Nevada Department of Education

Nevada Ready!

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 4-5

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Section 1: Purpose

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

These Nevada ELD Standards documents specify the connection between the WIDA ELD Standards and the content disciplinary practices of English Language Arts (ELA). The practices identified in this document were created within the Council of Chief State School Officers (CCSSO) for English Language Arts. The ELD Standards Instructional Guidance documents conceptualize the Nevada ELD Standards as intertwined with learning the Nevada Academic Content Standards and College and Career Readiness Standards.

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Section 1: Key Uses of Academic Language

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

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

SECTION 2: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 4-5

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)
Interpretive: Listening, Reading, & Viewing	●**Match** pictures to individual clues based on oral statements. ●**Identify** pictures associated with solutions to short mysteries read aloud. ●**Match** oral statements from narrative or expository material to their illustrated representations. ●**Determine** literal meaning of oral passages from narrative or expository material and match to illustrations. ●**Find** identifying information on biographies from illustrations, words, or phrases. ●**Sequence** events in biographical sketches using illustrations and graphic organizers (e.g., timelines). ●**Find identifying** information illustrative of main ideas from illustrations, words or phrases. ●**Sort** main ideas and details from sentences using visual support and graphic organizers.	●**Make** predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions. ●**Sequence** pictures of clues/pieces of evidence from read aloud. ●**Predict** next in a sequence from oral discourse on narrative or expository material supported by illustrations. ●**Identify** cause/effect in oral discourse from narrative or expository material supported by illustrations. ●**Sort** relevant from irrelevant biographical information using illustrations and graphic organizers. ●**Compare/contrast** biographical information from two persons using illustrations and graphic organizers. ●**Match** main ideas with their details from paragraphs **using** visual support and/or graphic organizers. ●**Interpret** text to identify main ideas and details from multiple paragraphs using visual or graphic support.	●**Apply** analogies of events or characters in mysteries read aloud to students' lives. ●**Make** connections and draw conclusions from oral discourse using grade level materials. ●**Synthesize** biographical information of two persons from grade-level material to form opinions on people. ●**Form** or **infer** main ideas from details using grade level materials.

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	●**Answer** Wh- questions to distinguish between pictures of real and imaginary people, objects, or situations. ●**Describe** pictures of imaginary people, objects or situations. ●**Name** story elements of various genres (e.g. fairy tales, myths, fables, or legends) depicted visually. ●**Describe** elements of various genres supported by illustration. ●**Respond** to illustrated events/ideas using words or phrases based on models. ●**List** illustrated events using phrases or short sentences based on models. ●**Identify** basic conventions or mechanics in text (e.g., use of capital letters). ●**Differentiate** among uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks).	●**Provide** details of pictures of imaginary people, objects or situations. ●**Complete** scenarios from pictures of imaginary people, objects or situations. ●**Summarize** story lines, issues, ideas or conflicts in various genres, supported by illustrations. ●**Discuss** relationships among ideas or offer opinions on issues or conflicts in various genres supported by illustrations. ●**Depict** a series of illustrated events using related sentences in narrative form based on models. ●**Sequence** a series of illustrated events using paragraph transitions in narrative form based on models. ●**Relate** when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series). ●**Revise** illustrated text according to specified conventions or mechanics (e.g., combine sentences to make appositives).	●**Make up** fantasies about imaginary people, objects or situations. ●**Propose** options or solutions to issues or conflicts in various genres and **support** responses with details. ●**Produce** grade-level narrative, informational and opinion writing. ●**Provide** examples and reasons for use of specified conventions or mechanics (e.g., Why do we need commas?).

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)
● **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 v**isuals 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 translanguaging and multilingual support during the task.	● **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. ● **Scaffold** oral reports with note cards and provide time for prior practice. ● **Require** the use of academic language. ● **Require** oral reporting for summarizing group work. ● **Pair** students to read one text together. ● **Use** K-W-L charts before reading. ● **Provide** a list of important concepts on a graphic organizer. ● **Provide** a content vocabulary Word Bank with non-linguistic representations. ● **Use** Jigsaw Reading to scaffold independent reading. ● **Provide** opportunities for translanguaging and multilingual support during the task.	● **Build** background in key language and concepts. ● **Use** complex sentence and discourse starters. ● **Model** orally the academic language and specific vocabulary. ● **Use** Video Observation Guides. ● **Confirm** students' prior knowledge of content topics. ● **Ask** students to analyze text structure and select an appropriate Graphic Organizer for summarizing. ● **Use** Reciprocal Teaching to scaffold independent reading. ● **Extend** content vocabulary with multiple examples and non-examples. ● **Provide** opportunities for translanguaging during the task.

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Prior to reading, writing, and discussion, Teacher prepares collaborative discourse structures for students to… ●**Engage in structured 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** key sentence frames for pair interactions. ●**Participate with Strategic Partners** at a higher English proficiency level and/or with same primary language peer(s). ●**Use** a Roving Chart in small group work. ●**Use** Interactive Journals. ●**Use** Think-Write-Pair Share. ●**Use** Cloze sentences with a Word Bank. ●**Use dialogue structures** (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups.	**Prior to reading, writing, and discussion**, Teacher prepares collaborative discourse structures for students to… ●**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- Write-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.	**Prior to reading, writing, and discussion**, Teacher prepares collaborative discourse structures for students to… ●**Engage in 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** Think- Write-Pair-Share. ●**Use dialogue structures** (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups.

SECTION 3: INSTRUCTIONAL GUIDANCE
for English Language Development in the Content Area of
English Language Arts Grades 4-5

SECTION 3: INSTRUCTIONAL GUIDANCE: LANGUAGE ARTS PRACTICES GRADES 4-5

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)

Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
1. Support **analyses** of a range of grade-level complex texts with evidence.	● Students will **analyze** a range of grade-level complex texts, **drawing inferences** that are supported by details and examples from the text.	● Proficient students can develop a retell of main ideas and supporting details using time and event sequences (first, next, before, after), past tense verb forms, pronouns, renaming, synonyms to reference character or entities, connectors to link details (and, but, so), and declarative statements to provide closure, in order to **summarize** in sequence, the overall structure of events, ideas, concepts or information in complex texts.	● Proficient students can use technical nouns, comparing/contrasting connectors to differentiate between entities or components (unlike/like, fewer/more than, however, likewise), expanded noun groups and adjectives (*spherical ball of rocks or gas)* to classify or qualify information in order to **elaborate** by **describing** relationships of the details of complex texts.	● Proficient students will support opinions with technical nouns, a variety of adverbial, embedded clauses (quotes, examples, detailed descriptions), expanded noun and verb groups to add detail, connectors to elaborate an idea (*so, this means, therefore, a way to think about this*) and to link claims with reasoning (*because, as a result, when, if, although, but*) in order to **provide** evidence supporting their claims and opinions **using** the details of complex texts.	● Proficient students will **extend** conversations by **developing** topics with clear examples and information from complex texts by using everyday, cross-disciplinary, and technical language.

Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
2. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	● Students will **produce** clear, coherent and sequential written reports in which the development, organization, and style are appropriate to task, purpose, and audience.	● Proficient students can use topic nouns to begin sentences or paragraphs across text, ellipsis to reduce redundancy, pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text, and nominalization to represent abstract concepts (*declining: this decline*) in order to **produce** clear, coherent and sequential content-related written reports.	● Proficient students can establish an objective stance that includes main ideas and details, declarative sentences, technical nouns, past tense verb structures, direct and indirect quotes (*said, reported, claims*), and connecting words to signal time and sequence in order to **select** appropriate organizational structures with strategic ways of signaling relationships between paragraphs and throughout content-related written reports.	● Proficient students can use declarative and summary statements to frame a topic, technical nouns, connectors to link claim with reasoning (because, as a result, when, if, although, but), connectors to sequence (first, furthermore, as evidenced by), and a variety of verb tenses (timeless present, past tenses) in order to **provide** evidence supporting their claims with logical and coherent organization of ideas to **produce** grade-level written reports.	● Proficient students will **maintain** focused conversations to **explain** the development, organization and style they've selected to **produce** grade-level written reports using everyday, cross-disciplinary, and technical language.
3. **Construct** valid arguments from evidence and **critique** the reasoning of others.	● Students will **construct** valid arguments from evidence and **critique** the reasoning of others.	● Proficient students will **use** varied vocabulary to create precise meanings through everyday, cross-disciplinary, and technical language in order to take a stance, **identify** evidence to support arguments from text, and **critique** the reasoning of others by **restating and asking** clarifying questions.	● Proficient students will **use targeted** vocabulary to create precise meanings through everyday, cross-disciplinary, and technical language in order to take a stance, **identify** evidence to support arguments from text, and **critique** the reasoning of others by **restating and asking** clarifying questions.	● Proficient students can use technical nouns, first person (*I think, In my opinion*), or third person (*the author believes*), connectors to elaborate (*so, this means, therefore*) or link (*because, as a result, when, although, but*) in order to **support** claims with evidence from various sources, countering with a different point of view	● Proficient students will **discuss** their perspectives and **defend** their reasoning by using everyday, cross-disciplinary, and technical language.

Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
4. **Build and present** knowledge through research by **integrating, comparing, and synthesizing** ideas from texts.	● Students will **complete** a content-related project that requires research by **integrating, comparing, and synthesizing** ideas from various sources and texts.	● Proficient students can use technical word choices, expanded noun groups with adjectives (*greenhouse gases*), saying verbs (*said, reported, claims*) with direct and indirect quotes, relating verbs (have, be, represents) in order to **synthesize** and **summarize content- related** information **using** descriptive details and varied vocabulary.	● Proficient students can use technical nouns, adverbial and prepositional phrases to specify times and location, comparing/contrasting connectors to differentiate between components or entities (*fewer/more than, like/unlike, however*), expanded noun groups and adjectives (spherical ball of gas) in order to **describe** relationships and connections between content-related facts and details.	● Proficient students can use technical nouns, saying verbs (*said, reported, claims*) with direct and indirect quotes, relating verbs (have, be, represents), timeless present verbs (carries, travels, swims) to generalize information in order to **state** reasons for selecting specific sources and state conclusions based on a summary of information from various sources.	● Proficient students will **discuss** their projects using clear examples and information from various sources by using everyday, cross-disciplinary, and technical language.

Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
5. **Build** upon the ideas of others and **articulate** his or her own when working collaboratively.	● Students will **build** upon the ideas of others and **articulate** his or her own when working collaboratively.	● Proficient students will work collaboratively to **synthesize and summarize** content-related information using descriptive details and varied vocabulary by creating precise meanings through everyday, cross-disciplinary, and technical language.	● Proficient students can **use** technical nouns, auxiliary verbs (be, do, have) to link questions with topic (*Why do people live in cities? Why had the lion roared?*), relating verbs (*have, be, belong to, means, represents, is called*) and connectors (*because, and so*) in order to **ask and answer** content-related questions, and **express** connected ideas of logical outcomes or endings with supporting details.	● Proficient students can **use** relating verbs (have, be), adverbial phrases to specify time and location (*every year, in cities*), technical nouns, causal connectors (because, so, that means), declarative statements to provide factual information, in order to **defend** claims and reasons from oral discourse, **distinguish** opinion from reasons or facts, **defend** solutions from simple problems, and **elaborate** reasons to **justify** content-related ideas by **providing** evidence for specific claims from research.	● Proficient students will create precise meanings through the use of everyday, cross-disciplinary, and technical language in order to **discuss** projects in collaborative groups, **using** clear examples and information from various sources.

Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
6. **Use** English structures to **communicate** content- specific messages.	● Students will **use** English language structures to **communicate** content-specific messages.	● Proficient students can **use** language structures that describe complication and resolution using sequence connectors (first, next, before, after), past tense verb forms, pronouns, renaming, and synonyms to reference character or entity, connectors to link details (and, but, so), and declarative statements to provide closure in order to **communicate** about logical outcomes or endings appropriate to the task.	● Proficient students can **use** language structures including technical nouns, auxiliary verbs (be, do, have) to link questions with topic (*Why do people live in cities? Why had the lion roared?*), and connectors (*because, and so*) in order to **ask and answer** content-related questions, and **express** connected ideas of logical outcomes or endings with supporting details.	● Proficient students can **use** language structures including relating verbs (*have, be, represents, belongs to*), adverbial phrases (*every morning*), technical nouns, causal connectors (*because, so, that means*), declarative statements (*I disagree…*) and saying verbs (*said, reported, claims*) to integrate direct and indirect quotes in order to **defend** and counter claims and reasons from oral discourse; **distinguish** opinion from reasons or facts; **defend** solutions from simple problems; and **elaborate** reasons to **justify** content-related ideas by providing research-based evidence for specific claims.	● Proficient students can **use** language structures to **ask and answer** questions to maintain conversation and **elaborate** on someone else's comments to participate in discussion regarding ideas about logical outcomes or endings using everyday, cross-disciplinary, and technical language.

Distribution of Language Arts Key Language Uses in Grades 4-5				
WIDA ELD STANDARD	Narrate	Inform	Explain	Argue
1. Language for Language Arts	●	●	◗	●

● Most Prominent   ◗ Prominent   ○ Present

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

Section 3B: Language Arts Disciplinary Practices

Practice 1a: Support Analyses – Teacher Moves

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
●**Explicitly model** orally the academic, descriptive language, specific vocabulary and structure required to **analyze** a range of grade-level complex texts, **drawing inferences** that are supported by details and examples from the text, **using** visuals which may include bilingual labels and words. ●**Provide** a dialogue structure: My turn/your turn; Partner A/Partner B ●**Provide** language supports throughout the lesson, using word banks**,** sentence and discourse starters, and visual aids from texts. ●**Use graphic organizers and language supports to provide** details**,** transition words and visuals to help students **identify** and **describe** events in a range of grade-level complex texts, to **draw inferences** that are supported by details and examples from the text in a structured group or with a partner with L1 support. ●**Enable** students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. ❖ **Examples:** I think the main idea is_____. The main points of this section are_____. **(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)**	●**Explicitly model** orally the academic language, specific vocabulary and structure required to **analyze** a range of grade-level complex texts, in small group conversations. ●**Practice** and **produce** language on topic in small groups or with partners **using** sentence and discourse starters and visual aids from the texts. ●**Use** sentence and discourse starters: **Explain; Justify; Elaborate** ●**Provide** dialogue structures throughout the lesson, e.g. My turn/your turn; Partner A/Partner B; Collaborative groups ●**Provide** specific, timely feedback during student practice time. ●**Use graphic organizers and language supports for students to provide** details, transition words and visuals for students to **identify** and **elaborate** on events in a range of grade-level complex texts, and examples from the text in small groups or with a partner. ●**Enable** students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. ❖ **Examples:** I agree that_____because_____. It reminded me of_____because_____. **(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)**	●**Explicitly model** orally the academic language, specific vocabulary and structure required to analyze a range of grade-level complex texts, **drawing inferences** that are supported by details and examples from the text. ●**Provide** text and visual supports from the texts. ●**Use** complex sentence and discourse starters: **Explain; Justify; Elaborate** ●**Provide** dialogue structures throughout the lesson, e.g. My turn/your turn; Partner A/Partner B; Collaborative groups. ●**Use graphic organizers or other supports for students to identify** and **elaborate** on details from a range of grade-level complex texts, to **draw inferences** that are supported by details and examples from the text with a partner. ●**Enable** students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. ❖ **Examples:** I do not think that the evidence supports_____because of_____. Others may say_____; however,_____. **(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)**

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 1b: Support Analyses – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
With prompting and supports, students will... • Orally **explain** the **analysis** of a range of grade-level complex text **using** visual supports, word banks and sentence frames. (**NEPF-IP.3.4; 5.2; 5.3**)	**With appropriate supports, students will...** • Orally **explain** the **analysis** of a range of grade-level complex text **using** visual supports and word banks. (**NEPF-IP.3.4; 5.2; 5.3**)	**With appropriate supports, students will...** • Orally **explain** the **analysis** of a range of grade-level complex text **using** visual supports and word banks. (**NEPF-IP.3.4; 5.2; 5.3**)

Section 3B: Language Arts Disciplinary Practices (continued)

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)

●**Explicitly model** orally and visually the academic, descriptive language, specific vocabulary and structure required to **produce** grade-level content written reports, **using** visuals which may include bilingual labels and words.
●**Provide** and **model** graphic organizers, language supports anchor charts, and realia.
●**Practice** and **produce** language on topic in small groups or with strategic partners throughout the lesson, **using** sentence and discourse starters and visual aids from the texts.
●**Provide** exemplars of writing specific to the purpose.
●**Provide** specific sentence starters, discourse frames, and a word bank.
●**Provide** structures for students to **edit** and **revise** their writing: Shared writing: Strategic partners to read and respond to writing; Teacher conferencing to receive specific feedback.
●**Use instructional supports such as a graphic organizer or chart** for students to use details, transition words or labeled visual supports to produce grade-level narrative stories or reports in a structured group or with L1 support.
❖ **Examples:** I think/believe_____. A piece of evidence that supports_____is_____.
(NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)
	●**Explicitly model** the academic language, specific vocabulary and structure required to **produce** grade-level written reports, in small groups.
	●**Provide** graphic organizers, templates, supports, anchor charts, visuals and realia.
	●**Practice** and **produce** language on topic in small groups or with partners **using** sentence and discourse starters and visual aids from the texts.
	●**Provide** exemplars of writing specific to the purpose.
	●**Provide** structures for students to **edit** and **revise** their writing:
	  ✓ Shared writing
	  ✓ Partners
	●Provide specific feedback.
	●**Use instructional supports such as a graphic organizer or chart** for students to use details, transition words and visuals supports to produce grade-level narrative stories or reports.
	●**Use instructional supports for students to Identify** and **use** details from complex text or visuals to produce grade-level narrative stories or reports in structured group or with a partner.
	❖ **Examples:** The primary reason for_____is_____. Experts agree that_____. I agree/disagree because_____and because_____.
	(NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)
		●**Explicitly model** the academic language, specific vocabulary and structure required to **produce** extended grade-level written reports.
		●**Provide** graphic organizers and supports.
		●**Provide** exemplars of writing specific to the purpose.
		●**Provide** structures for students to **edit** and **revise** their writing:
		  ✓ Partners
		  ✓ Teacher conferencing with specific feedback
		●**Use instructional supports (as needed) such as a graphic organizer or chart** for students to use details, transition words and visuals supports to produce grade-level narrative stories or reports.
		●**Use instructional supports as needed for students to Identify** and **use** details from complex text or visuals to produce grade-level narrative stories or reports.
		❖ **Examples:** To support the main claims, the author provides evidence that suggest_____. Based on the synthesis of the documents I believe that_____._____; consequently, _____.
		(NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 2b: Produce Clear and Coherent Writing – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
With prompting and supports, students will... ● Orally **explain** the elements of grade-level narrative stories or reports with partners and in writing **using** visual supports, word banks and sentence frames. (**NEPF-IP.1.4; 2.2; 5.2; 5.3**)	**With appropriate supports, students will...** ● Orally **explain** the elements of grade-level narrative stories or reports with partners and in writing **using** visual supports and word banks. (**NEPF-IP.1.4; 2.2; 5.2; 5.3**)	**With appropriate supports, students will...** ● Orally **explain** the elements of grade-level narrative stories or reports, with partners and in writing. (**NEPF-IP.1.4; 2.2; 5.2; 5.3**)

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 3a: Construct Valid Arguments – Teacher Moves

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
●**Explicitly model** orally and visually the academic, descriptive language, specific vocabulary and discourse structure required to **construct** valid arguments from evidence and **critique** the reasoning of others, **using** visuals which may include bilingual labels and words. ●**Provide** and **model** graphic organizers supports, anchor charts, and realia. ●**Model/provide** exemplars of valid arguments from evidence and appropriate ways to **critique** the reasoning of others. ●**Provide** structures and **practice** opportunities with specific feedback for students to argue **critique** their reasoning – e.g., Strategic partners; Role playing the vocabulary necessary to argue and critique; Socratic seminar; ●Phrasal patterns: "I heard you say"; "I agree with you because"; "I think_____." ●**Use** language and visual supports for students to **identify** different perspectives, stances or points of view by **distinguishing** certainty from uncertainty of spoken words or phrases in context with L1 support. **(NEPF-IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.1; 5.3)**	●**Explicitly model** the academic language, specific vocabulary, phrasal patterns and discourse structure required to **construct** valid arguments from evidence and **critique** the reasoning of others, in small groups. ●**Provide** and **model** graphic organizers and supports. ●**Model/provide** exemplars of valid arguments from evidence and appropriate ways to **critique** the reasoning of others. ●**Provide** structures and **practice** opportunities with specific feedback for students to argue **critique** their reasoning – e.g., Strategic partners; Role play the vocabulary necessary to argue and critique; Socratic seminar. ●Phrasal patterns: "I heard you say"; "I agree with you because"; "I think this is what you meant by"; "In addition to____, I'd like to add ____." ●**Use** an anchor chart or graphic organizer for students to **identify** different perspectives, stances, or points of view. **(NEPF-IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.1; 5.3)**	●**Explicitly model** the academic language, specific vocabulary, phrasal patterns and discourse structure required to **construct** valid arguments from evidence and **critique** the reasoning of others. ●**Provide** graphic organizers and supports. ●**Model/provide** exemplars of valid arguments from evidence and appropriate ways to **critique** the reasoning of others. ●**Provide** structures for students to argue and critique their reasoning – e.g., Partners; Role play the vocabulary necessary to argue and critique; Socratic seminar. ●Phrasal patterns: "I heard you say"; "I agree with you because"; "I'm wondering what you meant by"; "In addition to____, I'd like to add ____.; "Based on____, it seems to me____." ●**Use** an anchor chart or graphic organizer for students to **identify** different perspectives, stances or points of view. **(NEPF-IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.1; 5.3)**

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 3b: Construct Valid Arguments – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
With prompting and supports, students will... ●Orally **argue** their perspective **using** claims and evidence to **persuade** an audience with L1 support. **(NEPF-IP.1.3; 2.2; 3.4; 5.3)**	**With appropriate supports, students will...** ●Orally **argue** their perspective **using** claims and evidence to **persuade** an audience with a small group or partner. **(NEPF-IP.1.3; 2.2; 3.4; 5.3)**	**With appropriate supports, students will...** ●Orally **argue** their perspective using claims and evidence to **persuade** an audience. **(NEPF-IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 4a: Build and Present Knowledge through Research – Teacher Moves

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
●**Explicitly model** the academic language, specific vocabulary, and discourse structure required to **construct** a presentation. ●**Provide** graphic organizers, realia and supports. ●**Model/provide** exemplars of research methods and presentations from the research. ●**Provide** a variety of sources for research including multilingual sources. ●**Provide** word banks and/or word walls. ●**Provide** opportunities to **practice** presentations in a low-risk environment and receive specific feedback. ●**Have** students read their paper aloud to their partner who has higher proficiency English. ❖ **Example stems:** Both_____and_____are _____. They both have_____._____and_____ are similar because of_____. ●**Provide** structures for students to research and **develop** their presentations: Teacher-guided; Strategic partners or small groups; Technical support; Info texts & resources. ●**Provide structured opportunities** for students to work in small groups or with partners with L1 support to **synthesize** and **summarize** content-related information from various sources to their research topics. **(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)**	●**Explicitly model** the academic language, specific vocabulary, and discourse structure required to **construct** a presentation. ●**Provide** graphic organizers and supports. ●**Model/provide** exemplars of research methods and presentations from the research. ●**Provide** a variety of sources for research including multilingual sources. ●**Provide** word banks and/or word walls. ●**Provide** opportunities to **practice** presentations in a low-risk environment and receive specific feedback. ●**Have** students read aloud their paper to their partner and receive structured peer feedback. ❖ **Example stems**: There are several major differences between_____and_____. The most notable is_____. While_____has _____,_____has_____._____is _____er than, but_____er than_____. ●**Provide** structures for students to research and **develop** their presentations: Partners or small groups; Technical support; Informational texts and resources. ●**Provide structured opportunities** for students to work in small groups or with partners to **synthesize** and **summarize** content-related information from various sources to their research topics. **(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)**	●**Explicitly model** the academic language, specific vocabulary, and discourse structure required to **construct** a presentation. ●**Provide** graphic organizers and supports. ●**Model/provide** exemplars of research methods and presentations from the research. ●**Provide** a variety of sources for research including multilingual sources. ●Provide word banks and/or word walls. ●**Provide** structures for students to research and **develop** presentations: Partners or small; groups; Technical support; Informational texts and resources. ●**Provide structured opportunities** for students to work in small groups or with partners to **synthesize** and **summarize** content-related information from various sources to their research topics. ●**Have** students read aloud their paper to their partner and receive structured peer feedback. ❖ **Example stems**: Based upon my analysis of _____and_____,_____. Although some believe_____, the author claims___ _____. In comparison to_____ _____,_____. **(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)**

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 4b: Build and Present Knowledge through Research – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
With prompting and supports, students will... ●**Present** researched information supported by facts and details in a written report and/or oral presentation with L1 support as needed. **(NEPF-IP.1.4; 2.1; 3.3; 4.1; 5.3)**	**With appropriate supports, students will...** ●**Present** researched information supported by facts and details in a written report and/or oral presentation using visual supports. **(NEPF-IP.1.4; 2.1; 3.3; 4.1; 5.3)**	**With appropriate supports, students will...** ●**Present** researched information supported by facts and details in a written report and/or oral presentation. **(NEPF-IP.1.4; 2.1; 3.3; 4.1; 5.3)**

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 5a: Build Upon the Ideas of Others and Articulate – Teacher Moves

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
●**Explicitly model** the academic language, specific vocabulary, and discourse structure required to **work collaboratively** and **build** upon others' ideas. ●**Provide** graphic organizers, anchor charts, realia and language supports. ●Model, provide, and practice group interactions for collaboration to build on each other's ideas and create a finished product. ●**Provide** opportunities to **practice** their presentations in a low-risk environment and receive specific feedback. ●**Provide** structures for students to **practice** working collaboratively in teacher-guided small groups and partners. ●**Provide** varied sentence stems or sentence starters and discourse structures in teacher-guided small collaborative groups for students to **synthesize** and **summarize** content-related information. ❖ **Examples:** I would add that_____. I think it means that_____. **(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)**	●**Explicitly model** the academic language, specific vocabulary, and discourse structure required to **work collaboratively** and **build** upon others' ideas. ●**Provide** graphic organizers, anchor charts, and language supports. ●Model, provide, and practice group interactions for collaboration to build on each other's ideas and create a finished product. ●**Provide** opportunities to **practice** presentations in a low-risk environment. ●**Provide** structures for students to **practice** working collaboratively in small groups and receive specific feedback. ●**Provide** varied sentence stems or sentence starters and discourse structures in small collaborative groups for students to **synthesize** and **summarize** content-related information. ❖ **Examples:** I want to expand upon your point about_____. In my opinion, _____ should be_____because_____. **(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)**	●**Explicitly model** the academic language, specific vocabulary, and discourse structure required to **work collaboratively** and **build** upon others' ideas. ●**Provide** graphic organizers, anchor charts and supports. ●**Model, provide** and **practice** group interactions for collaboration to **build** on each other's ideas and **create** a finished product. ●**Provide** structures for students to **practice** working collaboratively in small groups and receive specific feedback. ●**Provide** varied sentence stems or sentence starters (as needed) and discourse structures in small collaborative groups for students to **synthesize** and **summarize** content-related information. ❖ **Examples**: I want to expand upon your point about_____. In my opinion, _____ should be_____because_____. The _____can further be described as_____. **(NEPF-IP.1.2; 2.3; 3.1; 3.4; 4.1; 5.3)**

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 5b: Build Upon the Ideas of Others and Articulate – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
With prompting and supports, students will... ●**Use** basic conversations to share information with the team. **(NEPF-IP.1.4; 2.3; 3.1; 3.4; 4.1; 5.3)**	**With appropriate supports, students will...** ●**Use** expanded conversations to share information with the team. **(NEPF-IP.1.4; 2.3; 3.1; 3.4; 4.1; 5.3)**	**With appropriate supports, students will...** ●**Use** expanded conversations to share information with the team. **(NEPF-IP.1.4; 2.3; 3.1; 3.4; 4.1; 5.3)**

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 6a: Use English Structures to Communicate – Teacher Moves

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
●**Explicitly model** and **provide** guided practice **using** graphic organizers, tables, graphs, anchor charts or timelines, and interactive support. ●**Provide** guided **practice** to **construct** a modified exemplar writing piece using appropriate language structures that includes logical outcomes or endings with picture support. ●Provide simple sentence frames. ●**Provide instructional supports**, such as labeled pictures and single words or simple sentences, sentence frames for students to use with a partner or small group to **justify, clarify** and **inquire** about reasoning. ●**Provide instructional supports,** question starters, sentence frames and/or pictures **for students to ask** and **answer** questions about key details in a text regarding content-specific concepts. ❖ **Example:** I think_____because_____. **(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)**	●**Explicitly model** and **provide** graphic organizers, tables, graphs, anchor charts or timelines, and interactive support. ●**Provide** visual aids, content-based word banks and/or word walls. ●**Model** Think Aloud to **construct** an exemplar writing piece using appropriate language structures that includes logical outcomes or endings. ●Provide paragraph frames. ●**Provide instructional supports**, such as sentence stems for students to use with a partner or small group to **justify, clarify** and **inquire** about reasoning. ●**Provide sentence stems** for students to use simple, expanded and some complex sentences for emerging cohesion. ●**Provide instructional supports,** appropriate language structures within question stems **for students to ask** and **answer** questions about key details in a text regarding content-specific concepts. ❖ **Example:** I think_____because_____. **(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)**	●**Provide** graphic organizers, visual aids, tables, graphs, charts or timelines, and interactive support, content-based word banks and/or word walls. ●**Model** Think Aloud to **construct** an exemplar writing piece using appropriate language structures that includes logical outcomes or endings ●**Provide instructional supports**, such as sentence stems for students to use with a partner or small group to **justify, clarify** and **inquire** about reasoning. ●**Provide sentence stems** for students to use expanded sentences for cohesion and emerging complexity. ●**Provide instructional supports,** appropriate language structures (as needed) **for students to ask** and **answer** questions about key details in a text regarding content-specific concepts. ❖ **Examples:** Why do you think_____? Can you tell me three reasons why? **(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)**

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 6b: Use English Structures to Communicate – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
With prompting and supports, students will... ●**Use** appropriate language structures to **create** an organized **expression** of ideas **using** words, phrases and simple sentences. (**NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2**)	**With appropriate supports, students will...** ●**Use** appropriate language structures to create an organized **expression** of ideas with emerging cohesion characteristic of particular content areas, **using** simple, expanded, and some complex sentences. (**NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2**)	**With appropriate supports, students will...** ●**Use** appropriate language structures, **create** an organized, cohesive and coherent **expression** of ideas or characteristics of a particular content area. (**NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2**)