



# ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES K-1

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## SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES K-1 - 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
<b>NARRATE</b>	Highlights language to convey real or imaginary experiences through stories and histories. Example tasks for the Key Use of <b>Narrate</b> include telling or summarizing stories, sharing past experiences, recounting an incident, or to chronicle a report.
<b>INFORM</b>	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 <b>Inform</b> include defining, describing, comparing, contrasting, categorizing, or classifying concepts, ideas, or phenomena.
<b>EXPLAIN</b>	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 <b>Explain</b> include interpreting, elaborating, illustrating, simplifying ideas, actions, or phenomena.
<b>ARGUE</b>	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 <b>Argue</b> include advancing or defending an idea or solution, changing the audience’s point of view, or evaluating an issue.
<b>DISCUSS</b>	Highlights language to interact with others to build meaning and to share knowledge. Example tasks for the Key Use of <b>Discuss</b> include participating in small or large group activities and projects. <b>Discuss</b> 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 K-1

### 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)
<b>Interpretive: Listening, Reading, &amp; Viewing</b>	<ul style="list-style-type: none"> <li>● <b>Match</b> make-believe pictures of animals or persons to oral statements.</li> <li>● <b>Identify</b> pictures of make-believe animals or persons as modeled orally.</li> <li>● <b>Match</b> illustrated examples of the same form of print (e.g., two signs, two magazines).</li> <li>● <b>Describe</b> characters or settings of stories from picture books.</li> <li>● <b>Complete</b> tasks with two- to three- step oral commands.</li> <li>● <b>Locate</b> objects described orally.</li> <li>● <b>Search</b> for pictures associated with word patterns.</li> <li>● <b>Identify and interpret</b> pre-taught labeled diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Match</b> make-believe pictures of animals or persons to oral statements.</li> <li>● <b>Identify</b> pictures of make-believe animals or persons as modeled orally.</li> <li>● <b>Match</b> illustrated examples of the same form of print (e.g., two signs, two magazines).</li> <li>● <b>Describe</b> characters or settings of stories from picture books.</li> <li>● <b>Complete</b> tasks with two- to three-step oral commands.</li> <li>● <b>Locate</b> objects described orally.</li> <li>● <b>Search</b> for pictures associated with word patterns.</li> <li>● <b>Identify and interpret</b> pre-taught labeled diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Organize</b> pictures to create make- believe stories (e.g., beginning, middle, and end) according to descriptive oral discourse.</li> <li>● <b>Order</b> pictures of events according to sequential language.</li> <li>● <b>Arrange</b> pictures or objects according to descriptive oral discourse.</li> <li>● <b>Identify</b> pictures/realia associated with grade level academic concepts from oral descriptions.</li> <li>● <b>Interpret</b> visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books.</li> <li>● <b>Give</b> examples of environmental print in illustrated scenes using phrases or short sentences with invented spellings.</li> <li>● <b>Blend</b> sounds together to make words, shown visually.</li> </ul>

**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><b>Expressive: Speaking, Writing, &amp; Representing</b></p>	<ul style="list-style-type: none"> <li>● <b>Complete</b> phrases from rhymes supported by illustrated models.</li> <li>● <b>Repeat</b> words or phrases from rhymes supported by illustrations.</li> <li>● <b>Copy</b> examples of environmental print from labeled icons or objects.</li> <li>● <b>Select and copy</b> words related to setting or characters in illustrated books from word banks.</li> <li>● <b>Sort</b> words into word families</li> <li>● <b>Follow</b> directions using diagrams or pictures.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Discuss</b> what happens (plot or events) in rhymes supported by illustrations.</li> <li>● <b>Describe</b> persons or events in rhymes supported by illustrations.</li> <li>● <b>Produce</b> names of objects or icons represented in environmental print using invented spellings (e.g., sun).</li> <li>● <b>Predict</b> ideas in storylines based on titles and illustrated covers of fictional stories.</li> <li>● <b>State</b> main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories.</li> <li>● <b>Retell</b> stories with details.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Paraphrase</b> rhymes supported by illustrations</li> <li>● <b>Give</b> examples of environmental print in illustrated scenes using phrases or short sentences with invented spellings.</li> <li>● <b>Categorize</b> illustrated features of places or objects using graphic organizers and sentences in non-fiction books.</li> <li>● <b>Segment</b> illustrated sentences into words or phrases.</li> <li>● <b>Tell</b> original stories with emerging detail.</li> <li>● <b>Explain</b> situations (e.g., involving feelings).</li> <li>● <b>Express</b> likes, dislikes, or preferences with reasons.</li> <li>● <b>Produce</b> words/phrases independently.</li> </ul>

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

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



**SECTION 3: INSTRUCTIONAL GUIDANCE**  
**for English Language Development in the Content Area of**  
**English Language Arts Grades K-1**

## SECTION 3: INSTRUCTIONAL GUIDANCE: LANGUAGE ARTS PRACTICES GRADES K-1

### 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://wisc.edu)

Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
1. Support <b>analyses</b> of a range of grade-level complex texts with evidence.	<ul style="list-style-type: none"> <li>Students will be able to <b>respond</b> to questions about the text, citing examples from the text. [RL.1.1]</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>develop cohesive text using connectors to sequence time and events</b> (first, next, then, before, after, later) and pronouns to reference a character or idea across the text in order to <b>summarize</b> the story, with beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>describe attributes with facts and relevant details using noun groups including color, shape, or size, prepositional phrases to describe place or location, and doing verbs (eats, lives) to describe actions in order to identify</b> the characters, settings, and major events, and <b>describe</b> the connection between the three.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>show relationships between claim and reasoning using connectors</b> (if, but, because, so, and), relating verbs (be, have), doing verbs (eats, lives), and <b>technical nouns in order to develop</b> cause from events by stating their opinion with supporting details from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>ask and answer</b> questions about key details related to the text with precise meaning created by the use of <b>everyday, cross-disciplinary and disciplinary language</b>.</li> </ul>

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Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
<p>2. <b>Produce</b> 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"> <li>Students will <b>analyze</b> grade-level text to describe in writing the beginning, middle and end. <b>[RL.1.2]</b>, <b>[W.K.2]</b></li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>develop cohesive text using opening and closing statements, connectors to sequence time and events (first, next, then, before, after, later) and pronouns to reference a character or idea across the text in order to compose</b> narratives using sequential language with beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>develop cohesive text using noun groups, past tense verbs, connectors to sequence time, and events (first, next, then, before, after, later), compound sentences with ‘and’, but, and visuals in order to write</b> a text to describe the sequence of events, <b>using</b> sentences and illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>link claim and reasoning using connectors (because, and, so), prepositional and adverbial phrases (on the ground, in Alaska, always in summer), relating and doing verbs (have, be, belong to, eats, lives), and compound sentences with ‘and’ in order to write</b> an opinion piece and <b>provide</b> connected reasons using a variety of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>ask and answer</b> questions about key details about the beginning, middle and end of a text, by <b>responding</b> to comments made in multiple exchanges <b>using every day, cross-disciplinary and disciplinary language.</b></li> </ul>

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Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
<p>3. <b>Construct</b> valid arguments from evidence and <b>critique</b> the reasoning of others.</p>	<ul style="list-style-type: none"> <li>Students will <b>share</b> details about personal experiences presented in small group. They will <b>use</b> oral discourse and <b>produce</b> discourse appropriate to the task. [SL.K.1], [SL.K.1.A], [SL.K.1.B]</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>share</b> details about personal experiences presented in oral discourse, <b>produce</b> discourse appropriate to the task using <b>every-day, cross-disciplinary and technical language</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>use technical nouns, auxiliary verbs (be, do, have) to link questions with topic (Why do people live in cities?) in order to ask and answer</b> content-related “how” and “why” questions and <b>express</b> connected ideas with supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can use <b>relating verbs (have, be), adverbial phrases (before he left...), technical nouns, causal connectors (because, so, that means), declarative statements (I disagree because...)</b> in order to <b>identify</b> claims and reasons from oral discourse and <b>distinguish</b> opinion from reasons or facts; <b>defend</b> solutions from simple problems, and <b>elaborate</b> reasons to justify content-related ideas by <b>providing</b> evidence for specific claims.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>ask and answer</b> questions to maintain conversation, <b>elaborate</b> on someone else’s comments to participate in discussion using <b>every-day, cross-disciplinary, and technical language</b>.</li> </ul>

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Language Arts Practices	Example Tasks	Narrate/ Inform	Explain	Argue	Discuss
<p>4. <b>Build and present</b> knowledge through research by <b>integrating, comparing, and synthesizing</b> ideas from texts.</p>	<ul style="list-style-type: none"> <li>Students will <b>build</b> and <b>present</b> knowledge through research to justify opinions and analyze key details to support opinions [W.K.1]</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>introduce and define a topic using technical nouns and noun groups</b> (birds with feathers), pronouns (they, them, their), relating verbs (have, be, belong to), and declarative statements in order to <b>build and present</b> knowledge through research to present in oral discourse and produce discourse appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>introduce and define a topic using technical nouns and noun groups</b> (birds with feathers), pronouns (they, them, their), relating verbs (have, be, belong to), and declarative statements in order to <b>build and present</b> knowledge through research to express connected ideas with supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>use relating verbs</b> (have, be), adverbial phrases, technical nouns, causal connectors (because, so, that means), declarative statements (I disagree because...) in order to <b>build and present</b> knowledge through research and <b>distinguish</b> opinion from reasons or facts; <b>defend</b> solutions from simple problems, and <b>elaborate</b> reasons to <b>justify</b> content-related ideas by <b>providing</b> evidence for specific claims.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>build and present</b> knowledge through research to maintain conversations and <b>elaborate</b> on someone else’s comments to participate in discussion <b>using every-day, cross-disciplinary, and disciplinary language.</b></li> </ul>

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Language Arts Practices	Example Tasks	Narrate/ Inform	Explain	Argue	Discuss
<p>5. <b>Build</b> upon the ideas of others and <b>articulate</b> his or her own when working collaboratively.</p>	<ul style="list-style-type: none"> <li>Students will <b>build</b> upon the ideas of others and <b>articulate</b> his or her own ideas about selected topic and <b>argue</b> about the advantages or disadvantages of the topic. [SL.1.1.B]</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>build</b> upon the ideas of others and <b>articulate</b> his or her own ideas to produce discourse appropriate to the task <b>by using every day, cross-disciplinary and disciplinary language.</b></li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>build</b> upon the ideas of others and <b>elaborate</b> with supporting details <b>using every day, cross-disciplinary and disciplinary language.</b></li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>use relating verbs (have, be), adverbial phrases (before he left...), technical nouns, causal connectors (because, so, that means), declarative statements (I disagree because...)</b> in order to <b>build</b> upon the ideas of others and <b>distinguish</b> opinion from reasons or facts; defend solutions from simple problems, and <b>elaborate</b> reasons to justify content-related ideas by providing evidence for specific claims.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>build</b> upon the ideas of others to sustain conversations and participate in discussion <b>using every day, cross-disciplinary, and disciplinary language.</b></li> </ul>

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES K-1

Language Arts Practices	Example Tasks	Narrate/ Inform	Explain	Argue	Discuss
6. <b>Use</b> English structures to <b>communicate</b> content-specific messages.	<ul style="list-style-type: none"> <li>Students will <b>build</b> upon the ideas of others and <b>articulate</b> his or her own ideas about a topic and argue about the similarities or differences. [RL.K.9], [SL.1.1.B]</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>develop</b> cohesive text using introductory and closure statements, connectors to sequence time and events (first, next, then, before, after, later) and pronouns to reference a character or idea across the text in order to <b>compose</b> narratives using sequential language with beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>extend or enhance</b> meanings using noun groups, prepositional phrases (on the ground, in Nevada), compound sentences with ‘and’, doing verbs, and visuals in order to <b>write</b> a text to <b>describe</b> the sequence of events, using sentences and illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>use technical language, relating (have, be) and doing verbs, pronouns (it, they), demonstratives (this, that), and renaming (friends = they), connectors (because, so), and comparatives (-er, -est) in order to write</b> an opinion piece and <b>provide</b> connected reasons using a variety of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students can <b>ask and answer</b> questions about key details about the beginning, middle and end of a text, by <b>responding</b> to comments made in multiple exchanges using every day, cross-disciplinary and disciplinary language.</li> </ul>

Distribution of Language Arts Key Language Uses in Kindergarten and Grade 1				
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:

<p><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>● Explicitly <b>model</b> orally the academic and descriptive language and specific vocabulary required to <b>analyze</b> a story and find the beginning, middle and end, using visuals, which may include bilingual labels and words.</li> <li>● <b>Provide</b> sentence frames, discourse starters and visuals for students to <b>explain</b> beginning, middle, and end.</li> <li>❖ <b>Example:</b> I think _____ because _____.</li> <li>● <b>Write</b> an academic sentence frame on the SmartBoard or whiteboard such as: _____ is similar to _____ in that both _____. The characteristics of _____ include _____, _____, and _____.</li> <li>● <b>Provide</b> and <b>model</b> specific sentence starters and frames, and a word bank.</li> <li>● <b>Provide</b> processing time for students by asking a question, posing a problem or prompting students to discuss the oral input.</li> <li>● <b>Provide</b> a dialogue structure: My turn/your turn; Partner A/Partner B</li> <li>● <b>Enable</b> students to comprehend and respond to complex text by making explicit the language and visual supports.</li> <li>● Provide specific, timely feedback during student practice time.</li> </ul> <p><b>(NEPF – IP.2.1; 2.2; 3.1; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● Explicitly <b>model</b> orally the academic language and specific vocabulary required to <b>analyze</b> a story and find the beginning, middle and end, in small group conversations.</li> <li>● <b>Provide</b> transition words with visuals for students to <b>explain</b> beginning, middle and end.</li> <li>❖ <b>Example:</b> First, _____. Then, _____. Finally, _____.</li> <li>● <b>Provide</b> text and visual supports from the text.</li> <li>● <b>Use</b> sentence and discourse starters:  <ul style="list-style-type: none"> <li>✓ <b>Explain - Justify</b></li> </ul> </li> <li>● <b>Write</b> an academic sentence frame on the SmartBoard or whiteboard such as: _____ is similar to _____ in that both _____. The characteristics of _____ include _____, _____, and _____.</li> <li>● <b>Enable</b> students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone.</li> <li>● <b>Provide</b> a dialogue structure: My turn/your turn; Partner A/Partner B</li> <li>● Provide specific, timely feedback during student practice time.</li> </ul> <p><b>(NEPF – IP.2.1; 2.2; 3.1; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● Explicitly <b>model</b> orally the academic language and specific vocabulary required to <b>analyze</b> a story and find the beginning, middle and end.</li> <li>● <b>Use</b> details and transition words to <b>explain</b> beginning, middle and end.</li> <li>❖ <b>Example:</b> First, _____. Then, _____, _____, _____.</li> <li>● <b>Provide</b> text and visual supports from the text.</li> <li>● <b>Use</b> complex sentence and discourse starters:  <ul style="list-style-type: none"> <li>✓ <b>Explain - Justify</b></li> </ul> </li> <li>● <b>Write</b> an academic sentence frame on the SmartBoard or whiteboard such as: _____ is similar to _____ in that both _____. The characteristics of _____ include _____, _____, and _____.</li> <li>● <b>Enable</b> students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone.</li> <li>● Provide specific, timely feedback during student practice time.</li> </ul> <p><b>(NEPF – IP.2.1; 2.2; 3.1; 5.3)</b></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><b>With prompting and supports students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Orally explain</b> by sequencing beginning, middle and end with partners and in <b>writing, using</b> sentence frames, word bank, and visuals content with appropriate graphic and interactive supports.</li> <li>● <b>Provide</b> evidence from grade-level text to support analysis using sentence frames, word bank, and/or visuals content.</li> </ul> <p><b>(NEPF – IP.3.4; 5.2; 5.3).</b></p>	<p><b>With appropriate supports students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Orally explain</b> beginning, middle and end with partners and in <b>writing using</b> visual supports and word bank with appropriate graphic and interactive supports.</li> <li>● <b>Provide</b> evidence from grade-level text to support analysis using sentence frames, visual supports and word bank support.</li> </ul> <p><b>(NEPF – IP.3.4; 5.2; 5.3)</b></p>	<p><b>With appropriate supports students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Orally explain</b> beginning, middle and end with partners and in <b>writing</b> content with appropriate graphic and interactive supports.</li> <li>● <b>Provide</b> evidence from grade-level text to support analysis using supports as needed.</li> </ul> <p><b>(NEPF – IP.3.4; 5.2; 5.3)</b></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;"><b>Entering/Emerging</b> <b>(Levels 1-2)</b></p>	<p style="text-align: center;"><b>Developing/Expanding</b> <b>(Levels 3-4)</b></p>	<p style="text-align: center;"><b>Bridging/Reaching</b> <b>(Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>● Explicitly <b>model</b> and <b>provide</b> guided practice with specific feedback using graphic organizers, tables, charts or timelines.</li> <li>● <b>Provide</b> visual aids and realia, word banks and/or word walls, and simple sentence frames.</li> <li>● <b>Use guided</b> practice with students to construct a modified exemplar-writing piece with picture support.</li> <li>● <b>Use</b> words and simple sentences with pictures.</li> <li>● <b>Provide instructional supports</b> appropriate language structures, question starters, sentence frames and/or pictures, for students <b>to ask</b> and <b>answer</b> questions about key details in a text.</li> <li>❖ <b>Example:</b> I think _____ because _____.</li> <li>● <b>Write</b> the sentence stems and/or frames of the language progression across the performance levels.</li> </ul> <p><b>NEPF – IP.1.2; 3.3; 3.4; 4.1; 4.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● Explicitly <b>model</b> and <b>provide</b> guided practice with specific feedback using graphic organizers, tables, charts or time lines for students to state and clarify reasoning with a partner or small group.</li> <li>● <b>Provide</b> visual aids, word banks and/or word walls, and paragraph frames.</li> <li>● <b>Model</b> Think Aloud to <b>construct</b> an exemplar-writing piece</li> <li>● <b>Use</b> simple and some expanded sentences with some complex sentences to support students’ emerging cohesion.</li> <li>● <b>Provide instructional supports,</b> appropriate language structures of guiding questions for students <b>to ask</b> and <b>answer</b> questions about key details in a text.</li> <li>❖ <b>Example:</b> I think _____ because _____ so _____.</li> <li>● <b>Write</b> the sentence stems and/or frames of the language progression across the performance levels.</li> </ul> <p><b>NEPF – IP.1.2; 3.3; 3.4; 4.1; 4.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● Provide guided practice with specific feedback in the use of <b>instructional supports such as a graphic organizer or chart</b> for students to <b>state and clarify</b> reasoning with a partner or small group.</li> <li>● <b>Use</b> expanded sentences with cohesion and emerging complexity</li> <li>● <b>Provide instructional supports,</b> appropriate language structures of guiding questions for students <b>to ask</b> and <b>answer</b> questions about key details in a text.</li> <li>❖ <b>Example:</b> Why do you think _____? Can you tell me three reasons why?</li> <li>● <b>Write</b> the sentence stems and/or frames of the language progression across the performance levels.</li> </ul> <p><b>NEPF – IP.1.2; 3.3; 3.4; 4.1; 4.2; 5.3)</b></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:

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

<b>Entering/Emerging</b> <b>(Levels 1-2)</b>	<b>Developing/Expanding</b> <b>(Levels 3-4)</b>	<b>Bridging/Reaching</b> <b>(Levels 5-6)</b>
<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally and <b>visually</b> the academic, descriptive language, specific vocabulary and discourse structure required to <b>construct</b> valid arguments from evidence and <b>critique</b> the reasoning of others., <b>using visuals</b>, which may include bilingual labels and words.</li> <li>● <b>Model</b> and <b>provide</b> guided practice with specific feedback <b>using</b> graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia.</li> <li>● <b>Provide</b> guided practice for students to participate in a back-and-forth conversation.</li> <li>● <b>Use</b> simple sentence frames and related vocabulary.</li> <li>● <b>Provide instructional supports</b>, question starters, sentence frames and/or pictures, for students <b>to ask</b> and <b>answer</b> questions about key details in academic context.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> the academic language, specific vocabulary, phrasal patterns, and discourse structure required to construct valid arguments from evidence.</li> <li>● <b>Model</b> and <b>provide</b> guided practice with specific feedback <b>using</b> graphic organizers, Venn diagrams, tables, charts, visual aids, anchor charts, sentence frames, and timelines.</li> <li>● <b>Model</b> interactions or role-play.</li> <li>● <b>Practice using</b> cooperative group structures.</li> <li>● <b>Provide</b> structures and practice opportunities with specific feedback for students to <b>argue and critique</b> their reasoning:                             <ul style="list-style-type: none"> <li>✓ Strategic partners</li> <li>✓ Role-play the vocabulary necessary to argue and critique.</li> <li>✓ Phrasal patterns: “I heard you say”; “I agree with you.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> the academic language, specific vocabulary, phrasal patterns and discourse structure required to construct valid arguments from evidence and critique the reasoning of others.</li> <li>● <b>Provide</b> graphic organizers, Venn diagrams, tables, charts and timelines</li> <li>● <b>Provide</b> visual aids.</li> <li>● <b>Model</b> interactions or role-play.</li> <li>● <b>Provide</b> discourse structures.</li> <li>● <b>Practice using</b> cooperative group structures.</li> <li>● <b>Provide</b> structures for students to <b>argue and critique</b> their reasoning with opportunity for specific feedback:                             <ul style="list-style-type: none"> <li>✓ Partners</li> <li>✓ Role-play the vocabulary necessary to argue and critique.</li> <li>✓ Phrasal patterns: “I heard you say”; “I agree with you because”; “I wonder what you meant by.”</li> </ul> </li> </ul>

**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><b>With prompting and supports, students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Produce</b> emerging expression of ideas, and some attempt at <b>connecting</b> ideas, using words, phrases and simple sentences.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>With appropriate supports, students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Produce</b> connected language that shows expression of ideas related to purpose, situation and audience, <b>using</b> simple, expanded, and some complex sentences.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>With appropriate supports, students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Produce</b> sustained, connected language that <b>shows</b> and coherent <b>expression</b> of ideas related to purpose, situation and audience.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>

**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 style="text-align: center;"><b>Entering/Emerging (Levels 1-2)</b></p>	<p style="text-align: center;"><b>Developing/Expanding (Levels 3-4)</b></p>	<p style="text-align: center;"><b>Bridging/Reaching (Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> the academic language, specific vocabulary, and discourse structure required to <b>construct</b> a presentation.</li> <li>● <b>Provide</b> a variety of sources for research, including multilingual sources.</li> <li>● <b>Model</b> and <b>provide</b> guided practice using graphic organizers, Venn diagrams, tables, charts, realia, and time lines.</li> <li>● <b>Use</b> words and simple sentences with pictures.</li> <li>● <b>Provide</b> opportunities to practice presentation skills with guided practice and specific feedback to participate in a back-and-forth conversation with simple sentence frames and related vocabulary.</li> <li>● <b>Provide instructional supports</b>, question starters, sentence frames and/or pictures, for students to <b>ask</b> and <b>answer</b> questions about key details in academic context.</li> </ul> <p>❖ <b>Example:</b> The fact is, _____ (facts or details), so _____.</p> <p><b>(NEPF –IP.1.3; 2.3; 3.3; 4.1; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> the academic language, specific vocabulary, and discourse structure required to <b>construct</b> a presentation.</li> <li>● <b>Provide</b> a variety of sources for research, including multilingual sources.</li> <li>● <b>Model, provide and practice using</b> graphic organizers, Venn diagrams, tables, charts, sentence frames, visual aids, and time lines.</li> <li>● <b>Model</b> interactions or role-play.</li> <li>● <b>Practice using</b> cooperative group structures.</li> <li>● <b>Model/provide</b> exemplars of research methods and presentations from the research.</li> <li>● <b>Provide</b> opportunities to practice their presentations in a low-risk environment and receive specific feedback.</li> <li>● <b>Provide</b> structures for students to research and <b>develop</b> their presentations, e.g. partners or small groups; technical support; informational texts and resources.</li> <li>● <b>Provide instructional supports</b>, question starters or sentence stems for students to <b>ask</b> and <b>answer</b> questions about key details in academic context.</li> </ul> <p>❖ <b>Example:</b> My research shows, _____ (facts or details). It tells me that _____, therefore _____.</p> <p><b>(NEPF –IP.1.3; 2.3; 3.3; 4.1; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> the academic language, specific vocabulary, and discourse structure required to <b>construct</b> a presentation.</li> <li>● <b>Provide</b> a variety of sources for research, including multilingual sources.</li> <li>● <b>Model, provide and practice using</b> graphic organizers, Venn diagrams, tables, charts, visual aids, and time lines.</li> <li>● <b>Model</b> interactions or role-play.</li> <li>● <b>Provide</b> discourse structures.</li> <li>● <b>Practice using</b> cooperative group structures.</li> <li>● <b>Model/provide</b> exemplars of research methods and presentations from the research.</li> <li>● <b>Provide</b> structures for students to research and <b>develop</b> their presentations, partners or small groups; technical support; informational texts and resources; specific feedback.</li> <li>● <b>Provide instructional supports</b>, question starters or sentence stems for students to <b>ask</b> and <b>answer</b> about key details in academic context.</li> </ul> <p>❖ <b>Example:</b> According to research, _____ (facts or details). I conclude that _____, therefore _____.</p> <p><b>(NEPF –IP.1.3; 2.3; 3.3; 4.1; 5.3)</b></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:

<b>Entering/Emerging (Levels 1-2)</b>	<b>Developing/Expanding (Levels 3-4)</b>	<b>Bridging/Reaching (Levels 5-6)</b>
<p><b>With prompting and supports students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Build</b> and <b>present</b> knowledge through research of ideas, and some attempt at connecting ideas, <b>using</b> words, phrases and simple sentences.</li> </ul> <p><b>(NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</b></p>	<p><b>With appropriate supports students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Build</b> and <b>present</b> knowledge through research that shows expression of ideas related to purpose, situation and audience, <b>using</b> simple, expanded, and some complex sentences.</li> </ul> <p><b>(NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</b></p>	<p><b>With appropriate supports students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Build</b> and <b>present</b> knowledge through research that shows coherent expression of ideas related to purpose, situation and audience <b>using</b> a variety of sentence lengths of varying complexity in extended discourse.</li> </ul> <p><b>(NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</b></p>

**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><b>Entering/Emerging</b> (Levels 1-2)</p>	<p><b>Developing/Expanding</b> (Levels 3-4)</p>	<p><b>Bridging/Reaching</b> (Levels 5-6)</p>
<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> the academic language, specific vocabulary, and discourse structure required to work collaboratively and <b>build</b> upon others’ ideas.</li> <li>● <b>Provide</b> graphic organizers, realia and language supports.</li> <li>● <b>Model, provide</b> and <b>practice</b> group interactions for collaboration to <b>build</b> on each other’s ideas and create a finished product.</li> <li>● <b>Provide</b> opportunities to <b>practice</b> their presentations and receive feedback in a low-risk environment.</li> <li>● <b>Provide</b> structures for students to <b>practice</b> working collaboratively in teacher-guided small groups and partners <b>utilizing</b> back and forth conversations and <b>building</b> on each other’s ideas.</li> <li>❖ <b>Example:</b> 1<sup>st</sup> student: _____ happened because of _____. 2<sup>nd</sup> student: What happened next?</li> <li>● <b>Provide instructional supports</b>, question starters, sentence frames and/or pictures, for students <b>to ask</b> and <b>answer</b> questions about key details in academic context.</li> <li>❖ <b>Example:</b> The fact is, _____ (facts or details, so _____).</li> </ul> <p><b>(NEPF –IP. 1.2; 2.3; 3.1; 3.4; 4.1; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> the academic language, specific vocabulary, and discourse structure required to work collaboratively and <b>build</b> upon others’ ideas.</li> <li>● <b>Provide</b> graphic organizers, visual aids and language supports.</li> <li>● <b>Model, provide</b> and <b>practice</b> group interactions for collaboration to <b>build</b> on each other’s ideas and <b>create</b> a finished product.</li> <li>● <b>Provide</b> opportunities to <b>practice</b> their presentations and receive feedback in a low-risk environment.</li> <li>● <b>Provide</b> structures for students to practice working collaboratively in small groups <b>utilizing</b> back and forth conversations and <b>building</b> on each other’s ideas.</li> <li>❖ <b>Example:</b> 1<sup>st</sup> student: In my opinion _____ caused _____. 2<sup>nd</sup> student: What would happen if _____?</li> <li>● <b>Provide instructional supports</b>, question starters or sentence stems for students <b>to ask</b> and <b>answer</b> questions about key details in academic context.</li> <li>❖ <b>Example:</b> My research shows, _____ (facts or details). It tells me that _____, therefore _____.</li> </ul> <p><b>(NEPF –IP. 1.2; 2.3; 3.1; 3.4; 4.1; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● Explicitly <b>model</b> and <b>provide</b> graphic organizers, tables, anchor charts or timelines, and interactive support.</li> <li>● <b>Provide</b> graphic organizers and language supports.</li> <li>● <b>Model</b> and practice group interactions for collaboration to <b>build</b> on each other’s ideas and <b>create</b> a finished product.</li> <li>● <b>Provide</b> structures for students to <b>practice</b> working collaboratively in small groups <b>utilizing</b> back and forth conversations and <b>building</b> on each other’s ideas.</li> <li>❖ <b>Example:</b> 1<sup>st</sup> student: In my opinion _____ caused _____. 2<sup>nd</sup> student: What would happen if _____?</li> <li>● <b>Use</b> expanded sentences with emerging complexity.</li> <li>● <b>Provide instructional supports</b>, question starters or sentence stems, for students <b>to ask</b> and <b>answer</b> questions about key details in academic context.</li> <li>❖ <b>Example:</b> According to research, _____ (facts or details). I conclude that _____, therefore _____.</li> </ul> <p><b>(NEPF –IP. 1.2; 2.3; 3.1; 3.4; 4.1; 5.3)</b></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:

<b>Entering/Emerging</b> <b>(Levels 1-2)</b>	<b>Developing/Expanding</b> <b>(Levels 3-4)</b>	<b>Bridging/Reaching</b> <b>(Levels 5-6)</b>
<p><b>With prompting and supports students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Build and present</b> knowledge through research of ideas, and some attempt at <b>connecting</b> ideas, <b>using</b> words, phrases and simple sentences.</li> </ul> <p><b>(NEPF-IP.1.4; 2.3;3.1;3.4;4.1;5.3)</b></p>	<p><b>With appropriate supports students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Build and present</b> knowledge through research that shows expression of ideas related to purpose, situation and audience, <b>using</b> simple, expanded, and some complex sentences.</li> </ul> <p><b>(NEPF-IP.1.4; 2.3;3.1;3.4;4.1;5.3)</b></p>	<p><b>With appropriate supports students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Build and present</b> knowledge through research that shows expression of ideas related to purpose, situation and audience, <b>using</b> simple, expanded, and some complex sentences.</li> </ul> <p><b>(NEPF-IP.1.4; 2.3;3.1;3.4;4.1;5.3)</b></p>

**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 style="text-align: center;"><b>Entering/Emerging</b> <b>(Levels 1-2)</b></p>	<p style="text-align: center;"><b>Developing/Expanding</b> <b>(Levels 3-4)</b></p>	<p style="text-align: center;"><b>Bridging/Reaching</b> <b>(Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> and <b>provide</b> guided practice using graphic organizers, Venn diagrams, tables, realia, charts and time lines.</li> <li>● Model participation in a two-way conversation and provide guided <b>practice</b> with specific feedback.</li> <li>● Simple sentence frames and related vocabulary.</li> <li>● <b>Use instructional supports, using</b> labeled pictures and single words or simple sentences, for students to <b>state and clarify</b> reasoning with a partner or small group.</li> <li>● <b>Provide instructional supports</b>, question starters, sentence frames and/or pictures, for students <b>to ask</b> and <b>answer</b> questions about key details in academic context.</li> <li>❖ <b>Example:</b> I think _____ because _____.</li> </ul> <p><b>(NEPF-IP.1.3; 2.1; 2.2; 2.3; 3.3; 4.1; 4.3; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> and provide graphic organizers, Venn diagrams, visual aids, tables, charts and time lines.</li> <li>● <b>Model</b> interactions or role-play and provide guided practice with specific feedback.</li> <li>● <b>Practice using</b> cooperative group structures.</li> <li>● <b>Use instructional supports, using</b> guiding questions, for students to <b>state and clarify</b> reasoning with a partner or small group.</li> <li>● <b>Use</b> simple and some expanded sentences with some complex sentences.</li> <li>● <b>Provide instructional supports</b>, question starters or sentence stems for students <b>to ask</b> and <b>answer</b> questions about key details in academic context.</li> <li>❖ <b>Example:</b> I think _____ because _____, so _____.</li> </ul> <p><b>(NEPF-IP.1.3; 2.1; 2.2; 2.3; 3.3; 4.1; 4.3; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● <b>Provide</b> graphic organizers, Venn diagrams, tables, charts, visual aids, and timelines.</li> <li>● <b>Model</b> interactions or role-play and provide guided practice with specific feedback.</li> <li>● <b>Provide</b> discourse structures.</li> <li>● <b>Practice</b> using cooperative group structures.</li> <li>● <b>Use instructional supports, using</b> guiding questions, for students to <b>state and clarify</b> reasoning with a partner or small group.</li> <li>● <b>Use</b> expanded sentences with emerging complexity.</li> <li>● <b>Provide instructional supports</b>, question starters or sentence stems for students <b>to ask</b> and <b>answer</b> questions about key details in academic context.</li> <li>❖ <b>Example:</b> Why do you think _____? Can you tell me three reasons why?</li> </ul> <p><b>(NEPF-IP.1.3; 2.1; 2.2; 2.3; 3.3; 4.1; 4.3; 5.3)</b></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:

<b>Entering/Emerging</b> <b>(Levels 1-2)</b>	<b>Developing/Expanding</b> <b>(Levels 3-4)</b>	<b>Bridging/Reaching</b> <b>(Levels 5-6)</b>
<p><b>With prompting and supports students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Produce</b> emerging expression of ideas related to theme, purpose, situation and audience, and some attempt at connecting ideas, <b>using</b> words, phrases and simple sentences.</li> </ul> <p><b>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</b></p>	<p><b>With appropriate supports students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Produce</b> connected language that shows expression of ideas related to theme, purpose, situation and audience, <b>using</b> simple, expanded, and some complex sentences.</li> </ul> <p><b>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</b></p>	<p><b>With appropriate supports students will...</b></p> <ul style="list-style-type: none"> <li>● <b>Produce</b> sustained, connected language that shows coherent expression of ideas related to theme, purpose, situation and audience.</li> </ul> <p><b>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</b></p>