. ● Identify main ideas related to author’s perspective in illustrated series of related sentences. 	<ul style="list-style-type: none"> ● Apply oral descriptions that contain double meanings to visual representations to depict comedy. ● Identify subtle comedic elements from oral discourse and visual (e.g., use of hyperbole, irony or satire). ● Sort examples of words, phrases or sentences with multiple meanings from visuals according to context. ● Distinguish between examples of words, phrases or sentences with multiple meanings from oral input with or without visual support. ● Match cause of influences on people’s lives with effect using visuals and multi-sentence text. ● Interpret impact of people’s lives on others or society using visuals and paragraph-level text. ● Identify main ideas and supporting details related to author’s perspective in illustrated paragraphs. ● Interpret author’s perspective in visually supported literary text. 	<ul style="list-style-type: none"> ● Match subtle comedic elements from oral discourse to intended meanings. ● Infer nuances from oral discourse containing multiple meanings. ● Predict people’s reactions to living in different time periods or circumstances using grade-level text. ● Apply author’s perspective in literary text to other contexts.

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"> ● Match subtle comedic elements from oral discourse to intended meanings. ● Infer nuances from oral discourse containing multiple meanings. ● Predict people’s reactions to living in different time periods or circumstances using grade-level text. ● Apply author’s perspective in literary text to other contexts. 	<ul style="list-style-type: none"> ● Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visual or graphic organizers. ● Compare authors’ points of view of similar story lines from different cultures using visuals or graphic organizers. ● Relate analogies or symbolism using visual support (e.g., cartoons) to personal experiences. ● Summarize critical commentaries on issues from illustrated models or outlines. ● Respond to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines. ● Use examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks. ● Elaborate on examples of literal and figurative language with or without illustrations. 	<ul style="list-style-type: none"> ● Discuss how different views in multicultural literature represent global perspectives. ● Explain meaning of analogies or symbolism within familiar contexts. ● Provide critical commentary on a wide range of issues commensurate with proficient peers. ● Compose narratives using literal and figurative language.

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. ● 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. ● 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 translanguageing 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. ● Check Comprehension of all students frequently. ● Use Wait Time. ● Require full sentence responses by asking open ended questions. ● Use Varied Presentation Formats such as role plays. ● 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 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 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.

SECTION 3: INSTRUCTIONAL GUIDANCE
for English Language Development in the Content Area of
English Language Arts Grades 9-12

SECTION 3: INSTRUCTIONAL GUIDANCE: LANGUAGE ARTS PRACTICES GRADES 9-12

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"> High school students will analyze a complex text (e.g., Thoreau’s <i>Walden</i>) to determine two or more central ideas (e.g., the ideas of living simply and being self-reliant) of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis (e.g., According to Thoreau, how does moving toward a complex life undermine self-reliance?); provide an objective summary of the text. [RI.11-12.2] <i>(See also NVACS: RI/RL.9-10.1-9; RI/RL.11-12.1-9)</i> 	<ul style="list-style-type: none"> Students narrate or inform with an understanding of how ideas are connected across a whole text and will identify and summarize the central ideas of the text. 	<ul style="list-style-type: none"> Students explain how ideas are connected across a whole text, and will describe the various types of cohesive devices, strategies, and events that connect ideas throughout the text to identify the central ideas of the text. 	<ul style="list-style-type: none"> Students elaborate or condense ideas to support the central ideas with evidence from the text and formulate arguments. Students make a case for and defend their analysis with evidence from the text showing how events are related to the development of the central ideas over the course of the text by writing an objective summary with a wide variety of sentence types that show complex clause relationships. 	<ul style="list-style-type: none"> Students support the central ideas with evidence from the text and formulate arguments. Students make a case for how meanings are extended or enhanced through the authors’ strategic use of sentences and defend their analysis with evidence from the text showing how events are related to the development of the central ideas over the course of the text.

Section 3A: Summary: Content Disciplinary Practices and Example Tasks (continued)

Table of example tasks for each practice, with sample proficiency descriptors for each **Key Use of Academic Language**:

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"> High school students write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. [W.9-10.1] (See also NVACS: W.9-10.2-3; W.11-12.1-3 related to this disciplinary practice.) 	<ul style="list-style-type: none"> Students employ the writing process to produce an argumentative text that develops coherence and cohesion throughout the text with an understanding of how coherent texts links ideas, events, and reason in a variety of ways (causes and effects, factors and outcomes, events and consequences) 	<ul style="list-style-type: none"> Students use evidence in an argumentative essay while pointing out the strengths and limitations of both understanding how coherent texts link ideas, events, and reasons in a variety of ways. Students evaluate orally the significance of events, people, or phenomena. 	<ul style="list-style-type: none"> Students make a claim(s), defend their claim(s), and acknowledge a counterclaim, supplying evidence for each and clarifying the relationships between claim(s) and reasons. 	<ul style="list-style-type: none"> Students provide reasoning and elaborate to support their claim and evidence using precise meanings through everyday, cross-disciplinary, and technical language.

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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"> High school students will participate in a debate upon completion and construction of their writing (e.g., evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing stance, premises, links among ideas, word choice, points of emphasis, and tone used). <p>[SL.11-12. 3] (See also NVACS: SL.9-10.3 related to this disciplinary practice.)</p>	<ul style="list-style-type: none"> Students understand how coherent spoken texts are created by linking ideas, events, and reasons in a variety of ways paraphrasing and summarizing content-related ideas presented orally. 	<ul style="list-style-type: none"> Students compare content-related concepts to their arguments and connect ideas using supporting details to show relationships. 	<ul style="list-style-type: none"> Students understand how meanings are extended or enhanced through persuading others of the validity of their argument and responding with evidence, examples, and ideas on the content topic through a wide variety of sentence types that show various increasingly complex relationships. 	<ul style="list-style-type: none"> Students recognize purposes of contributions in conversations and demonstrate awareness of personal bias when defending one’s point of view.

Section 3A: Summary: Content Disciplinary Practices and Example Tasks (continued)

Table of example tasks for each practice, with sample proficiency descriptors for each **Key Use of Academic Language**:

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"> High school students will gather information from multiple authoritative print and digital sources through research, assess the credibility and accuracy of each source, compare and synthesize ideas; and present conclusions in an oral report, avoiding plagiarism and overreliance on one source and following a specified format for citation(s). [W.11-12.8; SL.11-12.8.4-6] <i>(See also NVACS: W.9-10.8; SL.9-10.8.4-6 related to this disciplinary practice.)</i> 	<ul style="list-style-type: none"> Students narrate or inform how ideas are connected across text will identify the central ideas among multiple print and digital texts. Students paraphrase and summarize content-related ideas orally. 	<ul style="list-style-type: none"> Students explain how meanings are extended or enhanced by analyzing the development of the central idea from various digital and print sources. Students connect ideas with supporting details to show the authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships that inform conclusions in the report. 	<ul style="list-style-type: none"> Students use precise meanings articulated through everyday, cross-disciplinary and technical language to support the central idea using evidence from various digital and print sources. Students critique the credibility of other sources and take stances and summarize ideas with supporting evidence synthesized from various print and digital sources. 	<ul style="list-style-type: none"> Students elaborate and explain their reasoning using evidence synthesized from various print and digital sources. Students present conclusions in an oral report, demonstrating awareness of personal bias when defending one's point of view.

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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"> High school students will engage in a range of collaborative discussions, building on others' ideas and expressing their own ideas clearly to analyze a case in which grasping point of view requires distinguishing between what is directly stated in a text from and what is actually meant to be conveyed. (e.g., satire, sarcasm, understatement, irony). [RL.11-12.6; SL.6.1]. (See also NVACS: RL.9-10.6; SL.7.1 related to this disciplinary practice.) 	<ul style="list-style-type: none"> Students identify the character's (narrator's, author's or speaker's) point of view in a story, drama, or poem by listening to the ideas of others and restating the ideas to connect the ideas across a whole text in a wide variety of cohesive devices used in genre and discipline-specific ways to show understanding. 	<ul style="list-style-type: none"> Students pose questions that connect several speakers' ideas and respond to others' ideas to analyze a case in which grasping point of view requires distinguishing between what is directly stated in a text from what is actually meant to be conveyed. 	<ul style="list-style-type: none"> Students support their ideas with evidence from the text and build upon the ideas of others with evidence from the text to analyze a case in which grasping point of view requires distinguishing between what is directly stated and what is actually meant to be conveyed. 	<ul style="list-style-type: none"> Students build upon the ideas of others by elaborating or condensing ideas through multiple and strategic use of language features and to articulate his or her own ideas when working collaboratively.

Section 3A: Summary: Content Disciplinary Practices and Example Tasks (continued)

Table of example tasks for each practice, with sample proficiency descriptors for each **Key Use of Academic Language**:

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"> High school students will read closely a complex short text multiple times, as a model of study, to analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas (e.g., pacing, sequence of events, and overall structure in Michael Shaara’s <i>The Killer Angels</i>). [RL/RI.9-10.5; L.6.3-5] (See also NVACS: RL/RI.11-12.5; L.11-12.3-5 related to this disciplinary practice.) 	<ul style="list-style-type: none"> Students identify text structures that contribute to the development of style and effect in a text by extending or enhancing meanings through strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address the genre. 	<ul style="list-style-type: none"> Students explain the effectiveness of text structures to create style and effect. Students match text structures that contribute to development of style and effect in a text in a text. 	<ul style="list-style-type: none"> Students identify evidence that supports analysis of how text structures contribute to development of style and effect in a text by creating precise meanings through everyday, cross-disciplinary, and technical language. 	<ul style="list-style-type: none"> Students, building on the ideas of others, elaborate and condense ideas and cite evidence that supports their analysis of how text structures contribute to the development of style and effect in a text.

Distribution of Language Arts Key Language Uses in Grades 9-12				
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 language, specific vocabulary and structure required to analyze a range of grade-level complex texts. ● Model thinking to draw inferences supported by details and examples from the text, using visuals which may include bilingual labels and words. ● Provide a dialogue structure (e.g., dyads, triads, clarifying bookmarks, cognates, vocabulary development models) to complete tier two vocabulary exercises and answer text dependent questions. ● Provide a word bank. ● Provide adequate time for students to process the language and content. ● Provide academic sentence starters for the language structures used in the lesson. ● Allow time for students to write their ideas and then share with a partner or small group ● Use graphic organizers or other supports to provide details, transition words and visuals to help students identify and describe events in a range of grade-level complex texts, to draw inferences that are supported by details and examples from the text in a structured group or with a partner with L1 support. <ul style="list-style-type: none"> ○ Utilize L1 resources (spoken, written, and viewed) to build schema. 	<ul style="list-style-type: none"> ● Explicitly model orally the academic language, specific vocabulary and structure required to analyze a range of grade-level complex texts, drawing inferences that are supported by details and examples from the text, in small group conversations. ● Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks, vocabulary development models) for students to complete tier two vocabulary exercises and answer text dependent questions. ● Provide a word bank. ● Provide adequate time for students to process the language and content. ● Provide academic sentence frames or sentence stems for the language structures used in the lesson. ● Allow time for students to write their ideas and then share with a partner or small group. ● Provide specific, timely feedback during student practice time. 	<ul style="list-style-type: none"> ● Explicitly model orally the academic language, specific vocabulary and structure required to analyze a range of grade-level complex texts, drawing inferences that are supported by details and examples from the text, in small group conversations. ● Provide a dialogue structure (e.g., dyads, triads) for students to answer text dependent questions. ● Use graphic organizers or other supports for students to identify and elaborate on details from a range of grade-level complex texts, to draw inferences that are supported by details and examples from the text with a partner. ● Use graphic organizers, group discussions to support the students to make meaning of the content. ● Enable students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. ❖ Example: I do not think that the evidence supports_____because of_____. Others may say_____; however,_____. I was thinking more along the lines of_____.

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<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"> ○ Provide guided practice with specific feedback. ● Create questions that prompt reflective thinking in students. ● Provide processing time for students by asking a question, posing a problem or prompting students to discuss the oral input. Record academic vocabulary in their vocabulary notebook with L1 (primary language) translation or non-linguistic representation. ● Enable students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. ● Use a formulaic sentence expression to help students clarify an understanding, interpret information, or provide a rationale that demonstrates their processing of the task as modeled by the teacher. ● Example: (Students first think about what the selected text may mean I think the main idea is _____. The main points of this section are _____. This idea is related to_____. <p>(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</p>	<ul style="list-style-type: none"> ● Use graphic organizers or other supports to provide details, transition words and visuals to help students identify and describe events in a range of grade-level complex texts, to draw inferences that are supported by details and examples from the text in a structured group or with a partner. ● Create questions that prompt reflective thinking in students. ● Guide students to practice and produce language on topic in small groups or with a partner using sentence and discourse starters. ● Enable students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. ● Use a formulaic sentence expression to help students clarify an understanding, interpret information, or provide a rationale that demonstrates their processing of the task as modeled by the teacher. ❖ Example: I agree that_____because_____. It reminded me of_____because_____. I think_____because_____. <p>(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</p>	<ul style="list-style-type: none"> ❖ Create questions that prompt reflective thinking in students. <p>(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</p>

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:

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"> ● Generate the central idea of the text in one or two words with a picture/drawing or simple sentence (exit slips). <p>NEPF-IP. 5.2, 5.3</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Generate the central idea of the text in their own words in one to two simple sentences or a compound sentence (exit slips). <p>NEPF-IP. 2.2, 5.2, 5.3</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Generate the central idea of the text in their own words in one to two compound or complex sentences (exit slips). <p>NEPF-IP. 2.2, 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>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 orally and visually the academic language, specific vocabulary and structure required to produce grade-level written, text-structure genres, using visuals which may include bilingual labels and words. ● Provides students with a translated color-coded template that matches the color-coded exemplar argumentative essay. ● Provide and model graphic organizers, supports and realia. ● Provide structures for students to edit and revise their writing: Shared writing; Strategic partners to read and respond to writing; Teacher conferencing to receive specific feedback. ● Use instructional supports such as a graphic organizer or chart for students to use details, transition words or labeled visual supports to produce a grade-level, argumentative essay with a partner with L1 support. ● Provide sufficient time for students to practice and produce language on a topic in small groups or with strategic partners throughout the lesson, using sentence and discourse starters and visual aids from the texts. ● Provide students with paragraph starters, sentence starters, transition words, and word bank, picture outline and graphic organizers. 	<ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary and structure required to produce grade-level written, text-structure genres. ● Provide a model of an exemplar annotated argumentative essay that annotates the components of the essay. ● Provide sufficient time for students to practice and produce language on a topic in small groups or with partners using sentence and discourse starters and visual aids from the texts. ● Provide structures for students to edit and revise their writing: Shared writing; Partners. Provide specific feedback. ● Use instructional supports such as a graphic organizer or chart for students to use details, transition words, and word bank, to produce a grade-level, argumentative essay. ● Use sentence starters or sentence stems to help students organize and revise their writing. ● Use dialogue structures for students to participate in peer review discussions. ❖ Example: The primary reason for _____ is _____. Experts agree that _____. I agree/disagree because _____ and because _____. <p>(NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary and structure required to produce grade-level written, text-structure genres. ● Provide a model of an exemplar argumentative essay that annotates the components of the essay. ● Provide graphic organizers and supports. ● Provide exemplars of writing specific to the purpose. ● Provide structures for students to edit and revise their writing: Partners; Teacher conferencing with specific feedback. ● Use instructional supports as needed for students to Identify and use details from complex text or visuals to produce a grade-level argumentative essay. ● Provide examples of advanced academic language for an augmentative essay. ● Use graphic organizers and group discussions help students to organize and revise their writing. ● Use dialogue structures for students to participate in peer review discussions as needed.

Section 3B: Language Arts Disciplinary Practices (continued)

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

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"> ● Use a formulaic sentence starter to help students organize and revise their writing. ● Have students read aloud their paper to their partner who has a higher proficiency level in English. ● Use dialogue structures for students to participate in peer review discussions. ❖ Example: (Students first think about what the selected text may mean) I think/ believe _____. A piece of evidence that supports _____ is _____. This idea reminds me of _____. <p>(NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)</p>		<p>❖ Example: To support the main claims, the author provides evidence that suggest _____. Based on the synthesis of the documents I believe that_____. _____; consequently,_____.</p> <p>(NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)</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:

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"> ● Generate an argument in their own words that consist of a paragraph that includes a mix of L1 and L2 words and phrases. <p>NEPF-IP. 5.2, 5.3</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Generate an argument in their own words that consists of multiple paragraphs mostly in L2. <p>NEPF-IP. 2.2, 5.2, 5.3</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Generate an argumentative essay in their own words all in L2. <p>NEPF-IP. 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:

<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 orally and visually the academic language, specific vocabulary and discourse structure required to construct valid arguments using visuals which may include bilingual labels and words. ● Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others, e.g., a color-coded model of an exemplar Socratic process. ● Provide and model paragraph starters, and sentence starters, transition words and word bank. ● Use a scripted discussion protocol for students to state and clarify their reasoning to the group and listen to agree/disagree in a debate or argue the ideas of others with reasons. ● Utilize cooperative structures for work in pairs and small groups. ● Utilize L1 resources (spoken, written, and viewed) to build schema. ● Provide a cloze note catcher for students to capture salient points contrary to their own. ● Provide a discussion partner who has a higher proficiency level in English to facilitate the conversation. ❖ Example: I think _____ is _____ because _____. I believe _____ because _____. It is clear that _____. (NEPF-IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.1; 5.3) 	<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. ● Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others, e.g. Socratic process. ● Provide and model graphic organizers and supports. ● Provide structures and practice opportunities for students to argue critique their reasoning – e.g., Strategic partners; Socratic seminar. ✓ Phrasal patterns: “I heard you say”; “I agree with you because”; “I think this is what you meant by”; “In addition to____, I’d like to add.” ● Provide a discussion protocol for students to state and clarify their reasoning to the group and listen to agree/disagree in a debate or argue the ideas of others with reasons. ● Provide a note catcher for students to capture salient points contrary to their own. ❖ Example: In my opinion, _____ should be _____. Because _____. It is apparent that _____. (NEPF-IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.1; 5.3) 	<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. ● Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others. ● Provide graphic organizers and supports. ● Provide structures for students to argue critique their reasoning – e.g., Partners; Role play the vocabulary necessary to argue and critique; Socratic seminar ✓ Phrasal patterns: “I heard you say”; “I agree with you because”; “I’m wondering what you meant by”; “In addition to____, I’d like to add _____.”; “Based on____, it seems to me_____.” ● Provide a discussion protocol for students to state and clarify their reasoning to the group and listen to agree/disagree in a debate or argue the ideas of others with reasons. ❖ Example: Based on the writing by author _____ who is an expert in _____ I believe that _____. From this perspective the primary justification would be _____. _____ Can be justified by _____. (NEPF-IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.1; 5.3)

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"> Orally summarize their argument and acknowledges the arguments of others, using a teacher-generated, fill in the blank paragraph template. <p>NEPF-IP. 5.2, 5.3</p>	<p>With appropriate supports, students will</p> <ul style="list-style-type: none"> Orally summarize and defend their argument, and acknowledge the counter claims, using a sentence starter with compound or complex sentences with prepositional phrases. <p>NEPF-IP. 5.2, 5.3</p>	<p>With appropriate supports, students will</p> <ul style="list-style-type: none"> Orally explicate, summarize, defend, and critique the argument of others, using more complex sentences with coordinating and/or subordinating dependent and independent clauses. <p>NEPF-IP. 5.2, 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:

<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 the academic language, specific vocabulary, and discourse structure required to construct a presentation. ● Provide opportunities for students to explain to a partner what the intended learning goal of the lesson is and what successful performance looks in L1 or L2. ● Provide graphic organizers, realia and supports. ● Model/provide exemplars of research methods and presentations from the research. ● Provide a variety of sources for research. ● Word banks and/or word walls. ● Provide opportunities to practice their presentations in a low-risk environment. ● Provide structures for students to research and develop their presentations. ● Teacher-guided; Strategic partners or small groups; Technical support; Info texts, and resources. ● Provide guided practice with specific feedback. ● Provide structured opportunities for students to work in small groups or with partners with L1 support to synthesize and summarize content-related information from various sources to their research topics. 	<ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. ● Provide graphic organizers and supports. ● Model/provide exemplars of research methods and presentations from the research. ● Provide a variety of sources for research. ● Word banks and/or word walls. ● Provide opportunities to practice their presentations in a low-risk environment. ● Provide structures for students to research and develop their presentations. ● Teacher-guided; Strategic partners or small groups; Technical support; Info texts & resources ● Provide structured opportunities for students to work in small groups or with partners to synthesize and summarize content-related information from various sources to their research topics. ● Provide guided practice with specific feedback. ● Pair students to work with a partner with a higher proficiency in English to identify the central idea and the features by completing a graphic organizer. 	<ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. ● Provide graphic organizers along with group discussions for students to organize and revise their writing. ● Model/provide exemplars of research methods and presentations from the research. ● Use a graphic organizer to help students identify the central idea and the features in text. ● Provide a variety of sources for research. ● Word banks and/or word walls. ● Provide structures for students to research and develop their presentations. ● Provide guided practice with specific feedback. ● Partners or small groups; Technical support; Informational texts & resources ● Provide structured opportunities for students to work in small groups or with partners to synthesize and summarize content-related information from various sources to their research topics. ● Provide a “Text to graphic and back again” dialogue structure for students.

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<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"> ● Pair students to work with a partner with a higher proficiency in English to identify the central idea and the features by completing a graphic organizer. ● Use a formulaic sentence starter (to organize and revise their writing). ● Provide dialogue structures for students to participate in peer review discussions. ● Have students read aloud their paper to their partner who has a higher proficiency level in English. ● Example: Both _____ and _____ are _____. They both have _____. _____ and _____ are similar because of _____. <p>(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)</p>	<ul style="list-style-type: none"> ● Use a formulaic sentence starter (to organize and revise their writing). ● Provide dialogue structures for students to participate in peer review discussions. ● Have students read aloud their paper to their partner who has a higher proficiency level in English. ● Example: Both _____ and _____ are _____. They both have _____. _____ and _____ are similar because of _____. <p>(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)</p>	<p>❖ Example: Based upon my analysis of _____ and _____, _____. Although some believe _____ the author claims _____. In comparison to _____, _____.</p> <p>(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 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"> ● Write a summary and include details from multiple authoritative print and digital resources using visual supports. <p>NEPF-IP. 5.1, 5.2</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Write an objective summary that includes the central idea and details to support the central idea from multiple authoritative print and digital resources, using a teacher-made template or sentence starter as needed. <p>NEPF-IP. 5.1, 5.2, 5.3</p>	<p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Write an objective summary that shows the development of the central idea and include details from multiple authoritative print and digital resources. <p>NEPF-IP. 5.1, 5.2, 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 the academic language, specific vocabulary, and discourse structure required to work collaboratively with a partner. ● Provide graphic organizers, realia, paragraph starters, sentence starters, transition words, word bank and list of rhetorical devices and elaborative techniques. ● Provide students with a color-coded exemplar that offers the point of view, evidence, and elaborative techniques. ● Provide structures for students to practice working collaboratively in teacher-guided small groups and partners. ● Pair students with a partner of the same primary language but a higher English language performance level. ● Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions. ● Structured Socratic seminar using dialogue frames and sentence frames. ❖ Example: I would add that_____. I think it means that_____. In other words,_____. <p>(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others’ ideas. ● Provide graphic organizers, paragraph starters, sentence starters, transition words, word bank and list of rhetorical devices and elaborative techniques. ● Provide structures for students to practice working collaboratively in teacher-guided small groups and partners. ● Pair students with a partner of the same primary language but a higher English language performance level. ● Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions. ● Structured Socratic seminar using dialogue frames and sentence frames. ❖ Example: I want to expand upon your point about_____. In my opinion,_____ should be_____ because_____. The_____ can further be described as_____. <p>(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others’ ideas. ● Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions. ● Structured Socratic seminar using dialogue structures and sentence starters. ❖ Example: _____ is widely acknowledged as _____ and _____. Then again, I think that_____. Moreover, the author states_____. <p>(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)</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 in 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"> • Engage in collaborative discussion in which they identify differences among students’ ideas about point of view in a text, using a list of sentence frames. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 5.3</p>	<p>With appropriate supports, students will</p> <ul style="list-style-type: none"> • Engage in collaborative discussion in which they identify differences among students’ ideas about point of view in a text, using a list of sentence frames of various sentence complexities as needed. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 5.3</p>	<p>With appropriate supports, students will</p> <ul style="list-style-type: none"> • Engage in collaborative discussion in which they build on the ideas of others as it relates to point of view based on textual evidence. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 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:

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, descriptive language, specific vocabulary and structure required to analyze and drawing inferences that are supported by details and examples from the text, using visuals which may include bilingual labels and words. ● Provide visual aids, realia, content-based word banks and/or word walls. ● Pair students with a partner of the same primary language but a higher English language performance level to identify the text structure and the features by completing a graphic organizer. ● Provide instructional supports, question starters, sentence frames and/or pictures for students to ask and answer questions about key details in a text regarding content-specific concepts. ● Provide a chart or a text structure organizer to facilitate identifying a text structure. ❖ Example: I disagree/agree because _____. I think _____ means _____. The main reason for _____ is _____. <p>(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 orally the academic, descriptive language, specific vocabulary and structure required to analyze and drawing inferences that are supported by details and examples from the text, using visuals which may include bilingual labels and words. ● Provide visual aids, realia, content-based word banks and/or word walls. ● Pair students with a partner of the same primary language but a higher English language performance level to identify the text structure and the features by completing a graphic organizer. ● Provide instructional supports, question starters, sentence frames and/or pictures for students to ask and answer questions about key details in a text regarding content-specific concepts. ● Provide a chart or a text structure organizer to facilitate identifying a text structure. ❖ Example: I disagree/agree because _____. I think _____ means _____. The main reason for _____ is _____. <p>(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 orally the academic, descriptive language, specific vocabulary and structure required to analyze and drawing inferences that are supported by details and examples from the text. ● Provide a “Text to graphic and back again” dialogue structure for students. ● Provide instructional supports, appropriate language structures (as needed) for students to ask and answer questions about key details in a text regarding content-specific concepts. ● Provide dialogue structures and sentence starters. ❖ Example: The author’s use of _____ detracts from the central claim that _____. The author’s use of _____ leads me to question _____. _____; thus, we can see that _____. <p>(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"> • Engage in a structured collaborative discussion using discussion frames and sentence frames of language structures around the effective use of text structure. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2. 5.3</p>	<p>With appropriate supports, students will</p> <ul style="list-style-type: none"> • Engage in collaborative discussion using discussion starters, sentence starters of language structures around the effective use of text structure. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2. 5.3</p>	<p>With appropriate supports, students will</p> <ul style="list-style-type: none"> • Engage in collaborative discussion around the effective use of text structure. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2. 5.3</p>