



ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES K-2

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SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES K-2 - 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 Social Studies (SS). The social studies practices (SSP) identified in this document were created by the National Council for Social Studies. 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 Social Studies](#)

- 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: Social Studies Practices](#)

- A. Summary: Content Disciplinary Practices and Example Tasks
- B. Social Studies Disciplinary Practices
 - Practice 1: Constructing compelling questions
 - Practice 2: Creating supporting questions
 - Practice 3: Gathering and evaluating sources
 - Practice 4: Developing claims and using evidence
 - Practice 5: Communicating and critiquing conclusions
 - Practice 6: Taking informed action

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 includes participating in small or large group activities and projects. Discuss can be found in Standard 1: Language of Social and Instructional Purposes of the WIDA 2002 Standards Framework.

SECTION 2: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES K-2

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"> ● Match icons and symbols to corresponding pictures ● Match illustrations with modeled language with a partner ● Reproduce content-related information in oral text through drawings ● Point to pictures described orally in context ● Identify people and places associated with events described orally ● Point to objects or people reflective of content-related vocabulary (e.g., family members) ● Identify words or phrases that express opinions ● Signal agreement or disagreement with short oral statements using gestures 	<ul style="list-style-type: none"> ● Recognize persons and settings in illustrated text read aloud ● Predict next steps, actions, or events in informational text and stories read aloud (e.g., by pointing to pictures) ● Indicate agreement or disagreement with authors’ points of view of text read aloud with a partner ● Respond nonverbally to show agreement or disagreement with opinions of others (e.g., thumbs up, thumbs down) ● Role play in response to illustrated stories read aloud ● Draw to make predictions from illustrated stories read aloud (e.g. “What happens next?”) ● Identify Wh – words in questions (e.g., who, what, when) ● Recall content-related information from illustrated texts read aloud. ● Sort illustrated content words and phrases into categories ● Determine the author’s point of view from illustrated texts 	<ul style="list-style-type: none"> ● Arrange content-related objects or illustrations according to oral discourse with a partner ● Identify illustrations related to cause and effect from oral information ● Evaluate situations in picture books and matching them to related reasons for choice ● Reconstruct texts read orally using drawings or reenacting text with performances ● Identify steps or stages of content-related processes or events from informational or explanatory texts. ● Identify reasons for actions in stories or informational text. ● Identify major events in stories/information text with prompting and support ● Identify different points of view from illustrated text with prompting and support ● Identify similarities in and differences between two texts on the same topic ● Identify detailed information in oral discourse or through multimedia

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

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Expressive: Speaking, Writing, & Representing</p>	<ul style="list-style-type: none"> ● Arrange content-related objects or illustrations according to oral discourse with a partner ● Identify illustrations related to cause and effect from oral information ● Evaluate situations in picture books and matching them to related reasons for choice ● Reconstruct texts read orally using drawings or reenacting text with performances ● Identify steps or stages of content-related processes or events from informational or explanatory texts. ● Identify reasons for actions in stories or informational text ● Identify major events in stories/information text with prompting and support ● Identify different points of view from illustrated text with prompting and support ● Identify similarities in and differences between two texts on the same topic ● Identify detailed information in oral discourse or through multimedia 	<ul style="list-style-type: none"> ● Retell main events in short narrative stories to peers using pictures ● Reproduce familiar words from labeled models or illustrations ● Describe events or phenomena using sentence starters and drawings ● Retell simple stories from picture cues ● Restate information with some details ● Tell why something happened ● Connect ideas by building on guided conversations with peers ● Support content –related ideas with examples ● Describe feelings or reactions to situations ● Recall information from events ● Produce a series of related sentences from transition word starters (e.g. first, next, last) ● Express feelings and a reason related to situations or events 	<ul style="list-style-type: none"> ● Rephrase events from stories or information with a partner ● Describe details about individual, settings, and major events in stories or informational text with prompting and support ● Agree or disagree with reasons for categorizing content-related information with a partner ● State personal opinions with justification for content-related ideas or topic ● Use new words and phrases acquired in short illustrated sentences ● Produce discourse appropriate to task and situation ● Ask and answer content-related “how” and “why” questions ● Express connected ideas with supporting details ● Provide evidence for specific claims ● Compose stories or narratives using sequential language ● Produce narratives with at least two sequential events ● Produce narrative sequences from timelines and labeled drawings

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

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Prior to reading, writing, and discussion, Teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> ● Engage in pair work (in L1 if possible) to prepare questions for discussion using graphic, interactive, and/or language supports. ● Participate in pair/triad/small group discussions using graphic, interactive, and/or language supports (including L1 as appropriate). ● Use Clock Buddies. ● Use Numbered Heads Together. ● Use Think-Pair-Share Squared. ● Use key sentence frames for pair interactions. ● Participate with Strategic Partners at a higher English proficiency level and/or with the 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 information 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 support 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
Social Studies Practices Grades K-2

SECTION 3: INSTRUCTIONAL GUIDANCE: SOCIAL STUDIES PRACTICES GRADES K-2

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/)

Social Studies Practices	Example Tasks	Inform	Explain	Argue	Discuss
1. Construct compelling questions	How Would Our Lives Be Different If We Lived in a Different Kind of Community?	<ul style="list-style-type: none"> Proficient students can state the compelling questions comparing urban, suburban and rural communities using technical nouns, pronouns (it, they), auxiliary verbs (be, do, have) to link questions with topic (Why <u>do</u> people <u>live</u> in cities?) 	<ul style="list-style-type: none"> Proficient students can provide details about disciplinary ideas using technical nouns (communities), prepositional phrases to describe location, compare/contrast signals (both, same, different, but) in order to describe compelling questions comparing and contrasting different communities (e.g., urban, suburban and rural). 	<ul style="list-style-type: none"> Proficient students clarify their compelling questions on how lives would be different if we lived in different communities using technical nouns, pronouns (it, they), auxiliary verbs (be, do, have) to link questions with the topic (Why <u>do</u> people <u>live</u> in cities?) 	<ul style="list-style-type: none"> Proficient students can participate in collaborative conversations about urban, suburban and rural communities utilizing everyday, cross-disciplinary, and technical language.

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES K-2

Social Studies Practices	Example Tasks	Inform	Explain	Argue	Discuss
2. Create supporting questions	How Would Our Lives Be Different If We Lived in a Different Kind of Community?	<ul style="list-style-type: none"> Proficient students can generate supporting questions comparing what makes a community urban, suburban or rural using technical nouns, pronouns (it, they), auxiliary verbs (be, do, have) to link questions with topic (Why <u>do</u> people <u>live</u> in cities?) 	<ul style="list-style-type: none"> Proficient students can provide details about disciplinary ideas using technical nouns (communities), prepositional phrases to describe location, compare/contrast signals (both, same, different, but) in order to describe how communities are different and alike. 	<ul style="list-style-type: none"> Proficient students can select relevant information to support claims with evidence using technical nouns, text connectors to sequence ideas/ support, evaluative verbs, adverbs, and adjectives (helped, nicely, best) in order to clarify the advantages and disadvantages of living in urban, suburban, or rural communities. 	<ul style="list-style-type: none"> Proficient students can participate in collaborative conversations what the advantages and disadvantages of living urban, suburban, or rural communities utilizing everyday, cross-disciplinary, and technical language.

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES K-2

Social Studies Practices	Example Tasks	Inform	Explain	Argue	Discuss
<p>3. Gather and evaluate sources</p>	<p>How Would Our Lives Be Different If We Lived in a Different Kind of Community?</p>	<ul style="list-style-type: none"> Using grade-appropriate books and other reliable media, proficient students can summarize information that compares life in urban, suburban or rural using technical nouns, compare/contrast signals, and declarative statements to present conclusions 	<ul style="list-style-type: none"> Using grade-appropriate books and other reliable media, proficient students can synthesize information about comparing life urban, suburban or rural by using statements to identify type of information (comparing/contrast ng), factual statements, technical language and signal words to show comparisons (unlike, but, similar to, different from, bigger than, the fastest.) 	<ul style="list-style-type: none"> Using grade-appropriate books and other reliable media, proficient students can select relevant information to support claims with evidence using evaluative verbs, adverbs, adjectives (helped, nicely, best), compare/contrast signals, and summary statements to reiterate position in order to support an argument comparing life in urban, suburban or rural communities. 	<ul style="list-style-type: none"> Using grade-appropriate books and other reliable media, proficient students can show relationships between claim, evidence, and reasoning using connectors (if, but, because, so, and), and everyday, cross-disciplinary, and technical language in order to defend an opinion whether a source is relevant in answering the compelling and supporting questions.

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES K-2

Social Studies Practices	Example Tasks	Inform	Explain	Argue	Discuss
4. Develop claims and use evidence	How Would Our Lives Be Different If We Lived in a Different Kind of Community?	<ul style="list-style-type: none"> Proficient students restate characteristics of an urban, suburban or rural community using technical language, declarative statements, relating verbs (be, have), and renaming of subject (community = it, helpers = them) to reference the topic across text. 	<ul style="list-style-type: none"> Proficient students can compare and contrast characteristics of an urban, suburban or rural community using technical language, declarative statements, renaming of subject, and signal words to show comparisons (unlike, but, similar to, different from, bigger than, the fastest.) 	<ul style="list-style-type: none"> Proficient students can support their claim explaining how communities are different and alike using technical language, declarative statements, renaming of subject, and connectors (because, so, and) to link claims with evidence and reasoning. 	<ul style="list-style-type: none"> Proficient students can build on remarks of others, by linking evidence to the claims about the advantages and disadvantages of living in urban, suburban or rural communities using every day, cross-disciplinary, and technical language.
5. Communicate and critique conclusions	How Would Our Lives Be Different If We Lived in a Different Kind of Community?	<ul style="list-style-type: none"> Proficient students can identify how our lives would be different if we lived in a different kind of community using technical language, declarative statements to provide background information, if/then clauses, conditional verbs, renaming subject, and text connectors to sequence ideas (Three reasons Why... First... Next... Finally...) 	<ul style="list-style-type: none"> Proficient students can describe and critique how our lives would be different if we lived in a different kind of community by using technical language and connectors (because, so, and) to link claims with evidence and reasoning. 	<ul style="list-style-type: none"> Proficient students can select relevant information from data to support claims using technical language, if/then clauses, and conditional verbs in order to provide evidence for how our lives would be different if we lived in a different kind of community. 	<ul style="list-style-type: none"> Proficient students can discuss and communicate conclusions how our lives would be different if we lived in a different kind of community using everyday, cross-disciplinary, and technical language.

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES K-2

Social Studies Practices	Example Tasks	Inform	Explain	Argue	Discuss
6. Take informed action	How Would Our Lives Be Different If We Lived in a Different Kind of Community?	<ul style="list-style-type: none"> Proficient students can introduce a topic using language to speak to and draw in the reader, generalized nouns (Communities), declarative statements to provide background information, relating verbs (be, have) pronouns and renaming subject (people = they), and text connectors to sequence ideas (Three reasons why I like Nevada...) in order to summarize the characteristics of their community in Nevada to a pen pal. 	<ul style="list-style-type: none"> Proficient students can introduce a topic using generalized nouns (Communities), declarative statements to provide background information, pronouns and renaming subject (people = they), and text connectors to sequence ideas (Three reasons why I like pen pals...) in order to describe the purpose of communicating with a pen pal outside of their community. 	<ul style="list-style-type: none"> Proficient students can select and share relevant information from their pen pals' letters about their communities in order to agree or disagree on whether it is better to live in a different community through the use of prepositional phrases to identify place, past tense verbs to describe events, and evaluative verbs, adverbs, and adjectives. 	<ul style="list-style-type: none"> With guidance, proficient students can collaboratively develop reasons how students' lives might be different if they lived in a different place using everyday, cross-disciplinary, and technical language.

Distribution of Social Studies Key Language Uses in Kindergarten and Grades 1-2				
WIDA ELD STANDARD	Narrate	Inform	Explain	Argue
1. Language for Social Studies (K)	●	●	○	●
2. Language for Social Studies Grade 1	●	●	○	●
3. Language for Social Studies Grade 2	●	○	●	●

● Most Prominent ● Prominent ○ Present

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

Section 3B: Social Studies Disciplinary Practices

Practice 1a: Constructing Compelling Questions – 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 and specific vocabulary required to construct compelling questions ● Provide a system for students to record and process key academic and content-specific vocabulary ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates ● Provide multilingual media support to develop background knowledge ● Provide key academic vocabulary during the inquiry process ● Provide sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer compelling questions. <p>Example: How can we work together? We can___</p> <ul style="list-style-type: none"> ● Use text with picture support for students to elaborate on newly acquired knowledge ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; triads <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required to construct compelling questions ● Provide a system for students to record and process key academic and content-specific vocabulary ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates ● Provide key academic vocabulary during the inquiry process ● Provide multilingual media support to develop background knowledge ● Provide sentence frames or question starters for students to develop simple to complex sentences with detail to ask and answer compelling questions. <p>Example: How can we effectively work together?</p> <ul style="list-style-type: none"> ● Use text with picture support for students to elaborate on new knowledge ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; triads <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2)</p>	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required to construct compelling questions ● Provide a system for students to record and process key academic and content-specific vocabulary ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates ● Provide multilingual media support to develop background knowledge ● Provide key academic vocabulary during the inquiry process ● Provide language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer compelling questions. <p>Example: If people are good citizens, how can we benefit from working together? How____? Why_?</p> <ul style="list-style-type: none"> ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 1b: Constructing Compelling Questions – Success Criteria

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

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p>Success Criteria</p> <p>Kindergarten With prompting and supports, students will be able to generate compelling questions to explore how learning and working together builds a classroom community using simple sentence frames and visual support(s).</p> <p>First Grade With prompting and supports, students will be able to generate compelling questions to explore the places people live and work using simple sentence frames and visual support.</p> <p>Second grade With prompting and supports, students will be able to generate compelling questions to explore national identity and culture using simple sentence frames and visual support. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria</p> <p>Kindergarten With appropriate supports, students will be able to generate compelling questions to explore how learning and working together builds a classroom community using simple and complex sentence frames.</p> <p>First Grade With prompting and supports, students will be able to generate compelling questions to explore the places people live and work using simple and complex sentence frames.</p> <p>Second grade With prompting and supports, students will be able to generate compelling questions to explore national identity and culture using simple and complex sentence frames. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria</p> <p>Kindergarten With prompting and supports, Students will be able to generate compelling questions to explore how learning and working together builds a classroom community.</p> <p>First Grade With prompting and supports, students will be able to generate compelling questions to explore the places people live and work.</p> <p>Second grade With prompting and supports, students will be able to generate compelling questions to explore national identity and culture support as needed. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 2a: Creating Supporting Questions – Teacher Moves

Teacher Moves: What supports can be provided to assist students in **using language to interpret or make meaning** of the content at different proficiency levels? Examples:

<p style="text-align: center;">Entering/Emerging (Levels 1-2)</p>	<p style="text-align: center;">Developing/Expanding (Levels 3-4)</p>	<p style="text-align: center;">Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required to construct supporting questions. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Provide sufficient wait time interpret and express information ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide sentence frames, pictures and gestures for students to develop simple questions and simple sentence or phrase responses to ask and answer questions. ❖ Example: In what ways, do we work together (e.g. situations such as home, classroom, community)? In what ways, _____? Where _____? What are ways _____? ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4; 4.3) 	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required to construct supporting questions. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide sufficient wait time to allow students to formulate ideas in English. ● Provide sentence frames or question starters for students to develop simple questions and simple to complex sentences or phrase responses with detail to ask and answer questions. ❖ Example: What are the advantages of working together? What _____? What is the best _____? In your opinion, what _____? ● Provide sufficient wait time to process knowledge. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4; 4.3) 	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required to construct compelling questions. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates (words with similar spelling and meaning in different languages). ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer questions. ❖ Example: What are advantages and disadvantages of working together? What _____ and _____? What are the best _____ and the worst _____? In your opinion, what _____ and _____? ● Provide sufficient wait time to allow students to formulate ideas and questions in English. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4; 4.3)

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 2b: Creating Supporting Questions – Success Criteria

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

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p>Success Criteria</p> <p>Kindergarten With prompting and supports, students will be able to generate supporting questions related to compelling questions using simple sentence frames and visual supports.</p> <p>First Grade With prompting and supports, students will be able to generate supporting questions related to compelling questions using simple sentence frames and visual supports.</p> <p>Second Grade With prompting and supports, students will be able to generate supporting questions related to compelling questions using simple sentence frames and visual supports. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria</p> <p>Kindergarten With appropriate supports, students will be able to generate supporting questions related to compelling questions using simple and complex sentence frames.</p> <p>First Grade With appropriate supports, students will be able to generate supporting questions related to compelling questions using simple and complex sentence frames.</p> <p>Second Grade With appropriate supports, Students will be able to generate supporting questions related to compelling questions using simple and complex sentence frames. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria</p> <p>Kindergarten With appropriate supports, students will be able to generate supporting questions related to compelling questions.</p> <p>First Grade With appropriate supports, students will be able to generate supporting questions related to compelling questions.</p> <p>Second Grade With appropriate supports, students will be able to generate supporting questions related to compelling questions. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 3a: Gathering and Evaluating Sources – 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 and specific vocabulary required. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates (words with similar spelling and meaning in different languages). ● Provide multilingual media support to develop background knowledge ● Provide sufficient wait time to process and produce understanding. ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide language frames, pictures and gestures for students to develop simple sentences or phrase responses. ❖ Example: I thought_____. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF –IP.1.2; 2.2; 2.3; 3.3; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates (words with similar spelling and meaning in different languages). ● Provide multilingual media support to develop background knowledge. ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide sufficient wait time to allow students to formulate ideas in English. ● Provide language frames or sentence stems for students to develop simple to complex sentences or phrase responses with detail. ❖ Example: I know_____because in the video/book/picture_____. ● Provide sufficient wait time to allow students to formulate ideas and questions in English. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF –IP.1.2; 2.2; 2.3; 3.3; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates (words with similar spelling and meaning in different languages). ● Provide multilingual media support to develop background knowledge ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide language frames or sentence stems for students to develop complex sentences and paragraph responses with details for elaboration of content. ❖ Example: I used to think_____, but now I know_____. ● Provide sufficient wait time to allow students to formulate ideas and questions in English. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF –IP.1.2; 2.2; 2.3; 3.3; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 3b: Gathering and Evaluating Sources – Success Criteria

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

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p>Success Criteria</p> <p>Kindergarten With prompting and supports, using primary sources from your school or community, students will be able to develop a reasonable idea about who created the source, when they created it, where they created it, and why they created it using simple sentence frames and visual support.</p> <p>First grade With prompting and supports, students will be able to analyze two or more primary sources from the school or community to determine for each source who created it, when they created it, and why they created it using simple sentence frames and visual supports.</p> <p>Second Grade With prompting and supports, students will be able to analyze multiple primary sources to determine point of view and perspective using simple sentence frames and visual supports. (NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</p>	<p>Success Criteria</p> <p>Kindergarten With appropriate supports, using primary sources from your school or community, students will be able to develop a reasonable idea about who created the source, when they created it, where they created it, and why they created it using simple sentence frames and visual support.</p> <p>First grade With appropriate supports, students will be able to analyze two or more primary sources from the school or community to determine for each source who created it, when they created it, and why they created it using simple sentence frames and visual supports.</p> <p>Second Grade With appropriate supports, students will be able to analyze multiple primary sources to determine point of view and perspective using simple sentence frames and visual supports. (NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</p>	<p>Success Criteria</p> <p>Kindergarten With appropriate supports, using primary sources from your school or community, students will be able to develop a reasonable idea about who created the source, when they created it, where they created it, and why they created it.</p> <p>First Grade With appropriate supports, students will be able to analyze two or more primary sources from the school or community to determine for each source who created it, when they created it, and why they created it.</p> <p>Second Grade With appropriate supports, students will be able to analyze multiple primary sources to determine point of view and perspective support as needed. (NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 4a: Developing Claims and Using Evidence – 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 and specific vocabulary required. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates. ● Provide multilingual media support to develop background knowledge ● Provide key academic vocabulary during the inquiry process. ● Provide sufficient wait time to allow students to formulate ideas in English. ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide language frames, pictures and gestures for students to ask and answer develop simple sentences or phrase responses about key details in a text or inquiry. ❖ Example: I claim that_____. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates. ● Provide multilingual media support to develop background knowledge ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide sufficient wait time to allow students to formulate ideas in English. ● Provide language frames or sentence stems using question starters for students to develop simple to complex sentences or phrase responses to ask and answer questions about key details in a text or inquiry. ❖ Example: I claim that_____because_____. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates. ● Provide multilingual media support to develop background knowledge ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide key academic vocabulary during the inquiry process. ● Provide language frames or sentence stems for students to develop complex sentences and paragraph responses with details to ask and answer questions about key details in a text or inquiry. ❖ Example: Since____, therefore, I claim that_____. ● Provide sufficient wait time to allow students to formulate ideas in English. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 4b: Developing Claims and Using Evidence – Success Criteria

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

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p>Success Criteria</p> <p>Kindergarten With prompting and supports, students will be able to construct responses to compelling questions using examples using simple sentence frames and visual supports.</p> <p>First grade With prompting and supports, students will be able to construct responses to compelling questions using examples using simple sentence frames and visual supports.</p> <p>Second Grade With prompting and supports, students will be able to construct responses to compelling questions using reasoning, examples, and relevant details using simple sentence frames and visual supports. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria</p> <p>Kindergarten With appropriate supports, students will be able to construct responses to compelling questions using examples using simple and complex sentence frames.</p> <p>First Grade With appropriate supports, students will be able to construct responses to compelling questions using examples using simple and complex sentence frames.</p> <p>Second Grade With appropriate supports, students will be able to construct responses to compelling questions using reasoning, examples, and relevant details using simple and complex sentence frames. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria</p> <p>Kindergarten With appropriate supports, students will be able to construct responses to compelling questions using examples using simple and complex sentence frames.</p> <p>First Grade With appropriate supports, students will be able to construct responses to compelling questions using examples using simple and complex sentence frames.</p> <p>Second Grade With appropriate supports, students will be able to construct responses to compelling questions using reasoning, examples, and relevant details using simple and complex sentence frames. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 5a: Communicating and Critiquing Conclusions – 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 and specific vocabulary required for communicating and critiquing conclusions. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates (words with similar spelling and meaning in different languages). ● Provide key academic vocabulary during the inquiry process. ● Provide language frames, question starters, pictures and gestures for students to develop simple questions and simple sentences or phrase responses about key details in a text or inquiry. ❖ Example: I am confused _____. ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required for communicating and critiquing conclusions. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates (words with similar spelling and meaning in different languages). ● Provide key academic vocabulary during the inquiry process. ● Provide language frames and question starters for students to develop simple and complex sentences or phrase responses about key details in a text or inquiry. ❖ Example: I am confused _____ because _____. ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 5.3)</p>	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required for communicating and critiquing conclusions. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates (words with similar spelling and meaning in different languages). ● Provide key academic vocabulary during the inquiry process. ● Provide language frames and question starters for students to develop complex questions and paragraph responses about key details in a text or inquiry. ❖ Example: I am confused _____ because _____ . I wonder _____. ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 5b: Communicating and Critiquing Conclusions – Success Criteria

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

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p>Success Criteria</p> <p>Kindergarten With prompting and supports, students will be able to construct organized explanations for various audiences and purposes using simple sentence frames and visual supports.</p> <p>With prompting and supports, students will be able to participate in structured academic discussions using reasoning using simple and complex sentence frames.</p> <p>First grade With prompting and supports, students will be able to construct organized explanations for various audiences and purposes using simple sentence frames and visual supports.</p> <p>With prompting and supports, students will be able to participate in structured academic discussions using reasoning using simple sentence frames and visual supports.</p> <p>Second Grade With prompting and supports, students will be able to construct organized explanations for various audiences and purposes using simple sentence frames and visual supports.</p>	<p>Success Criteria</p> <p>Kindergarten With appropriate supports, students will be able to construct organized explanations for various audiences and purposes using simple and complex sentence frames.</p> <p>With appropriate supports, students will be able to participate in structured academic discussions using reasoning using simple and complex sentence frames.</p> <p>First Grade With appropriate supports, students will be able to participate in academic discussions using simple and complex sentence frames.</p> <p>With appropriate supports, students will be able to participate in structured academic discussions using reasoning using simple and complex sentence frames.</p> <p>Second Grade With appropriate supports, students will be able to construct organized explanations for various audiences and purposes using simple and complex sentence frames.</p>	<p>Success Criteria</p> <p>Kindergarten With appropriate supports, students will be able to construct organized explanations for various audiences and purposes, using supports as needed.</p> <p>With appropriate supports, students will be able to participate in structured academic discussions using reasoning.</p> <p>First Grade With appropriate supports, students will be able to participate in structured academic discussions using reasoning.</p> <p>With appropriate supports, students will be able to participate in structured academic discussions using reasoning.</p> <p>Second Grade With appropriate supports, students will be able to construct organized explanations for various audiences and purposes using supports as needed.</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 5b: Communicating and Critiquing Conclusions – Success Criteria (continued)

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)
With prompting and supports, students will be able to participate in structured academic discussions using reasoning using simple sentence frames and visual supports. (NEPF – IP.1.3; 2.2; 3.4; 5.3)	With appropriate supports, students will be able to participate in structured academic discussions using reasoning using simple and complex sentence frames. (NEPF – IP.1.3; 2.2; 3.4; 5.3)	With appropriate supports, students will be able to participate in structured academic discussions using reasoning using support as needed. (NEPF – IP.1.3; 2.2; 3.4; 5.3)

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 6a: Taking Informed Action – 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 and specific vocabulary required for taking informed action. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates. ● Provide multilingual media support to develop background knowledge ● Provide key academic vocabulary during the inquiry process. ● Provide language frames, question starters, pictures and gestures for students to develop simple questions and simple sentences or phrase responses about key details in a text or investigation. ❖ Example: I believe _____. The solution to this problem is _____. ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. (NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3) 	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required for taking informed action. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates. ● Provide multilingual media support to develop background knowledge ● Provide key academic vocabulary during the inquiry process. ● Provide language frames and question starters for students to develop simple and complex sentences or phrase responses about key details in a text or investigation. ❖ Example: I believe _____. The solution to this problem is _____. I know this because _____. ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. (NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3) 	<ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required for taking informed action. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. ● Explicit attention to cognates. ● Provide multilingual media support to develop background knowledge ● Provide key academic vocabulary during the inquiry process. ● Provide language frames and question starters for students to develop complex questions and paragraph responses about key details in a text or investigation. ❖ Example: I believe _____. The solution to this problem is _____. I know this because _____. Therefore, _____. ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. (NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 6b: Taking Informed Action – Success Criteria

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

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p>Success Criteria</p> <p>Kindergarten</p> <p>With appropriate supports, students will be able to list and discuss group or individual actions to help address local, regional and or global problems using simple sentence frames and visual support.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue in the classroom, school, or community using simple sentence frames and visual support.</p> <p>First grade</p> <p>With appropriate supports, students will be able to list and discuss group or individual actions to help address community problems using simple sentence frames and visual support.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue in the community using simple sentence frames and visual support.</p>	<p>Success Criteria</p> <p>Kindergarten</p> <p>With appropriate supports, students will be able to list and discuss group or individual actions to help address local, regional and or global problems using simple sentence frames and visual support.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue in the classroom, school, or community using simple sentence frames and visual support.</p> <p>First grade</p> <p>With appropriate supports, students will be able to list and discuss group or individual actions to help address community problems using simple sentence frames and visual support.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue in the community using simple sentence frames and visual support.</p>	<p>Success Criteria</p> <p>Kindergarten</p> <p>With appropriate supports, students will be able to list and discuss group or individual actions to help address local, regional and or global problems using simple sentence frames and visual support.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue in the classroom, school, or community using simple sentence frames and visual support.</p> <p>First grade</p> <p>With appropriate supports, students will be able to list and discuss group or individual actions to help address community problems using simple sentence frames and visual support.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue in the community using simple sentence frames and visual support.</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 6b: Taking Informed Action – Success Criteria (continued)

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 style="text-align: center;">Second Grade</p> <p>With prompting and supports, students will be able to list and discuss group or individual action to help address local, regional, and or national problems using simple sentence frames and visual support.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue in the community using simple sentence frames and visual support.</p> <p>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</p>	<p style="text-align: center;">Second Grade</p> <p>With appropriate supports, students will be able to list and discuss group or individual action to help address local, regional, and or national problems using simple and complex sentence frames.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue in the community using simple and complex sentence frames.</p> <p>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</p>	<p style="text-align: center;">Second Grade</p> <p>With appropriate supports, students will be able to list and discuss group or individual action to help address local, regional, and or national problems as needed.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue in the community using simple and complex sentence frames.</p> <p>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</p>