Nevada Department of Education

Nevada Ready!

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 6-8

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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 6-8

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** content related objects, pictures, or media to words and phrases. • **Identify** response to Wh-questions in charts or illustrated text. • **Match** oral phrases or sentences supported visually with different time frames. • **Signal** agreement or disagreement of short oral statements or questions. • **Identify** points of view (e.g., *first or third person*) from short. • **Sequence** illustrated text of narrative or information events. • **Locate** main ideas in a series of simple sentences • **I Match** oral sentences of cause and effect to illustrations**.** • **Compare** ideas on the same topic in a series of simple sentences. • **Identify** claims from a series of oral statements. • **Identify** evidence to support claims from charts or tables.	• **Match** main ideas of familiar text read aloud to visuals • **State** the next event in a series baked on clues from narrative or informational oral texts. • **Identify** topic sentences, main ideas, and details in paragraphs. • **Identify** opposing perspectives from oral text. • **Identify** claims and the reasons for each claim. • Identify main ideas and details in oral discourse. • **Evaluate** oral presentations of peers based on criteria for success. • **Identify** summaries of passages in a variety of genres. • **Match** content-related cause to effect in graphically-supported text. • Formulate opinions based on evidence presented within oral discourse. • **Identify** evidence to support analysis of what texts say.	• **Categorize** details of content-related main ideas seen and heard in videos or other technologies. • **Sequence** main ideas, events, and conclusions in narrative and informational text. • **Connect** details to main ideas based on extended oral discourse. • **Sequence** events based on cause and effect. • **Compare** opposing points-of-view presented within oral discourse. • Evaluate evidence presented in support of claims. • **Identify** new information expressed by others. • **Identify** a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments. • **Evaluate** main ideas and supporting details presented in diverse media and oral formats. • **Evaluate** the soundness of opposing claims presented orally. • **Identify** specific evidence to support analyses of content area text.

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** select Wh-questions. • **Produce** labeled illustrations of conclusions reached in problem-solving with a partner. • **Generate** words and phrases that represent opinions (*e.g. "I think…"*). • **Reproduce** words and phrases related to topics (e.g., including cognates.) • **Connect** ideas to one's experiences. • **Respond** yes or no to short statements or questions related to a claim. • **Express** personal points of view (in home language and English) in support of or against a claim. • **Complete** sentences using word banks. • **Describe** situations from modeled sentences. • **State** evidence to support claims (in home language and English). • **State** opinions using evaluative language related to content. • **Connect** simple sentences to form content-related ideas.	• **Relate** a series of events by expressing time in multiple tenses. • **Connect** ideas in content-related discourse using transitions. • **Produce** short paragraphs with main ideas and some details. • **State** why events occur, phenomena exist or some things happen. • **Produce** descriptive paragraphs around a central idea. • **Compare** and contrast information, events, or characters. • **Critique** opposing claims. • Substantiate opinions with content-related examples and evidence. • Generate new questions to maintain conversations. • Paraphrase and summarize content-related ideas presented orally. • Reproduce a sequence of events or experiences using transitional words. • Connect ideas with supporting details to show relationships (e.g., characters' actions to their feelings). • Take stances and summarize ideas supporting them. • Craft persuasive pieces (e.g. editorials) with a series of substantiated content-related claims.	• **Evaluate** the significance of events, people, or phenomena in oral presentations. • **Compare** content-related ideas from multiple sources in essays, reports, and narratives. • **Justify** ideas using multiple sources. • **Build** on the ideas of others. • **Restate** new information expressed by others in extended speech. • **Pose** questions that elicit elaboration and respond to others' questions and comments. • **Evaluate** the interactions between individuals, events, and ideas in text (*e.g. how ideas influence individuals or events and the converse*). • **Introduce** claims and opposing claims, along with their associated reasons and evidence. • **Close** with concluding statements or paragraphs that support claims. • **Synthesize** ideas of several speakers, posing questions, and responding with evidence, examples, and ideas.

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. ● **Use** physical gestures to accompany directions ● **Label** visuals and objects with target vocabulary. ● **Introduce** cognates to aid comprehension. ● **Give** two step contextualized directions. ● **Restate/rephrase** and **use** Patterned Oral Language routines. ● **Preview** the text content with pictures, demos, charts, or experiences. ● **Use** K-W-L charts before reading. ● **Pair** students to read one text together. ● **Preview** text with a Picture Walk. ● **Provide** a list of important concepts on a graphic organizer. ● **Use** Shared Reading and/or simplify the text. ● **Provide** a 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 pair work (in L1 if possible)** to prepare questions for discussion using graphic, interactive, and/or language supports. ●**Participate in pair/triad/small group** discussions using graphic, interactive, and/or language supports (including L1 as appropriate). ●**Use** Clock Buddies. ●**Use** Numbered Heads Together. ●**Use** Think-Pair-Share Squared. ●**Use** key sentence frames for pair interactions. ●**Participate with Strategic Partners** at a higher English proficiency level and/or with 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-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 structured pair work** to process. ●**Inform and formulate** thinking, then prepare questions for discussion. ●**Contribute to pair/triad/small group discussions** to share individual ideas and compare with other ideas in the group, using graphic, interactive, and/or language supports as needed. ●**Engage with whole/large group discussions** by generating original questions and/or building on the ideas of others using graphic, interactive, and/or language supports as needed. ●**Use** oral reporting for summarizing group work. ●**Use dialogue structures** (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups.

SECTION 3: INSTRUCTIONAL GUIDANCE
for English Language Development in the Content Area of
English Language Arts Grades 6-8

SECTION 3: INSTRUCTIONAL GUIDANCE: LANGUAGE ARTS PRACTICES GRADES 6-8

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 complex text (e.g., Frederick Douglass' *Narrative of the Life of Frederick Douglass an American Slave*) to determine the main idea (e.g., the evils of slavery) of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **[RI.8.2]. *(See also NVACS: RI/RL.6.1-9; RI/RL.7.1-9; RI/RL.8.1-9 related to this disciplinary practice)***	● Proficient students with an understanding of how coherent texts are created, will **summarize** the main ideas of the text.	● Proficient students create a coherent text by using a wide range of ways to signal relationships throughout the text to **state** which events are related to the main ideas in a text.	● Proficient students create precise meanings through every day, cross-disciplinary, and technical language to **make** a case for and **defend** their analysis with evidence from the text by using a wide variety of words and phrases with precision.	● Proficient students extend or enhance meaning to **make** a case for and **elaborate** their responses with evidence using a wide variety of sentence types with increasingly complex clause relationships.

Section 3A: Summary: Content Disciplinary Practices and Example Tasks (continued)

Table of example tasks for each practice, with sample proficiency descriptors for each **Key Use of Academic 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 **write** arguments to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic. **[W.6.1] (See also NVACS: W.6.2-3; W.7.1-3; W.7.8.1 related to this disciplinary practice)**	• Proficient students **will employ** the writing process and **produce** clear, coherent and sequential content-related writing that conveys organizational patterns with strategic ways of signaling relationships between paragraphs and throughout the text.	• Proficient students will **create** coherent texts, using evidence in the appropriate organizational structure to support their claims.	• Proficient students will **make a claim, defend** their claim, and **acknowledge** a counter claim by creating precise meanings through every day, cross-disciplinary, and technical language.	• Proficient students **understand** how ideas are connected across a whole text using a wide variety of cohesive devices to **provide** reasoning and elaboration to support their claim.
3. **Construct** valid arguments from evidence and **critique** the reasoning of others.	• Students upon completion of their writing will **participate** in a Socratic seminar that **elicit elaboration and respond to** others' questions and comments; **evaluate** the soundness of the reasoning, and the relevance and sufficiency of the evidence). **[SL.7.1, 3]** *(See also NVACS: SL.6.1, 3; SL.8.1, 3 related to this disciplinary practice)*	• Proficient students **paraphrase** and **summarize and connect ideas with supporting details** presented orally by creating precise meanings through every day, cross-disciplinary and technical language.	• Proficient students **compare** content-related concepts to their arguments and **connect ideas using supporting details** to show relationships by creating precise meanings through every day, cross-disciplinary and technical language.	• Proficient students **create** coherent discourse to **persuade** others of the validity of their argument by responding with evidence, examples, and ideas using a wide range of ways to signal relationships throughout the discourse.	• Proficient students **recognize** purposes of contributions in discourse structures and **demonstrate awareness of personal bias** when defending one's point of view to extend and enhance meaning.

Section 3A: Summary: Content Disciplinary Practices and Example Tasks (continued)

Table of example tasks for each practice, with sample proficiency descriptors for each **Key Use of Academic 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 **gather** information from multiple print and digital sources through research, **assess** the credibility and accuracy of each source, **compare and synthesize** ideas, **and present** conclusions in an oral report. **[W.7.8; SL.7.8.4-6]** *(See also NVACS:* **W.6.8; SL.6.8.4-6; W.8.8; SL.8.8.4-6** *related to this disciplinary practice)*	• Proficient students **identify** the central idea among multiple print and digital texts, and **paraphrase** and **summarize** content-related ideas to create precise meanings through every day, cross-disciplinary, and technical language	• Proficient students **analyze and connect** the development of the central idea from various digital and print sources by creating precise meanings through every day, cross-disciplinary, and technical language	• Proficient students **support** the central idea using evidence from various digital and print sources and **take stances** with supporting evidence using a wide variety of words and phrases with precision through every day, cross-disciplinary, and technical language.	• Proficient students **elaborate** and **explain their reasoning demonstrating awareness of personal bias** when defending one's point of view by creating precise meanings through every day, cross-disciplinary, and technical language.

Section 3A: Summary: Content Disciplinary Practices and Example Tasks (continued)

Table of example tasks for each practice, with sample proficiency descriptors for each **Key Use of Academic 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 **engage** in a range of collaborative discussions, building on others' ideas and expressing their own ideas clearly to explain how an author's choice of words develops the point of view of a character. **[RL.6.6; SL.6.1].** *(See also NVACS: RL.7.6; SL.7.1; RL.8.6; SL.8.1 related to this disciplinary practice)*	• Proficient students **identify** the character's point of view in a story, drama, or poem by listening to the ideas of others and to **restate** the ideas to show understanding by creating precise meanings through every day, cross-disciplinary, and technical language.	• Proficient students **pose questions** that connect several speakers' ideas and **respond to others' ideas** to demonstrate how and author's choice of words develops the character's point of view in a story, drama, or poem.	• Proficient students **support their ideas with evidence** from the text and **build upon the ideas of others with evidence** by creating precise meanings through every day, cross-disciplinary, and technical language.	• Proficient students extend or enhance meaning by synthesizing ideas and respond with evidence from the text to explain how an author's choice of words develops the point of view of a character.

Section 3A: Summary: Content Disciplinary Practices and Example Tasks (continued)

Table of example tasks for each practice, with sample proficiency descriptors for each **Key Use of Academic Language**:

Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
6. **Use** English structures to **communicate** content-specific messages.	● Students will **read** closely a complex short text multiple times, as a model of study, to analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas (e.g., organization in Russell Freedman's *Freedom Walkers: The Story of the Montgomery Bus Boycott*). **[RL/RI.6.5; L.6.3-5]** *(See also NVACS: RL/RI.7.5; L.7.3-5; RL/RI.8.5; L.8.3-5 related to this disciplinary practice)*	● Proficient students **identify** a text structure that contributes to development of ideas in a text by creating precise meanings through every day, cross-disciplinary, and technical language.	● Proficient students **explain text structures** that contribute to development of ideas in the text **identifying** a range of signaling relationships throughout the text to create coherence.	● Proficient students **identify evidence that support analysis** of how text structures contribute to development of ideas in a text using a wide variety of sentence types with increasingly complex clause relationships.	● Proficient students, building on the ideas of others, **elaborate evidence** that supports their analysis of how text structures contribute to the development of ideas in a text by creating precise meanings through every day, cross-disciplinary, and technical language.

Distribution of Language Arts Key Language Uses in Grades 6-8				
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 language, and structure required to **analyze** a range of grade-level complex texts.
 ● **Model thinking to draw inferences** supported by details and examples from the text, **using** visuals which may include bilingual labels and words.
 ● **Provide** a dialogue structure and interactive supports to answer text dependent questions.
 ● **Provide** adequate time for students to process the language and content to write their ideas and then share with a partner.
 ● **Provide** a word bank and sentence frames to support the language structures used in the lesson.
 ● **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** supported by details and examples from the text in a structured group or with a partner with L1 support.
     ● Utilize L1 resources (spoken, written, and viewed) to build schema.
     ● Provide guided practice with specific feedback.
 ● **Create questions that prompt reflective thinking in students**.
	● **Explicitly model** orally the academic language and structure required to **analyze** a range of grade-level complex texts.
	 ● **Model thinking to draw inferences supported** by details and examples from the text.
	 ● **Provide** a dialogue structure (e.g., pairs, triads, clarifying bookmarks, vocabulary development models.
	 ● **Provide** a word bank.
	 ● **Provide** adequate time for students to process the language and content.
	 ● **Provide** academic sentence frames or sentence stems for language structures used in the lesson.
	 ● **Allow** time for students to write their ideas and then share with a partner or small group.
	 ● Provide specific, timely feedback during student practice time.
	 ● **Use graphic organizers or other 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.
	 ● **Guide students to practice** and **express** language on topic in small groups or with partner using sentence and discourse starters and visual aids from the texts.
		● **Explicitly model** orally the academic language, specific vocabulary and structure required to **analyze** a range of grade-level complex texts.
		 ● **Model thinking to draw inferences** supported by details and examples from the text.
		 ● **Provide** a dialogue structure (e.g., dyads, triads).
		 ● Provide guided practice with specific feedback.
		 ● **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, _____. I was thinking more along the lines of _____.

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 1a: Support Analyses – Teacher Moves (continued)

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
● **Use** a formulaic sentence expression to help students clarify an understanding, interpret information, or provide a rationale that demonstrates their processing of the task as modeled by the teacher. ● **Record** academic vocabulary in their vocabulary notebook with L1 (primary language) translation or non-linguistic representation. ● **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:** Students first think about what the selected text may mean. I think the main idea is_____. The main points of this section are_____. This idea is related to_____. **(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)**	● **Create questions that prompt reflective thinking in students.** ● **Use graphic organizers or other 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, to draw inferences that are supported by details and examples from the text in small group 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_____. I think because_____. **(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)**	● **Create questions that prompt reflective thinking from students.** **(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… •**Generate** the central idea of the text in one or two words with a picture/drawing or simple sentence (exit slip). **NEPF-IP. 5.2, 5.3**	**With appropriate supports, students will…** • **Generate** the central idea of the text in their own words in one to two simple sentences or a compound sentence (exit slip). **NEPF-IP. 2.2, 5.2, 5.3**	**With appropriate supports, students will** •**Generate** the central idea of the text in their own words in one to two compound or complex sentences (exit slip). **NEPF-IP. 2.2, 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 language, specific vocabulary and structure required to **produce** grade-level written, text-structure genres, **using** visuals which may include bilingual labels and words. ●**Provides** students with a translated color-coded template that matches the color-coded exemplar argumentative essay. ●**Provide** and **model** graphic organizers, supports and realia. ●**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 a grade-level, argumentative essay with a partner with L1 support. ●**Provide** sufficient time for students **to practice and produce** language on a topic in small groups or with strategic partners throughout the lesson, **using** sentence and discourse starters and visual aids from the texts.	●**Explicitly model** the academic language, specific vocabulary and structure required to **produce** grade-level written, text-structure genres. ●**Provide** a model of an exemplar annotated argumentative essay that annotates the components of the essay. ●**Provide** graphic organizers, templates, supports, and visuals aids. ●**Provide** students with sentence frames, paragraph frames and graphic organizers, transitional words and word bank. ●**Provide sufficient time for students to practice** and **produce** language on a topic in small groups or with partners **using** sentence and discourse starters and visual aids from the texts. ●**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 word bank, to produce a grade-level, argumentative essay. ●**Use** sentence starters or sentence stems to help students organize and revise their writing.	●**Explicitly model** the academic language, specific vocabulary and structure required to **produce** grade-level written, text-structure genres. ●**Provide** a model of an exemplar argumentative essay that annotates the components of the essay. ●**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 for students to Identify** and **use** details from complex text or visuals to produce grade-level, argumentative essay. ●**Provide** examples of advanced academic language for an augmentative essay. ●**Use** graphic organizers and group discussions to help students organize and revise their writing. ❖ **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)**

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 6-8

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
●**Provide** students with paragraph starters, formulaic sentence starters, transition words, and word bank, picture outline and graphic organizers. ●Utilize L1 resources (spoken, written, and viewed) to build schema. ●**Have** students read aloud their paper to their partner who has a higher proficiency level in English. ❖ **Examples:** (Students first think about what the selected text may mean) I think/believe _____. A piece of evidence that supports _____is_____. This idea reminds me of _____. **(NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)**	●**Use** dialogue structures for students to participate in peer review discussions. ❖ **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)**	

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… • **Generate** an argument in their own words that consist of a paragraph that includes a mix of L1 and L2 words and phrases. **NEPF-IP. 5.2, 5.3**	**With appropriate supports, students will…** • **Generate** an argument in their own words that consists of multiple paragraphs mostly in L2. **NEPF-IP. 2.2, 5.2, 5.3**	**With appropriate supports, students will…** • **Generate** an argumentative essay in their own words all in L2. **NEPF-IP. 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** the academic language, specific vocabulary and discourse structure required to **construct** valid arguments **using** visuals which may include bilingual labels and words. ● **Model/provide** exemplars of valid arguments from evidence and appropriate ways to **critique** the reasoning of others, e.g., a color- coded model of an exemplar Socratic process. ● **Provide and model** sentence and paragraph frames and word/phrase banks. ● **Use** a scripted discussion protocol for students to state and clarify their reasoning to the group and listen to agree/disagree in a debate or argue the ideas of others with reasons. ● Utilize cooperative structures for work in pairs and small groups. ● Utilize L1 resources (spoken, written, and viewed) to build schema. ● **Provide** a cloze note catcher for students to capture salient points contrary to their own. ● **Provide** a discussion partner who has a higher proficiency level in English to facilitate the conversation. ❖ **Examples:** I think_____is_____because_____. I believe_____because_____. It is clear that____. **(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. ● **Model/provide** exemplars of valid arguments from evidence and appropriate ways to **critique** the reasoning of others, e.g. Socratic process. ● **Provide** and **model** graphic organizers and supports. ● **Provide** structures and **practice** opportunities for students to argue and critique their reasoning – e.g., Strategic partners; 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_." ● **Provide** a discussion protocol for students to state and clarify their reasoning to the group and listen to agree/disagree in a debate or argue the ideas of others with reasons. ● **Provide** a note catcher for students to capture salient points contrary to their own. ❖ **Examples**: In my opinion,_____should be _____because_____. It is apparent that_____. **(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. ● **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____." ● **Provide** a discussion protocol for students to state and clarify their reasoning to the group and listen to agree/disagree in a debate or argue the ideas of others with reasons. ❖ **Examples:** Based on the writing by author _____who is an expert in_____, I believe that _____. From this perspective the primary justification would be_____._ can be justified by__. **(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 **summarize** their argument and acknowledge the arguments of others, using a teacher-generated, fill in the blank paragraph template. **NEPF-IP. 5.2, 5.3**	**With appropriate supports, students will…** • Orally **summarize** their argument and acknowledge the arguments of others, using a sentence starter with compound or complex sentences with prepositional phrases. **NEPF-IP. 5.2, 5.3**	**With appropriate supports students will…** • Orally **summarize** their argument and acknowledge the arguments of others, using more complex sentences with coordinating and/or subordinating dependent and independent clauses. **NEPF-IP. 5.2, 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** opportunities for students to explain to a partner what the intended learning goal of the lesson is and what successful performance looks in L1 or L2.
• **Provide** graphic organizers, realia and supports, word banks and/or word walls.
• **Model/provide** exemplars of research methods and presentations from the research.
• **Provide** a variety of sources for research.
• **Provide** opportunities to **practice** their presentations in a low-risk environment.
• **Provide** structures for students to research and **develop** their presentations.
• Teacher-guided; Strategic partners or small groups; Technical support.
• Provide guided practice with specific feedback.
• **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.
	• **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.
	• **Provide** word banks and/or word walls.
	• **Provide** opportunities to **practice** their presentations in a low-risk environment.
	• **Provide** structures for students to research and **develop** their presentations.
	   • Partners or small groups; Informational texts & resources; Technical support
	   • Provide guided practice with specific feedback.
	• **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.
	• **Pair s**tudents to work with a partner with a higher proficiency in English to identify the central ideas and the features by completing a graphic organizer.
	• **Use** a formulaic sentence starter (to organize and revise their writing).
		• **Explicitly model** the academic language, specific vocabulary, and discourse structure required to **construct** a presentation.
		• **Provide** graphic organizers along with group discussions for students to organize and revise their writing.
		• **Model/provide** exemplars of research methods and presentations from the research.
		• **Use** a graphic organizer to help students identify the central idea and the features in text.
		• **Provide** a variety of sources for research.
		• **Provide** structures for students to research and **develop** their presentations.
		• Provide guided practice with specific feedback.
		• **Provide structured opportunities** for students to work in small groups or with partners to **synthesize** and **summarize c**ontent-related information from various sources to their research topics.
		• **Provide** a "Text to graphic and back again" dialogue structure for students.
		❖ **Examples:** Based upon my analysis of _____and_____,_____. Although some believe_____, the author claims ___. In comparison to_____,_____.

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
• **Pair** students to work with a partner with a higher proficiency in English to identify the central ideas and features by completing a graphic organizer. • Have students read aloud their paper to their partner who has a higher proficiency level in English. ❖ **Examples:** Both_____and_____are_____. They both have_____._____and_____are similar because of_____. **(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)**	• Provide dialogue structures for students to participate in peer review discussions. • Have students read aloud their paper to their partner who has a higher proficiency level in English. ❖ **Examples:** There are several major differences between_____and_____. The most notable is_____. While_____has_____,_____ has_____._____is_____er than_____, but _____er than_____. **(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)**	**(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... • **Deliver** an oral summary and include details from the various print and digital resources using visual supports. **NEPF-IP. 5.1, 5.2**	**With appropriate supports, students will...** • **Deliver** an oral summary that includes the central idea and details to support the central idea from the various print and digital resources sources, using a teacher-made template or sentence starter as needed. **NEPF-IP. 5.1, 5.2, 5.3**	**With appropriate supports, students will...** • **Deliver** an oral summary that shows the development of the central idea and includes details from the various print and digital resources sources. **NEPF-IP. 5.1, 5.2, 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** with a partner. • **Provide** graphic organizers, realia, paragraph starters, sentence starters, transition words, word bank and list of rhetorical devices. • **Provide** students with a color-coded exemplar that offers the point of view, evidence, and elaborative techniques. • **Provide** structures for students to **practice** working collaboratively in teacher-guided small groups and partners. • **Pair** students with a partner of the same primary language but a higher English language performance level. • **Provide** a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions. • **Structured** Socratic seminar using dialogue frames and sentence frames. ❖ **Examples:** I would add that_____. I think it means that_____. In other words,_____. **(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, paragraph starters, sentence starters, transition words, word bank and list of rhetorical devices and elaborative techniques. ● **Provide** structures for students to **practice** working collaboratively in teacher-guided small groups and partners. ● **Pair** students with a partner of the same primary language but a higher English language performance level. ● **Provide** a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions. ● **Structured** Socratic seminar using dialogue frames and sentence frames. ❖ **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; 2.2; 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** a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions. ● **Structured** Socratic seminar using dialogue structures and sentence starters. ❖ **Examples:**_____is widely acknowledged as_____and_____. Then again, I think that_____. Moreover, the author states_____. **(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 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 •**Engage** in collaborative discussion in which they identify differences among students' ideas about point of view in a text using a list of sentence frames. **NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 5.3**	**With appropriate supports, students will** •**Engage** in collaborative discussion in which they acknowledge the ideas of others as it relates to point of view based on textual evidence, using a list of sentence frames of various sentence complexities as needed. **NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 5.3**	**With appropriate supports, students will** •**Engage** in collaborative discussion in which they build on the ideas of others as it relates to point of view based on textual evidence. **NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 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** orally the academic language, specific vocabulary and structure required to **analyze** and to **draw inferences** that are supported by details and examples from the text, **using** visuals which may include bilingual labels and words. ●**Provide** visual aids, realia, content-based word banks and/or word walls. ●**Pair** students with a partner of the same primary language but a higher English language performance level to identify the text structure and the features by completing a graphic organizer. ●**Provide** question starters, sentence frames and/or pictures **for students to ask** and **answer** questions about key details in a text regarding content-specific concepts. ●**Provide** a chart or a text structure organizer to facilitate identifying a text structure. ❖ **Examples:** I disagree/agree because_____. I think_____means_____. The main reason for_____is_____. **(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)**	●**Explicitly model** orally the academic language, specific vocabulary and structure required to **analyze** and to **draw inferences** that are supported by details and examples from the text. ●**Provide** dialogue frames and sentence frames. Pair students with a partner of the same primary language but a higher English language performance level to identify the text structure and the features by completing a graphic organizer. ●**Provide** appropriate language structures within question stems **for students to ask** and **answer** questions about key details in a text regarding content-specific concepts. ●**Provide** a chart or a text structure organizer to facilitate identifying a text structure. ❖ **Examples:** The author's use of_____is effective/ineffective because_____. Although not directly stated, it can be assumed that _____._____, which is perhaps the key act _____, is the main reason why_____. **(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)**	●**Explicitly model** orally the academic language, specific vocabulary and structure required to **analyze** and to **draw inferences** that are supported by details and examples from the text. ●**Provide** a "Text to graphic and back again" dialogue structure for students. ●**Provide** appropriate language structures (as needed) **for students to ask** and **answer** questions about key details in a text regarding content-specific concepts. ●**Provide** dialogue structures and sentence starters. ❖ **Examples:** The author's use of_____ detracts from the central claim that_____. The author's use of_____leads me to question_____._____; thus, we can see that_____. **(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 • **Engage** in a structured collaborative discussion using discussion frames and sentence frames of language structures around the effective use of text structure. **NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2. 5.3**	**With appropriate supports, students will** • **Engage** in collaborative discussion using discussion starters, sentence starters of language structures around the effective use of text structure. **NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2. 5.3**	**With appropriate supports, students will** • **Engage** in collaborative discussion around the effective use of text structure. **NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2. 5.3**