



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

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

Section 1: Purpose

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

These Nevada ELD Standards documents specify the connection between the WIDA ELD Standards and the content disciplinary practices of mathematics. The practices identified in this document were created within the Common Core State Standards (CCSS) for Mathematics. 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: **Standards Framework for Developing the Language of Math**

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

Section 3: **Instructional Guidance: Mathematical Practices**

- A. Summary: Content Disciplinary Practices and Example Tasks
- B. Math Disciplinary Practices
 - Practice 1: Make sense of problems and persevere in solving them
 - Practice 2: Reason abstractly and quantitatively
 - Practice 3: Construct viable arguments and critique the reasoning of others
 - Practice 4: Model with mathematics
 - Practice 5: Use appropriate tools strategically
 - Practice 6: Attend to precision
 - Practice 7: Look for and make use of structure
 - Practice 8: Look for and express regularity in repeated reasoning

Section 1: Key Uses of Academic Language

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

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

SECTION 2: ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF MATH GRADES 2-3

Section 2A: Student Moves: Language Expectations

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Interpretive: Listening, Reading, & Viewing	<ul style="list-style-type: none"> ● Mark position/location of numbers or illustrated objects from oral commands. ● Identify comparative quantities of numbers or illustrated objects from oral commands or questions. ● Identify large whole numbers from pictures or models and phrases or short sentences. ● Match words or phrases related to estimation to estimate word banks of varying quantities. 	<ul style="list-style-type: none"> ● Identify language associated with estimation. ● Match general and some specific language associated with descriptive statistics. ● Sort examples of large whole numbers from pictures or models. ● Compare examples of large whole numbers shown in pictures and text. 	<ul style="list-style-type: none"> ● Apply technical language related to descriptive statistics to grade-level oral scenarios. ● Match situations to the use of large whole numbers from grade-level text. ● Explain different ways of problem-solving grade-level examples using specific or technical vocabulary. ● Incorporate descriptions of three-dimensional shapes into real-world situations.

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

TASK 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"> ● State words in figures or formulas from illustrated examples. ● Use general vocabulary in math sentences from illustrated examples. ● Reproduce names of three-dimensional shapes from labeled models. ● Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements. ● Find and reproduce number words from an assortment of labeled visuals. 	<ul style="list-style-type: none"> ● Relate multiple uses of specific vocabulary in illustrated math sentences (e.g., “How many are left when you take away?” “Which number is to the left?”) ● Describe attributes of three-dimensional shapes from labeled models. ● Compare/contrast language of basic operations from pictures and oral descriptions. ● Compare numbers in graphs or visuals using sentences. 	<ul style="list-style-type: none"> ● Explain different ways of problem-solving grade-level examples using specific or technical vocabulary. ● Incorporate descriptions of three-dimensional shapes into real-world situations. ● Explain basic operations involved in problem solving using pictures and grade-level oral descriptions.

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> ● Build background in key language and concepts. ● Provide explicit instruction and practice in key social and instructional vocabulary. ● Model orally the academic language and specific vocabulary. ● Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. ● Use physical gestures to accompany oral directives. ● Label visuals and objects with target vocabulary. ● Introduce cognates to aid comprehension. ● Give two step Contextualized directions. ● Restate/rephrase and use Patterned Oral Language routines. ● Preview the text content with pictures, demos, charts, or experiences. ● Use K-W-L charts before reading. ● Pair students to read one text together. ● Preview text with a Picture Walk. ● Provide a list of important concepts on a graphic organizer. ● Use Shared Reading and/or simplify the text. ● Provide a content vocabulary Word Bank with non-linguistic representations. ● Provide opportunities for translanguageing 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 translanguageing and multilingual supports during the task. 	<ul style="list-style-type: none"> ● Build background in key language and concepts. ● Use complex sentence and discourse starters. ● Model orally the academic language and specific vocabulary. ● Use Video Observation Guides. ● Confirm students’ prior knowledge of content topics. ● Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. ● Use Reciprocal Teaching to scaffold independent reading. ● Extend content vocabulary with multiple examples and non-examples. ● Provide opportunities for translanguageing during the task.

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

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

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

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

SECTION 3: INSTRUCTIONAL GUIDANCE: MATH PRACTICES GRADES 2-3

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

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

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

Math Practices	Example Tasks	Inform	Explain	Argue	Discuss
1. Make sense of problems and persevere in solving them.	Saving Money 2	Proficient math students make sense of problems by describing and summarizing their strategies using mathematical terms, including technical nouns to identify concepts (<i>fractions, equations, plot graphs</i>), connectors (<i>first, second, because, so that, when</i>) to order steps and show causal relationships, and thinking verbs to reflect on process (<i>I wondered, I thought, we should have, we tried</i>).	Proficient math students can use mathematical terms, past tense doing/thinking verbs (<i>added, grouped, thought</i>) to recount steps, if/then clauses to show reasoning, connectors (<i>first, second, because, so that, when</i>) to order steps and show causal relationships, and declarative statements to state conclusion with a neutral stance in order to explain their mathematical thinking.	See Math Practices 3: Construct viable arguments.	Proficient math students recount , elaborate , and extend the mathematical reasoning of others using mathematical terms, questions (how, what, why) to ask for clarification or information (<i>How did you get your answer?</i>), and declarative statements to counter claim or reasoning and state a conclusion with a neutral stance.

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Math Practices	Example Tasks	Inform	Explain	Argue	Discuss
2. Reason abstractly and quantitatively.	Saving Money 2	Proficient math students can use mathematical terms, including technical nouns (<i>place value, commutative property</i>), past tense doing/thinking verbs (<i>added, grouped, thought</i>) to recount steps, if/then clauses to show reasoning, connectors (<i>first, second, because, so that, when</i>) to order steps and show causal relationships, in order to state mathematical reasoning and restate the mathematical reasoning of others.	Proficient math students can use mathematical terms, past tense doing/thinking verbs (<i>added, grouped, thought</i>) to recount steps, if/then clauses to show reasoning, connectors (<i>first, second, because, so that, when</i>) to order steps and show causal relationships, and declarative statements to state conclusion with a neutral stance in order to explain their mathematical reasoning.	See Math Practices 3: Construct viable arguments.	Proficient math students elaborate , and extend the mathematical reasoning of others using mathematical terms, questions (<i>how, what, why</i>) to ask for clarification or information (<i>How did you get your answer?</i>), and declarative statements to counter claim or reasoning and state a conclusion with a neutral stance.
3. Construct viable arguments and critique the reasoning of others.	Saving Money 2	Proficient math students convey clear and precise arguments using mathematical terms, including technical nouns (<i>place value, commutative property</i>) to add precision and detail, timeless present verbs, past tense verbs to quote (<i>said, thought, explained</i>), relating verbs (<i>is, equals</i>), and causal connectors (<i>because, so</i>) to link ideas and provide reasoning.	Proficient math students can use mathematical terms, past tense doing/thinking verbs (<i>added, grouped, thought</i>) to recount steps, if/then clauses to show reasoning, connectors (<i>first, second, because, so that, when</i>) to order steps and show causal relationships, and declarative statements to state conclusion with a neutral stance in order to explain their mathematical thinking.	Proficient math students justify, persuade , and rationalize their use of strategies and communicate them to others using evidence. They also respond and evaluate the mathematical reasoning of others with evidence using mathematical terms, declarative statements to identify position/provide reasons, connectors (<i>first, second, because, so that, when</i>) to order steps and link claims with evidence.	Proficient math students recount, elaborate , and extend the mathematical reasoning of others using mathematical terms, questions (<i>how, what, why</i>) to ask for clarification or information (<i>How did you get your answer?</i>), and declarative statements to counter claim or reasoning and state a conclusion with a neutral stance.

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Math Practices	Example Tasks	Inform	Explain	Argue	Discuss
4. Model with mathematics.	Saving Money 2	Proficient math students can model mathematical reasoning through the use of visuals, charts, diagrams, manipulatives, technical language, and connectors (<i>because, so that, when, first, second</i>) to order steps and show causal relationships in order to construct a mathematical model.	Proficient math students can model mathematical reasoning through the use of mathematical terms, past tense doing/thinking verbs (<i>added, grouped, thought</i>) to recount steps, if/then clauses to show reasoning, connectors (<i>first, second, because, so that, when</i>) to order steps and show causal relationships, and declarative statements to state conclusion with a neutral stance in order to explain their mathematical reasoning.	See Math Practices 3: Construct viable arguments.	Proficient math students recount, elaborate on, and extend reasoning through mathematical modeling using mathematical terms, visuals, charts, diagrams, and manipulatives.
5. Use appropriate tools strategically.	Saving Money 2	Proficient math students select and use appropriate tools aligned to the mathematical task and describe why they use that tool using mathematical terms including technical nouns to add precision and details (<i>place value, commutative property</i>), timeless present verbs to state on-going facts, relating verbs (<i>have, belong to</i>), speculation to hypothesize (<i>I think, I wonder if</i>), and connectors (<i>because, so, and</i>) to link steps taken with reasoning.	Proficient math students can use mathematical terms, past tense doing/thinking verbs (<i>added, grouped, thought</i>) to recount steps, if/then clauses to show reasoning, connectors (<i>first, second, because, so that, when</i>) to order steps and show causal relationships, and declarative statements to state conclusion with a neutral stance in order to explain their mathematical thinking.	See Math Practices 3: Construct viable arguments.	Proficient math students recount, elaborate , and extend the mathematical reasoning of others using mathematical terms, questions (how, what, why) to ask for clarification or information (<i>How did you get your answer?</i>), and declarative statements to counter claim or reasoning and state a conclusion with a neutral stance.

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Math Practices	Example Tasks	Inform	Explain	Argue	Discuss
6. Attend to precision.	Looking at Numbers every which way	Proficient math students use precise mathematical language to define, classify, describe, or compare-contrast a mathematical concept, reasoning, or process.	Proficient math students elaborate by using precise mathematical vocabulary and math specific discourse supported by generalized nouns to identify concepts (<i>fractions, equations, plot graphs</i>), expanded noun groups (<i>three equal sides</i>), relating verbs (<i>be, have</i>) to define, describe, or classify, conditional and causal connectors (<i>if/then, because, so</i>) to link ideas, and compare/contrast signals (<i>both, same, different</i>) to differentiate results, approaches, attributes.	See Math Practices 3: Construct viable arguments.	Proficient math students recount, elaborate, and extend the mathematical reasoning of others using mathematical terms, questions (<i>how, what, why</i>) to ask for clarification or information (<i>How did you get your answer?</i>), and declarative statements to counter claim or reasoning and state a conclusion with a neutral stance.
7. Look for and make use of structure.	Looking at Numbers every which way	Proficient math students identify and describe mathematical structures using technical word choices to add precision and details, expanded noun groups to add specificity (<i>this has three equal sides</i>), relating verbs (<i>be, have</i>), and compare/contrast signals (<i>both, same, different, but</i>) to differentiate attributes of objects.	Proficient math students can use mathematical terms, past tense doing/thinking verbs (<i>added, grouped, thought</i>) to recount steps, if/then clauses to show reasoning, connectors (<i>first, second, because, so that, when</i>) to order steps and show causal relationships, and declarative statements to state conclusion with a neutral stance in order to explain their mathematical thinking.	See Math Practices 3: Construct viable arguments.	Proficient math students recount, elaborate, and extend the mathematical reasoning of others using mathematical terms, questions, (<i>how, what, why</i>) to ask for clarification or information (<i>How did you get your answer?</i>), and declarative statements to counter claim or reasoning and state a conclusion with a neutral stance.

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

Math Practices	Example Tasks	Inform	Explain	Argue	Discuss
8. Look for and express regularity in repeated reasoning.	Saving Money 2	Proficient math students identify and describe repeated reasoning and evaluate the reasonableness of intermediate results using expanded noun groups to add specificity, technical word choices to add precision and detail, conditional clauses (<i>if, then</i>) to demonstrate relationships, timeless present (<i>weighs, goes</i>) and relating verb forms (<i>be, have</i>), and causal connectors (<i>because, so</i>) to link ideas and provide reasoning.	Proficient math students can use mathematical terms, past tense doing/thinking verbs (<i>added, grouped, thought</i>) to recount steps, timeless present (<i>weighs, goes</i>), relating verb forms (<i>be, have</i>), if/then clauses to show reasoning, connectors (<i>first, second, because, so that, when</i>) to order steps and show causal relationships in order to explain their mathematical thinking.	See Math Practices 3: Construct viable arguments.	Proficient math students recount , elaborate , and extend the mathematical reasoning of others using mathematical terms, questions (<i>how, what, why</i>) to ask for clarification or information (<i>How did you get your answer?</i>), and declarative statements to counter claim or reasoning and state a conclusion with a neutral stance.

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

● Most Prominent ◐ Prominent ○ Present

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

Section 3B: Math Disciplinary Practices

Practice 1a: Make Sense of Problems and Persevere in Solving Them – Teacher Moves

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

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> ● Provide tasks for students to draw a picture of their solution and label it. ● Provide a word bank. ● Write patterned language frames that are simple and consistent that will be used in the lesson (i.e. explain, compare, and justify) and provide an individual sheet for students. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Model simple patterned oral sentence frames for students to use with a designated learning partner. Example: I used _____ to solve the problem. My first step was _____. ● Provide students the opportunity to share with a partner or in a small group their thinking using sentence frames to support the rehearsal and production of language. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Show students how to record academic vocabulary using pictures, words (L1 or English), or symbols. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>	<ul style="list-style-type: none"> ● Provide tasks for students to use illustrations or numbers to explain their understanding. ● Provide a word bank. ● Write academic sentence starters and provide an individual sheet of various language structures that will be used in the lesson (i.e. explain, compare, and justify). ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide sentence starters of a list of leveled scaffolding statements for students. Example: I solved the problem by _____. I first _____. Then I _____. Finally, I _____. I think _____ because _____. ● Provide adequate time for students to process the language and content. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Provide time for students to write down their ideas before small group tasks. Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>	<ul style="list-style-type: none"> ● Provide tasks for students to use numbers and math terms to explain their understanding. ● Provide advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc). ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Provide sentence starters of a list of leveled scaffolding statements for students. Example: I solved the problem. I first _____. Then I _____. Finally, I _____. (To describe their process.) What part do you understand? What do you need to find out? ● Provide a dialogue structure (ex. partner A talks then partner B). ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>

Section 3B: Math Disciplinary Practices (continued)

Practice 1b: Make Sense of Problems and Persevere in Solving Them – Success Criteria

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

<p style="text-align: center;">Entering/Emerging (Levels 1-2)</p>	<p style="text-align: center;">Developing/Expanding (Levels 3-4)</p>	<p style="text-align: center;">Bridging/Reaching (Levels 5-6)</p>
<p style="text-align: center;">Success Criteria</p> <p>With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Solve problems and identify the associated academic vocabulary on Exit Slips and other formal or informal assessments. ● Describe steps to solve problems using pictures, symbols, or artifacts <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p style="text-align: center;">Success Criteria</p> <p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain and produce a graphic representation (illustration or numbers) of their strategy for solving problems. ● State some cross-disciplinary and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p style="text-align: center;">Success Criteria</p> <p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain, justify, and defend their problem-solving strategies. ● Use cross-disciplinary and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Math Disciplinary Practices (continued)

Practice 2a: Reason Abstractly and Quantitatively – 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"> ● Provide tasks for students to draw a picture of their solution and label it. ● Provide a word bank. ● Write patterned language frames that are simple and consistent that will be used in the lesson (i.e. explain, compare, and justify) and provide an individual sheet for students. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Model simple patterned oral sentence frames for students to use with a designated learning partner. Example: The numbers I can use to represent this problem are _____. The words I can use to represent this problem are _____. My first step was _____. I chose _____ because _____. I did not understand _____. The problem I had was _____. ● Show students how to record academic vocabulary using pictures, words (L1 or English), or symbols (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3) 	<ul style="list-style-type: none"> ● Provide tasks for students to use illustrations or numbers to explain their understanding. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Students use sentence starters from a leveled list of scaffolding statements. Example: I solved the problem by _____. I first _____. Then I _____. Finally, I _____. (To describe their process) I chose the _____ method for solving the problem because it was the most efficient. It was most efficient because _____. I struggled with _____, and I solved it by _____. How can you check your answer? (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3) 	<ul style="list-style-type: none"> ● Provide tasks for students to use numbers and math terms to explain their understanding. ● Provide advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying). ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide sentence starters of a list of leveled scaffolding statements for students. ● Example: In order to solve the problem, I _____. My solution was the most efficient because _____. Information that I need is _____ because _____. Another way to solve the problem is _____. The best solution is _____ because _____. The problem(s) I encountered were _____. I solved them by _____. Have you explained how you arrived at your answer? (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)

Section 3B: Math Disciplinary Practices (continued)

Practice 2b: Reason Abstractly and Quantitatively – 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 align="center">Success Criteria</p> <p>With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Solve problems and identify the associated academic vocabulary on Exit slips and other formal or informal assessments. ● Describe steps to solve problems using pictures, symbols, or artifacts. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p align="center">Success Criteria</p> <p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain and produce a graphic representation (illustration or numbers) of their strategy for solving problems. ● State some cross-disciplinary and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p align="center">Success Criteria</p> <p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain, justify, and defend their problem-solving strategies. ● Use cross-disciplinary and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Math Disciplinary Practices (continued)

Practice 3a: Construct Viable Arguments and Critique the Reasoning of Others – Teacher Moves

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

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> ● Provide tasks for students to draw a picture of their solution and label it. ● Provide a word bank. ● Write patterned language frames that are simple and consistent that will be used in the lesson (i.e. explain, compare, and justify) and provide an individual sheet for students. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Model simple patterned oral sentence frames for students to use with a designated learning partner. Example: My answer/strategy is _____. My answer/strategy is _____ because _____. My answer matches/doesn't match yours. I think you made your error here (point). Can you please repeat that? ● Show students how to record academic vocabulary using pictures, words (L1 and English), or symbols. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3) 	<ul style="list-style-type: none"> ● Provide tasks for students to use illustrations or numbers to explain their understanding. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Students use sentence starters from a leveled list of scaffolding statements. Example: My solution is different from yours. I think this is because _____. My solution is the same as yours. I think this because _____. I used the same/different strategy as you. I'd like to add _____ or It's different because _____. Can you tell me more about _____? (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3) 	<ul style="list-style-type: none"> ● Provide tasks for students to use numbers to explain their understanding. ● Provide advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying). ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Provide sentence starters of a list of leveled scaffolding statements for students. Example: I was thinking about what _____ said, and I was wondering if _____. I think you made your error _____ (here) the reason why is _____. Could you say more about that? My answer is similar/different than _____ because _____. I can justify the answer by _____. Would someone unfamiliar with your type of solution be able to understand your work? Why or why not? (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)

Section 3B: Math Disciplinary Practices (continued)

Practice 3b: Construct Viable Arguments and Critique the Reasoning of Others – 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 style="text-align: center;">Success Criteria</p> <p>With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Solve problems and identify the associated academic vocabulary on Exit slips and other formal or informal assessments. ● Describe steps to solve problems using pictures, symbols, or artifacts. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p style="text-align: center;">Success Criteria</p> <p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain and produce a graphic representation (illustration or numbers) of their strategy for solving problems. ● State some cross-disciplinary and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p style="text-align: center;">Success Criteria</p> <p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain, justify, and defend their problem-solving strategies. ● Use cross-disciplinary and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Math Disciplinary Practices (continued)

Practice 4a: Model with Mathematics – 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"> ● Provide tasks for students to draw a picture of their solution and label it. ● Provide a word bank. ● Write patterned language frames that are simple and consistent that will be used in the lesson (i.e. explain, compare, and justify) and provide an individual sheet for students. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Model simple patterned oral sentence frames for students to use with a designated learning partner. Example: I used the _____ model to solve the problem. I drew the _____ model. I do not understand which model to _____ (draw/use /select). The problem I had was _____. ● Show students how to record academic vocabulary using pictures, words (L1 and English), or symbols. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>	<ul style="list-style-type: none"> ● Provide tasks for students to use illustrations or numbers to explain their understanding. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Students use sentence starters from a leveled list of scaffolding statements. Example: I solved the problem by _____. I drew _____ because _____. I can prove my answer was correct using the _____ model because _____. I chose the _____ model for solving the problem because _____. I struggled with _____, and I solved it by _____. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>	<ul style="list-style-type: none"> ● Provide tasks for students to use numbers to explain their understanding. ● Provide advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc). ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Provide sentence starters of a list of leveled scaffolding statements. Example: In order to solve the problem, I _____. I chose to solve the problem by _____. My solution was _____ because _____. I have seen this before when _____. The problem(s) I encountered using this model were. I solved them by _____. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>

Section 3B: Math Disciplinary Practices (continued)

Practice 4b: Model with Mathematics – 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 With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Solve problems and identify the associated academic vocabulary on Exit slips and other formal or informal assessments. ● Describe steps to solve problems using pictures, symbols, or artifacts. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain and produce a graphic representation (illustration or numbers) of their strategy for solving problems. ● State some cross-disciplinary and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain, justify, and defend their problem-solving strategies. ● Use cross-disciplinary and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Math Disciplinary Practices (continued)

Practice 5a: Use Appropriate Tools Strategically – 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"> ● Provide tasks for students to draw a picture of their solution and label it. ● Provide a word bank. ● Write patterned language frames that are simple and consistent that will be used in the lesson (i.e. explain, compare, and justify) and provide an individual sheet for students. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Model simple patterned oral sentence frames for students to use with a designated learning partner. Example: The best tool to use is _____. The tool that I drew was _____. The best tool is _____ because _____. Can you please repeat that? ● Show students how to record academic vocabulary using pictures, words (L1 or English), or symbols (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3) 	<ul style="list-style-type: none"> ● Provide tasks for students to use illustrations or numbers to explain their understanding. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Students use sentence starters from a leveled list of scaffolding statements. Example: I’m using a tool different from you because _____. I used _____ tool to solve the problem by _____. I used the same/different tool as you. My reason is _____. Can you tell me more about _____? Using a _____ shows us _____. Using a _____ can’t show us _____. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3) 	<ul style="list-style-type: none"> ● Provide tasks for students to use numbers to explain their understanding. ● Provide advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Provide sentence starters of a list of leveled scaffolding statements for students. Example: I was thinking about what _____ said, and I was wondering if _____ would be a better tool for this problem/process. Could you say more about how/why you used that too? I agree/disagree with _____’s choice of _____ tool, but I chose _____ also/instead because of _____. I could have used _____ (tool) because _____. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)

Section 3B: Math Disciplinary Practices (continued)

Practice 5b: Use Appropriate Tools Strategically – 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 With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Solve problems and identify the associated academic vocabulary on Exit slips and other formal or informal assessments. ● Describe steps to solve problems using pictures, symbols, or artifacts. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain and produce a graphic representation (illustration or numbers) of their strategy for solving problems. ● State some cross-disciplinary and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain, justify, and defend their problem-solving strategies. ● Use cross-disciplinary and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Math Disciplinary Practices (continued)

Practice 6a: Attend to Precision – 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"> ● Provide tasks for students to draw a picture of their solution and label it. ● Provide a word bank. ● Write patterned language frames that are simple and consistent that will be used in the lesson (i.e. explain, compare, and justify) and provide an individual sheet for students. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Model simple patterned oral sentence frames for students to use with a designated learning partner. Example: This picture/drawing shows ____ (math term). ____ (math term) means _____. ____ (math term) is used in this problem. I labeled it _____. I need to label it _____. ● Show students how to record academic vocabulary using pictures, words (L1 or English), or symbols. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3) 	<ul style="list-style-type: none"> ● Provide tasks for students to use illustrations or numbers to explain their understanding. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Students use sentence starters from a leveled list of scaffolding statements. Example: ____ (math term) means _____. My answer is accurate because _____. I used the label ____ because _____. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3) 	<ul style="list-style-type: none"> ● Provide tasks for students to use numbers to explain their understanding. ● Provide advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc). ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Provide sentence starters of a list of leveled scaffolding statements for students. Example: I used the mathematical term ____ to explain _____. My answer is ____ rather than ____ because _____. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)

Section 3B: Math Disciplinary Practices (continued)

Practice 6b: Attend to Precision – 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 With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Solve problems and identify the associated academic vocabulary on Exit slips and other formal or informal assessments. ● Describe steps to solve problems using pictures, symbols, or artifacts. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain and produce a graphic representation (illustration or numbers) of their strategy for solving problems. ● State some cross-disciplinary and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain, justify, and defend their problem-solving strategies. ● Use cross-disciplinary and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Math Disciplinary Practices (continued)

Practice 7a: Look For and Make Use of Structure – 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"> ● Provide tasks for students to draw a picture of their solution and label it. ● Provide a word bank. ● Write patterned language frames that are simple and consistent that will be used in the lesson (i.e. explain, compare, and justify) and provide an individual sheet for students. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Model simple patterned oral sentence frames for students to use with a designated learning partner. Example: My conclusion is _____. I noticed _____. These are similar/different because they _____. The pattern/rule is _____. ● Show students how to record academic vocabulary using pictures, words (L1 or English), or symbols. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3) 	<ul style="list-style-type: none"> ● Provide tasks for students to use illustrations or numbers to explain their understanding. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Students use sentence starters from a leveled list of scaffolding statements. Example: Based on the information _____ I can conclude that _____. _____ and _____ are both similar/different because they both _____, _____, and _____. The pattern/rule is _____. I know this because _____. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3) 	<ul style="list-style-type: none"> ● Provide tasks for students to use numbers to explain their understanding. ● Provide advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc). ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Provide sentence starters of a list of leveled scaffolding statements for students. Example: If _____ then _____. The trend of the data is _____ because _____. There are several major differences between the patterns/data sets. The most notable is _____ because _____. I can generalize that _____. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)

Section 3B: Math Disciplinary Practices (continued)

Practice 7b: Look For and Make Use of Structure – 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 style="text-align: center;">Success Criteria</p> <p>With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Solve problems and identify the associated academic vocabulary on Exit slips and other formal or informal assessments. ● Describe steps to solve problems using pictures, symbols, or artifacts. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p style="text-align: center;">Success Criteria</p> <p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain and produce a graphic representation (illustration or numbers) of their strategy for solving problems. ● State some cross-disciplinary and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p style="text-align: center;">Success Criteria</p> <p>With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain, justify, and defend their problem-solving strategies. ● Use cross-disciplinary and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Math Disciplinary Practices (continued)

Practice 8a: Look For and Express Regularity in Repeated Reasoning – Teacher Moves

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

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> ● Provide tasks for students to draw a picture of their solution and label it. ● Provide a word bank. ● Write patterned language frames that are simple and consistent that will be used in the lesson (i.e. explain, compare, and justify) and provide an individual sheet for students. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Model simple patterned oral sentence frames for students to use with a designated learning partner. Example: I see a pattern. (Point) The pattern is _____. My answer makes sense/does not make sense. ● Show students how to record academic vocabulary on the Mathematically Speaking Task Template and encourage students to use their L1 (primary language) translation or non-linguistic representation. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>	<ul style="list-style-type: none"> ● Provide tasks for students to use illustrations or numbers to explain their understanding. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Students use sentence starters from a leveled list of scaffolding statements. Example: I was able to identify the pattern _____. My answer makes sense/does not make sense because _____. As a result, I will _____. I know my answer makes sense because _____. The repeated patterns I found are _____. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>	<ul style="list-style-type: none"> ● Provide tasks for students to use numbers to explain their understanding. ● Provide advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc). ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Provide sentence starters of a list of leveled scaffolding statements for students. Example: My answer makes sense/doesn't make sense because _____. Consequently, I need to _____. Through my work I was able to identify _____ (repeated patterns, etc.). <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>

Section 3B: Math Disciplinary Practices (continued)

Practice 8b: Look For and Express Regularity in Repeated Reasoning – 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 With prompting and supports, students will...</p> <ul style="list-style-type: none"> ● Solve problems and identify the associated academic vocabulary on Exit slips and other formal or informal assessments. ● Describe steps to solve problems using pictures, symbols, or artifacts. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain and produce a graphic representation (illustration or numbers) of their strategy for solving problems. ● State some cross-disciplinary and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria With appropriate supports, students will...</p> <ul style="list-style-type: none"> ● Orally explain, justify, and defend their problem-solving strategies. ● Use cross-disciplinary and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>