



# ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 3-5

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## SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 3-5 - 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: 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
<b>NARRATE</b>	Highlights language to convey real or imaginary experiences through stories and histories. Example tasks for the Key Use of <b>Narrate</b> include telling or summarizing stories, sharing past experiences, recounting an incident, or to chronicle a report.
<b>INFORM</b>	Highlights language to provide factual information, to tell, give knowledge, apprise, notify, to make aware of ideas, actions, or phenomena. Example tasks for the Key Use of <b>Inform</b> include defining, describing, comparing, contrasting, categorizing, or classifying concepts, ideas, or phenomena.
<b>EXPLAIN</b>	Highlights language to give an account for how things work or why things happen to clarify ideas, actions, or phenomena. Example tasks for the Key Use of <b>Explain</b> include interpreting, elaborating, illustrating, simplifying ideas, actions, or phenomena.
<b>ARGUE</b>	Highlights language to justify claims using evidence and reasoning, constructing arguments with evidence, or stating preferences or opinions. Example tasks for the Key Use of <b>Argue</b> include advancing or defending an idea or solution, changing the audience’s point of view, or evaluating an issue.
<b>DISCUSS</b>	Highlights language to interact with others to build meaning and to share knowledge. Example tasks for the Key Use of <b>Discuss</b> include participating in small or large group activities and projects. <b>Discuss</b> can be found in Standard 1: Language of Social and Instructional Purposes of the WIDA 2002 Standards Framework.

## SECTION 2: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 3-5

### Section 2A: Student Moves: Language Expectations

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<b>Interpretive: Listening, Reading, &amp; Viewing</b>	<ul style="list-style-type: none"> <li>● <b>Identify</b> words in context during oral reading of illustrated text on topics</li> <li>● <b>Highlight</b> previewed or familiar or content-related phrases</li> <li>● <b>Classify</b> time-related language in text as present or past</li> <li>● <b>Identify</b> the “who,” “what,” “where,” and “when” in informational text with a partner</li> <li>● <b>Match</b> illustrated words/phrases to causal or sequential language</li> <li>● <b>Sequence</b> sentence strips to show content-area processes from illustrated texts</li> <li>● <b>Identify</b> different types of connectors (e.g. first, next, because, so)</li> <li>● <b>Identify</b> key words and phrases that describe the topic or phenomena/event</li> <li>● <b>Identify</b> key words and phrases of claims</li> <li>● <b>Organize</b> evidence based on sequential language in texts</li> <li>● <b>Differentiate</b> between claims and evidence</li> </ul>	<p>With <b>appropriate</b> visual, graphic or interactive support, as necessary, students can...</p> <ul style="list-style-type: none"> <li>● <b>Sequence</b> events in stories or content-related processes</li> <li>● <b>Identify</b> main ideas in informational text</li> <li>● <b>Connect</b> details to main ideas or themes</li> <li>● <b>Identify</b> conclusions in multi-paragraph text</li> <li>● <b>Identify</b> the different words or phrases that are used to describe the same topic or phenomena</li> <li>● <b>Organize</b> information on how or why the event occurred</li> <li>● <b>Match</b> causes with effects</li> <li>● <b>Identify</b> words or phrases to determine the type of explanation (e.g., linear sequence, cycle, system)</li> <li>● <b>Identify</b> evidence from multiple places with text</li> <li>● <b>Identify</b> different perspectives, stances, or points of view</li> <li>● <b>Hypothesize</b> or predict based on evidence</li> <li>● <b>Compare</b> multiple points of view on a topic</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Identify</b> the overall structure, (e.g. chronology) of events, ideas, concepts, or information in oral presentations</li> <li>● <b>Recognize</b> the key historical, scientific or technical language used in a mini-lecture</li> <li>● <b>Identify</b> related information from multiple sources presented orally</li> <li>● <b>Differentiate</b> similarities and differences of information presented through multimedia and written text</li> <li>● <b>Recognize</b> the strength of the quality of evidence presented in oral discourse</li> <li>● <b>Identify</b> the degree of formality in oral presentations</li> <li>● <b>Become</b> familiar with the language of related genres (e.g., news reports, historical accounts)</li> <li>● <b>Summarize</b> information from multiple related sources</li> <li>● <b>Evaluate</b> the strength of evidence as support for claims</li> <li>● <b>Evaluate</b> claims and evidence by drawing from multiple print sources</li> </ul>

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

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Expressive: Speaking, Writing, & Representing	<ul style="list-style-type: none"> <li>● <b>State</b> key words and phrases associated with the content using visual or graphic support.</li> <li>● <b>Retell</b> content-related events.</li> <li>● <b>Name</b> components of phenomena/event using illustrations, photographs, or diagrams.</li> <li>● <b>State</b> key words or phrases in processes/events in a sequential order.</li> <li>● <b>State</b> reasons for choices using words or phrases.</li> <li>● <b>Answer</b> yes/no or choice questions across related content.</li> <li>● <b>State</b> opinions based on related facts.</li> <li>● <b>Communicate</b> ideas through drawings and words.</li> <li>● <b>Reproduce</b> a series of events through illustrated text.</li> <li>● <b>List</b> positive and negative effects of events in informational text.</li> <li>● <b>Use</b> key terms related to phenomena/ event.</li> <li>● <b>Order</b> linear and cyclical sequences of phenomena/event.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Present</b> content-based facts that support position.</li> <li>● <b>Connect</b> the sequential, cyclical, or causal relationships of content-related issues and concepts.</li> <li>● <b>Present</b> detailed information in small groups.</li> <li>● <b>Use</b> key words and phrases reflective of main ideas.</li> <li>● <b>Convey</b> details using concrete words and phrases.</li> <li>● <b>Relate</b> sequence of events using a variety of transitional words, phrases, and clauses.</li> <li>● <b>Synthesize</b> information across related texts.</li> <li>● <b>Connect</b> related ideas or concepts using linking words and phrases.</li> <li>● <b>Answer</b> “how” or “why” questions (e.g., “Why are there three branches of government?”).</li> <li>● <b>Present</b> information on processes or phenomena/event from a variety of sources.</li> <li>● <b>Elaborate</b> topics with facts, definitions, concrete details, or quotations and examples.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Use</b> technical and specific vocabulary when sharing content information.</li> <li>● <b>Elaborate</b> by adding precision and details to content-related sequence or causal phenomena.</li> <li>● <b>Describe</b> relationships of components within systems.</li> <li>● <b>Support</b> claims with evidence from various sources.</li> <li>● <b>Use</b> claims and evidence to persuade an audience.</li> <li>● <b>Analyze</b> how variables contribute to events or outcomes.</li> <li>● <b>Maintain</b> a formal register.</li> <li>● <b>Counter</b> with a different point of view.</li> <li>● <b>State</b> conclusions based on a summary of information from the various sides.</li> <li>● <b>Produce</b> content-related reports.</li> <li>● <b>Summarize</b> content-related information.</li> <li>● <b>Describe</b> how factors contribute to events or outcomes.</li> <li>● <b>Describe</b> how systems relate or interact.</li> <li>● <b>Present</b> information on processes or events supported by facts and details in essays and reports.</li> </ul>

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> <li>● <b>Build</b> background in key language and concepts.</li> <li>● <b>Provide</b> explicit instruction and practice in key social and instructional vocabulary.</li> <li>● <b>Model</b> orally the academic language and specific vocabulary.</li> <li>● <b>Provide</b> explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text.</li> <li>● <b>Use</b> physical gestures to accompany oral directives.</li> <li>● <b>Label</b> visuals and objects with target vocabulary.</li> <li>● <b>Give</b> two step contextualized directions.</li> <li>● <b>Restate/rephrase</b> and <b>use</b> Patterned Oral Language routines.</li> <li>● <b>Preview</b> the text content with pictures, demos, charts, or experiences.</li> <li>● <b>Use</b> wait time.</li> <li>● <b>Pair</b> students to read one text together.</li> <li>● <b>Preview</b> text with a Picture Walk.</li> <li>● <b>Provide</b> a list of important concepts on a graphic organizer.</li> <li>● <b>Use</b> Shared Reading and/or simplify the text.</li> <li>● <b>Provide</b> a content vocabulary Word Bank with non-linguistic representations.</li> <li>● <b>Provide</b> opportunities for transanguaging and multilingual supports during the task.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Build</b> background in key language and concepts.</li> <li>● <b>Model</b> orally the academic language and specific vocabulary.</li> <li>● <b>Provide</b> explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content- specific vocabulary.</li> <li>● <b>Check</b> Comprehension of all students frequently.</li> <li>● <b>Use</b> Wait Time.</li> <li>● <b>Require</b> full sentence responses by asking open ended questions.</li> <li>● <b>Use</b> Varied Presentation Formats such as role plays.</li> <li>● <b>Scaffold</b> oral reports with note cards and provide time for prior practice.</li> <li>● <b>Require</b> the use of academic language.</li> <li>● <b>Require</b> oral reporting for summarizing group work.</li> <li>● <b>Pair</b> students to read one text together.</li> <li>● <b>Use</b> K-W-L charts before reading.</li> <li>● <b>Provide</b> a list of important concepts on a graphic organizer.</li> <li>● <b>Provide</b> a content vocabulary Word Bank with non-linguistic representations.</li> <li>● <b>Use</b> Jigsaw Reading to scaffold independent reading.</li> <li>● <b>Provide</b> opportunities for transanguaging and multilingual supports during the task.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Build</b> background in key language and concepts.</li> <li>● <b>Use</b> complex sentence and discourse starters.</li> <li>● <b>Model</b> orally the academic language and specific vocabulary.</li> <li>● <b>Use</b> Video Observation Guides.</li> <li>● <b>Confirm</b> students’ prior knowledge of content topics.</li> <li>● <b>Ask</b> students to analyze text structure and select an appropriate Graphic Organizer for summarizing.</li> <li>● <b>Use</b> Reciprocal Teaching to scaffold independent reading.</li> <li>● <b>Extend</b> content vocabulary with multiple examples and non-examples.</li> <li>● <b>Provide</b> opportunities for transanguaging during the task.</li> </ul>

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

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

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



**SECTION 3: INSTRUCTIONAL GUIDANCE**  
**for English Language Development in the Content Area of**  
**Social Studies Practices Grades 3-5**

## SECTION 3: INSTRUCTIONAL GUIDANCE: SOCIAL STUDIES PRACTICES GRADES 3-5

### 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)

Social Studies Practices	Example Tasks	Inform	Explain	Argue	Discuss
1. <b>Construct</b> compelling questions	Analyze the contributions and positive impacts of culturally, racially, and ethnically diverse people in U.S. history. <b>SS.3.17</b>	<ul style="list-style-type: none"> <li>Proficient students <b>can state</b> the compelling questions that involves the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation <b>using technical nouns and adverbs (culturally), pronouns (they, them, their), auxiliary verbs (be, do, have) to link questions with topic (How does diversity advance the nation?)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can provide details about disciplinary ideas using technical nouns (advancement), noun groups to answer who, what, when, where, compare/contrast signals (both, same, different, but) in order to clarify</b> a compelling question that compares and contrasts the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can select relevant information to support claims using adverbial and embedded clauses (according to, in the book), technical nouns, phrases to specify time and location (in the 1800's, east/west) in order to defend</b> their compelling questions on how culturally, racially, and ethnically diverse people contributed to the advancement of the nation.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can participate</b> in collaborative conversations on how to generate compelling questions about the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation <b>utilizing everyday, cross-disciplinary, and technical language</b>.</li> </ul>

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Social Studies Practices	Example Tasks	Inform	Explain	Argue	Discuss
2. <b>Create</b> supporting questions	Analyze how the Bill of Rights shaped the rights of Americans. <b>SS.5.25</b>	<ul style="list-style-type: none"> <li>Proficient students <b>can use relevant examples to describe components, causes and effects using technical nouns and connectors to show relationships (caused, after the Bill of Rights) in order to generate</b> how the supporting questions relate to the compelling question.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can use relevant examples to describe components, and relationships among ideas using technical nouns and connectors to show relationships, sequence (caused, after the Bill of Rights) in order to describe</b> how the supporting questions address the compelling questions.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can use relevant examples to describe components, and relationships among ideas using technical nouns and connectors to show relationships, sequence (caused, after the Bill of Rights) in order to clarify</b> how the supporting questions relate to the compelling questions.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can participate</b> in collaborative conversations as to how the supporting questions lead to specific knowledge and understanding in support of the compelling questions <b>utilizing everyday, cross-disciplinary, and technical language.</b></li> </ul>
3. <b>Gather and evaluate</b> sources	Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time. <b>SS.5.20</b>	<ul style="list-style-type: none"> <li>Using grade-appropriate books and other reliable media, proficient students <b>can summarize</b> information that examines the development of political thought in the U.S. <b>using technical nouns, noun groups to answer who, what, when, where, past tense verb forms, declarative statements to interpret events.</b></li> </ul>	<ul style="list-style-type: none"> <li>Using grade-appropriate books and other reliable media, proficient students <b>can summarize</b> information that examines the development of political thought in the U.S. <b>using technical nouns, noun groups to answer who, what, when, where, past tense verb forms, declarative statements to interpret events.</b></li> </ul>	<ul style="list-style-type: none"> <li>Using grade-appropriate books and other reliable media, proficient students <b>can support</b> an argument that examines the development of political thought in the U.S. <b>showing relationships between claim, evidence, and reasoning using connectors (if, but, because, so, therefore) and everyday, cross-disciplinary, and technical language.</b></li> </ul>	<ul style="list-style-type: none"> <li>Using grade-appropriate books and other reliable media, proficient students <b>can show relationships between claim, evidence, and reasoning using connectors (if, but, because, so, therefore), and everyday, cross-disciplinary, and technical language in order to defend</b> an opinion whether a source is relevant in answering the compelling and supporting questions.</li> </ul>

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Social Studies Practices	Example Tasks	Inform	Explain	Argue	Discuss
4. <b>Developing</b> claims and <b>use</b> evidence	Explain how trade was an important issue during the colonial period, the American Revolution, and the formation of the U.S. <b>SS.5.35</b>	<ul style="list-style-type: none"> <li>Proficient students <b>can</b> use technical nouns, connectors (if, but, because, so, therefore) to show relationships among ideas in order to <b>identify</b> relevant evidence that draws information from multiple sources in response to compelling questions.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can</b> use technical nouns, connectors (if, but, because, so, therefore) and verbs with modifiers (<i>traveled quickly and quietly</i>) to add accuracy in order to <b>use</b> evidence to develop claims in response to compelling questions.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can</b> show relationships between claims using technical nouns, connectors to link claims (because, so, and), connectors to signal alternate points of view (<i>one way, another way, on the other hand</i>) in order to <b>critique</b> opposing claims as to why countries trade goods and services with each other.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can</b> <b>challenge</b> ideas respectfully on the topic of international trade utilizing first person (<i>I think, in my opinion</i>) or third person (<i>This book provides, the author believes</i>) and everyday, cross-disciplinary, and technical language.</li> </ul>
5. <b>Communicate</b> and <b>critique</b> conclusions	Analyze the diverse population of Nevada’s Native Americans and settlers of this state and discuss their unique experiences and contributions. <b>SS.4.13</b>	<ul style="list-style-type: none"> <li>Proficient students <b>can</b> use technical nouns and a variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events in order to <b>summarize</b> interpretations about contributions and unique experiences of Nevada’s early inhabitants, natives, and settlers.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can</b> add precision and detail using technical nouns with adjectives, adverbial and prepositional phrases to specify time and location, and a variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to <b>elaborate</b> on the contributions and unique experiences of Nevada’s early inhabitants, natives, and settlers.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can</b> use first person (<i>I think, in my opinion</i>) or third person (<i>This book provides, the author believes</i>) and everyday, cross-disciplinary, and technical language in order to <b>counter</b> a different point of view about the contributions and unique experiences of Nevada’s early inhabitants, natives, and settlers.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can</b> <b>extend</b> conversations and give clear examples about the contributions and unique experiences of Nevada’s early inhabitants, natives, and settlers utilizing everyday, cross-disciplinary, and technical language.</li> </ul>

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 3-5

Social Studies Practices	Example Tasks	Inform	Explain	Argue	Discuss
6. <b>Take</b> informed action	Identify and discuss examples of rules, laws, and authorities that keep people and property safe and secure in the state of Nevada. <b>SS.4.21</b>	<ul style="list-style-type: none"> <li>Proficient students <b>can</b> establish an objective stance to describe a topic using declarative statements, technical language, generalized nouns (<i>rules, laws</i>) in order to <b>retell</b> short content-related events of how rules, laws, and authorities keep people and property safe and secure in Nevada.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can</b> use technical nouns and connectors (the <i>first factor, after the law passed, if the law isn't followed</i>) to order and show relationships among ideas in order to <b>connect</b> the sequential, cyclical, or causal relationships of following or not following rules, laws, and authorities.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can</b> utilize first person (<i>I think, in my opinion</i>) or third person (<i>This book provides, the author believes</i>) and everyday, cross-disciplinary, and technical language in order to <b>respond</b> to opinion statements of others with reasons or evidence about the purpose of rules and laws and why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>Using clarifying questions to demonstrate engagement, proficient students <b>can</b> collaboratively <b>develop</b> an inquiry about the rights of others through the use of technical nouns, pronouns (<i>it, they, them, their</i>), auxiliary verbs (<i>be, do, have</i>) to link questions with topic (<i>Why <u>do</u> people need <u>their</u> rights?</i>).</li> </ul>

Distribution of Social Studies Key Language Uses in Grades 3-5				
WIDA ELD STANDARD	Narrate	Inform	Explain	Argue
1. Language for Social Studies				

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"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required to construct compelling questions.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>● <b>Provide</b> multilingual media support to develop background knowledge.</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer compelling questions.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English.</li> <li>● <b>Use</b> charts to support periodic tracking of group’s collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required to construct compelling questions.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates.</li> <li>● <b>Provide</b> multilingual media support to develop background knowledge.</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer compelling questions.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English.</li> <li>● <b>Use</b> charts to support periodic tracking of group’s collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2)</b></p>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required to construct compelling questions.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>● <b>Provide</b> multilingual media support to develop background knowledge.</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer compelling questions.</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English.</li> <li>● <b>Use</b> charts to support periodic tracking of group’s collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2)</b></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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>Success Criteria</b></p> <p><b>Third Grade</b></p> <p>With prompting and supports, students will be able to generate compelling questions to explore movement around the world using simple sentence frames and visual supports.</p> <p><b>Fourth Grade</b></p> <p>With appropriate supports, students will be able to generate compelling questions to explore the history of Nevada using simple sentence frames and visual supports.</p> <p><b>Fifth Grade</b></p> <p>With appropriate supports, students will be able to generate compelling questions to explore the creation of the United States using simple and complex sentence frames. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Third Grade</b></p> <p>With appropriate supports, students will be able to generate compelling questions to explore movement around the world using simple and complex sentence frames.</p> <p><b>Fourth Grade</b></p> <p>With appropriate supports, students will be able to generate compelling questions to explore the history of Nevada using simple and complex sentence frames.</p> <p><b>Fifth Grade</b></p> <p>With appropriate supports, students will be able to generate compelling questions to explore the creation of the United States using simple and complex sentence frames. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Third Grade</b></p> <p>With appropriate supports, students will be able to generate compelling questions to explore movement around the world using supports as needed.</p> <p><b>Fourth Grade</b></p> <p>With appropriate supports, students will be able to generate compelling questions to explore the history of Nevada using supports as needed.</p> <p><b>Fifth Grade</b></p> <p>With appropriate supports, students will be able to generate compelling questions to explore the creation of the United States using simple and complex sentence frames as needed. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>

**Section 3B: Social Studies Disciplinary Practices (continued)**

**Practice 2a: Creating Supporting 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:

<p align="center"><b>Entering/Emerging</b> <b>(Levels 1-2)</b></p>	<p align="center"><b>Developing/Expanding</b> <b>(Levels 3-4)</b></p>	<p align="center"><b>Bridging/Reaching</b> <b>(Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required to construct supporting questions.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates.</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Provide</b> sentence frames, pictures and gestures for students to develop simple questions and simple sentence or phrase responses to ask and answer questions.</li> <li>❖ <b>Language frame:</b> I thought _____.</li> <li>❖ <b>Example:</b> I thought bananas came from a farm.</li> <li>● <b>Use</b> charts to support periodic tracking of group’s collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>NEPF – IP.1.2 ;1.4; 3.2; 3.3; 3.4; 4.3)</b></p>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required to construct supporting questions.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>● <b>Provide</b> 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.</li> <li>❖ <b>Language frame:</b> Now I know, _____ because in the pie chart and bar graph _____.</li> <li>❖ <b>Example:</b> Now I know bananas mostly come from Latin America and the Caribbean because in the pie chart and bar graph the information showed the global banana exports.</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English</li> <li>● <b>Use</b> charts to support periodic tracking of group’s collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>NEPF – IP.1.2 ;1.4; 3.2; 3.3; 3.4; 4.3)</b></p>	<ul style="list-style-type: none"> <li>● <b>Explicitly</b> model orally the academic language and specific vocabulary required to construct compelling questions.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer questions.</li> <li>❖ <b>Language frame:</b> I used to think _____, but now I know ____.</li> <li>❖ <b>Example:</b> I used to think that banana workers were adults, but now I know that children sixteen and older work twelve to fourteen hours a day on banana plantations.</li> <li>● <b>Use</b> charts to support periodic tracking of group’s collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4; 4.3)</b></p>



**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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>Success Criteria</b></p> <p>With prompting and appropriate supports, students will be able to generate and answer supporting questions that help address the compelling questions using simple sentence frames and visual supports.</p> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p>With appropriate supports, students will be able to generate and answer supporting questions that help address the compelling questions using simple and complex sentence frames.</p> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p>With appropriate supports, students will be able to generate and answer supporting questions that help address the compelling questions using supports as needed.</p> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></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:

<p style="text-align: center;"><b>Entering/Emerging</b> (Levels 1-2)</p>	<p style="text-align: center;"><b>Developing/Expanding</b> (Levels 3-4)</p>	<p style="text-align: center;"><b>Bridging/Reaching</b> (Levels 5-6)</p>
<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>● <b>Provide</b> multilingual media support to develop background knowledge.</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Provide</b> language frames, pictures and gestures for students to develop simple sentences or phrase responses.</li> <li>❖ <b>Example:</b> I thought_____.</li> <li>● <b>Use</b> charts to support periodic tracking of the group's collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative. groups <b>(NEPF –IP.1.2; 2.2; 2.3; 3.3; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates.</li> <li>● <b>Provide</b> multilingual media support to develop background knowledge.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Provide</b> language frames or sentence stems for students to develop simple to complex sentences or phrase responses with detail.</li> <li>❖ <b>Example:</b> I know_____because in the video/book/picture_____.</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English.</li> <li>● <b>Use</b> charts to support periodic tracking of the group's collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative. groups <b>(NEPF –IP.1.2; 2.2; 2.3; 3.3; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>● <b>Provide</b> multilingual media support to develop background knowledge.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> language frames or sentence stems for students to develop complex sentences and paragraph responses with details for elaboration of content.</li> <li>❖ <b>Example:</b> I used to think_____, but now, I know_____.</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English.</li> <li>● <b>Use</b> charts to support collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <b>(NEPF –IP.1.2; 2.2; 2.3; 3.3; 5.3)</b></li> </ul>

**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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>Success Criteria</b></p> <p><b>Third Grade</b></p> <p>With appropriate supports, students will be able to determine the credibility of one source by comparing it to another source about the same topic (corroboration) using simple sentence frames and visual support.</p> <p>With appropriate supports, students will be able to identify the difference between primary and secondary sources and explain why both are important to construct a narrative of the past using simple sentence frames and visual support.</p> <p><b>Fourth Grade</b></p> <p>With appropriate supports, students will be able to analyze the differences between primary and secondary sources and use them to construct an argument about the past using simple sentence frames and visual support.</p> <p>With appropriate supports, students will be able to analyze the sourcing and context of sources with corroboration and close reading using simple sentence frames and visual supports.</p>	<p><b>Success Criteria</b></p> <p><b>Third Grade</b></p> <p>With appropriate supports, students will be able to determine the credibility of one source by comparing it to another source about the same topic (corroboration) using simple and complex sentence frames.</p> <p>With appropriate supports, students will be able to identify the difference between primary and secondary sources and explain why both are important to constructing a narrative of the past using simple and complex sentence frames.</p> <p><b>Fourth Grade</b></p> <p>With appropriate supports, students will be able to analyze the differences between primary and secondary sources and use them to construct an argument about the past using simple and complex sentence frames.</p> <p>With appropriate supports, students will be able to analyze the sourcing and context of sources with corroboration and close reading using simple and complex sentence frames.</p>	<p><b>Success Criteria</b></p> <p><b>Third Grade</b></p> <p>With appropriate supports, students will be able to determine the credibility of one source by comparing it to another source about the same topic (corroboration).</p> <p>With appropriate supports, students will be able to identify the difference between primary and secondary sources and explain why both are important to construct a narrative of the past.</p> <p><b>Fourth Grade</b></p> <p>With appropriate supports, students will be able to analyze the differences between primary and secondary sources and use them to construct an argument about the past.</p> <p>With appropriate supports, students will be able to analyze the sourcing and context of sources with corroboration and close reading using supports as needed.</p>

**Section 3B: Social Studies Disciplinary Practices (continued)**

**Practice 3b: Gathering and Evaluating Sources – 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><b>Success Criteria</b></p> <p><b>Fifth Grade</b></p> <p>With appropriate supports, students will be able to determine the credibility of multiple sources through corroboration and close reading using simple sentence frames and visual supports.</p> <p>With appropriate supports, students will be able to gather primary and secondary sources and use them to construct a response to support a compelling question using simple sentence frames and visual support.</p> <p><b>(NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Fifth Grade</b></p> <p>With appropriate supports, students will be able to determine the credibility of multiple sources through corroboration and close reading using simple and complex sentence frames.</p> <p>With appropriate supports, students will be able to gather primary and secondary sources and use them to construct a response to support a compelling question using simple and complex sentence frames.</p> <p><b>(NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Fifth Grade</b></p> <p>With appropriate supports, students will be able to determine the credibility of multiple sources by using corroboration and close reading.</p> <p>With appropriate supports, students will be able to gather primary and secondary sources and use them to construct a response to support a compelling question using support as needed.</p> <p><b>(NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</b></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:

<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"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates.</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Provide</b> language frames, pictures and gestures for students to ask and answer simple sentences or phrase responses about key details in a text or inquiry.</li> <li>❖ <b>Example:</b> I claim that_____.</li> <li>● <b>Use</b> charts to support periodic tracking of group’s collaborative sense-making</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(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)</b></p>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>● <b>Provide</b> 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.</li> <li>❖ <b>Example:</b> I claim that_____because_____.</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English.</li> <li>● <b>Use</b> charts to support periodic tracking of a group’s collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(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)</b></p>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>● <b>Provide</b> multilingual media support to develop background knowledge.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> 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.</li> <li>❖ <b>Example:</b> Since_____, therefore, I claim that _____.</li> <li>● <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>● <b>Use</b> charts to support periodic tracking of group’s collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(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)</b></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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>Success Criteria</b></p> <p><b>Third and Fourth Grade</b></p> <p>With appropriate supports, students will be able to cite evidence that supports a response to supporting or compelling questions using simple and complex sentence frames.</p> <p>With appropriate supports, students will be able to construct responses to compelling questions using reasoning, examples, and relevant details using simple sentence frames and visual supports.</p> <p><b>Fifth Grade</b></p> <p>With appropriate supports, students will be able to cite evidence from multiple sources in response to compelling questions using simple sentence frames and visual supports.</p> <p>Using evidence and reasoning skills, students will be able to craft an argument to answer a compelling question using simple sentence frames and visual supports. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Third and Fourth Grade</b></p> <p>With appropriate supports, students will be able to cite evidence that supports a response to supporting or compelling questions using simple and complex sentence frames.</p> <p>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.</p> <p><b>Fifth Grade</b></p> <p>With appropriate supports, students will be able to cite evidence from multiple sources in response to compelling questions using simple sentence frames and visual supports.</p> <p>Using evidence and reasoning skills, students will be able to craft an argument to answer a compelling question using simple sentence frames and visual supports. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Third and Fourth Grade</b></p> <p>With appropriate supports, students will be able to cite evidence that supports a response to supporting or compelling questions using supports as needed.</p> <p>With appropriate supports, students will be able to construct responses to compelling questions using reasoning, examples, and relevant details using supports as needed.</p> <p><b>Fifth Grade</b></p> <p>With appropriate supports, students will be able to cite evidence from multiple sources in response to compelling questions using simple sentence frames and visual supports.</p> <p>Using evidence and reasoning skills, students will be able to craft an argument to answer a compelling question using simple sentence frames and visual supports. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></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:

<p><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required for communicating and critiquing conclusions.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> 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.</li> <li>❖ <b>Example:</b> I am confused_____.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Use</b> charts to support periodic tracking of group’s collaborative sense-making</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <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"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required for communicating and critiquing conclusions.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> language frames and question starters for students to develop simple and complex sentences or phrase responses about key details in a text or inquiry.</li> <li>❖ <b>Example:</b> I am confused_____because_____.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Use</b> charts to support periodic tracking of the group's collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <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"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required for communicating and critiquing conclusions.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> language frames and question starters for students to develop complex questions and paragraph responses about key details in a text or inquiry.</li> <li>❖ <b>Example:</b> I am confused_____because_____. I wonder_____.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Use</b> charts to support periodic tracking of the group's collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <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:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p><b>Success Criteria</b></p> <p><b>Third Grade</b></p> <p>With prompting and supports, students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning, using simple and complex sentence frames.</p> <p>With prompting and supports, students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas, using simple sentence frames and visual supports.</p>	<p><b>Success Criteria</b></p> <p><b>Third Grade</b></p> <p>With appropriate supports, students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning, using simple and complex sentence frames.</p> <p>With appropriate supports, students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas, using simple and complex sentence frames.</p>	<p><b>Success Criteria</b></p> <p><b>Third Grade</b></p> <p>With appropriate supports, students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning, using supports as needed.</p> <p>With appropriate supports, students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas, using supports as needed.</p>
<p><b>Fourth Grade</b></p> <p>With prompting and supports, students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning using simple sentence frames and visual supports.</p> <p>With prompting and supports, students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas using simple sentence frames and visual supports.</p>	<p><b>Fourth Grade</b></p> <p>With appropriate supports, students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning using simple sentence frames and visual supports.</p> <p>With appropriate supports, students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas using simple sentence frames and visual supports.</p>	<p><b>Fourth Grade</b></p> <p>With appropriate supports, students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning using simple sentence frames and visual supports as needed.</p> <p>With appropriate supports, students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique idea using simple sentence frames and visual supports as needed.</p>



**ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 3-5**

<b>Entering/Emerging (Levels 1-2)</b>	<b>Developing/Expanding (Levels 3-4)</b>	<b>Bridging/Reaching (Levels 5-6)</b>
<b>Success Criteria</b>  <b>Fifth Grade</b>	<b>Success Criteria</b>  <b>Fifth Grade</b>	<b>Success Criteria</b>  <b>Fifth Grade</b>
<p>With prompting and supports, students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning using simple sentence frames and visual supports.</p> <p>With prompting and supports, students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas using simple sentence frames and visual supports. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p>With appropriate supports, students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning using simple sentence frames and visual supports.</p> <p>With appropriate supports, students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas using simple sentence frames and visual supports. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p>With appropriate supports, students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning using simple sentence frames and visual supports as needed.</p> <p>With appropriate supports, students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas using simple sentence frames and visual supports as needed. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>

**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:

<p style="text-align: center;"><b>Entering/Emerging</b> <b>(Levels 1-2)</b></p>	<p style="text-align: center;"><b>Developing/Expanding</b> <b>(Levels 3-4)</b></p>	<p style="text-align: center;"><b>Bridging/Reaching</b> <b>(Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required for taking informed action.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates.</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> 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.</li> <li>❖ <b>Example:</b> I believe _____. The solution to this problem is _____.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required for taking informed action.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates.</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> language frames and question starters for students to develop simple and complex sentences or phrase responses about key details in a text or investigation.</li> <li>❖ <b>Example:</b> I believe _____. The solution to this problem is _____. I know this because _____.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</b></p>	<ul style="list-style-type: none"> <li>● <b>Explicitly model</b> orally the academic language and specific vocabulary required for taking informed action.</li> <li>● <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>● <b>Explicit</b> attention to cognates.</li> <li>● <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>● <b>Provide</b> language frames and question starters for students to develop complex questions and paragraph responses about key details in a text or investigation.</li> <li>❖ <b>Example:</b> I believe _____. The solution to this problem is _____. I know this because _____. Therefore, _____.</li> <li>● <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>● <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>● <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</b></p>

**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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>Success Criteria</b></p> <p><b>Third Grade</b></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 global problems, using simple and complex sentence frames.</p> <p>With prompting and supports, students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports.</p> <p><b>Fourth Grade</b></p> <p>With prompting and supports, students will be able to list and discuss group or individual action to help address local or regional problems using simple sentence frames and visual supports.</p> <p>With prompting and supports, students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports.</p>	<p><b>Success Criteria</b></p> <p><b>Third Grade</b></p> <p>With appropriate supports, students will be able to list and discuss group or individual action to help address local, regional, and or global 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, using simple and complex sentence frames.</p> <p><b>Fourth Grade</b></p> <p>With appropriate supports, students will be able to list and discuss group or individual action to help address local or regional problems using simple sentence frames and visual supports.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports.</p>	<p><b>Success Criteria</b></p> <p><b>Third Grade</b></p> <p>With appropriate supports, students will be able to list and discuss group or individual action to help address local, regional, and or global problems, using supports as needed.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue, using supports as needed.</p> <p><b>Fourth Grade</b></p> <p>With appropriate supports, students will be able to list and discuss group or individual action to help address local or regional problems, using simple sentence frames and visual supports as needed.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports as needed.</p>

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

<p><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>Success Criteria</b></p> <p><b>Fifth Grade</b></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 supports.</p> <p>With prompting and supports, students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports. <b>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</b></p>	<p><b>Success Criteria</b></p> <p><b>Fifth Grade</b></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 sentence frames and visual supports.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports. <b>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</b></p>	<p><b>Success Criteria</b></p> <p><b>Fifth Grade</b></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 sentence frames and visual supports as needed.</p> <p>With appropriate supports, students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports as needed. <b>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</b></p>