Nevada Department of Education

Nevada Ready!

ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES 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 Social Studies (SS). The social studies practices (SSP) identified in this document were created by the National Council for Social Studies. The ELD Standards Instructional Guidance documents conceptualize the Nevada ELD Standards as intertwined with learning the Nevada Academic Content Standards and College and Career Readiness Standards.

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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 SOCIAL STUDIES 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, and Viewing	With appropriate visual, graphic, interactive, or L1 support, students can… ● **Identify** familiar objects or places from oral statements. ● **Point** to objects, people, or places based on short oral descriptions. ● **Sequence** labeled visuals per oral directions. ● **Identify** settings or time frames in narrative or informational scenarios read aloud. ● **Match** oral sentences of cause and effect to illustrations. ● **Signal** agreement or disagreement of short oral statements or questions. ● **Identify** responses to Wh-questions in charts or illustrated text. ● **Sequence** illustrated text of narrative or informational events. ● **Locate** main ideas in a series of simple sentences. ● **Compare** ideas on the same topic in a series of simple sentences. ● **Classify** true from false short statements. ● **Distinguish** facts from opinions in text.	With visual, graphic or interactive support, as necessary, student can… ● **Match** main ideas of familiar text read aloud with visuals. ● **State** the next event in a series based on clues from narrative or informational oral texts. ● **Identify** main ideas and details in oral discourse. ● **Identify** opposing perspectives from oral text (e.g. sides in wars, regimes, or revolutions). ● **Formulate** opinions based on evidence presented within oral discourse. ● **Identify** topic sentences, main ideas, and details in paragraphs. ● **Match** content-related cause to effect in graphically-supported text. ● **Identify** claims and reasons for each claim. ● **Identify** evidence to support analysis of what texts say (e.g. position papers). ● **Classify** pros and cons of claims and evidence presented within written texts.	● **Reconstruct** past experiences or series of events based on oral discourse. ● **Recognize** nuanced meanings of words and phrases in extended oral discourse. ● **Categorize** perspectives of multiple speakers. ● **Identify** effects and consequences of events and phenomena from class discussions. ● **Recognize** specific language used to enhance clarity and precision. ● **Identify** strengths, limitations, and potential biases from oral presentations. ● **Organize** claims and counter claims presented in debates. ● **Identify** how text structures supports comprehension. ● **Identify** the central idea or theme and how it is supported by clear descriptions and extended details. ● **Recognize** multiple perspectives and points of view on any given issue. ● **Identify** the logical connections among claims, counterclaims, reasons, and evidence.

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, and Representing	• **Answer** select Wh-questions. • **State** main ideas or points of classroom conversations. • **Restate** details of content-related topics (in home language and English) in small groups. • **Describe** situations from modeled sentences. • **Connect** two content-related ideas that define "how" or "why". • **Respond** yes or no to short statements or questions related to a claim. • **Answer** simple questions related to claims. • **State** evidence to support claims (in home language and English). • **Reproduce** words and phrases related to topics. • **Complete** sentences using word banks. • **Produce** statements related to main ideas on familiar topics in home language and English. • **Indicate** relationships by drawing and labeling content-related pictures on familiar topics. • **Generate** words and phrases that represent opinions (e.g., "I think…")	• **Relate** a series of events by expressing time in multiple tenses. • **Connect** ideas in content-related discourse using transitions. • **Paraphrase** and summarize content-related ideas presented orally. • **State** why events occur, phenomena exist, or some things happen. • **Compare** content-related concepts • **Critique** opposing claims. • **Take** stances and summarize ideas supporting them. • **Produce** short paragraphs with main ideas and some details. • **Produce** a sequence of events or experiences using transitional words. • **Describe** relationships between details or examples and supporting ideas. • **Connect** content-related themes or topics to main ideas. • **Substantiate** opinions with content-related examples and evidence. • **Craft** persuasive pieces (e.g., editorials) with a series of substantiated content-related claims.	• **Present** information that follows discipline-specific organization. • **Engage** in extended discussion of effects, impacts, or events related to content topics. • **Provide** precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms. • **Challenge** evidence and claims in debates. • **Convince** audiences of personal points of view using persuasive language. • **Organize** claims and counterclaims in debates with evidence from multiple sources. • **Sequence** using language that creates coherence. • **Synthesize** information and details about phenomena from a variety of sources • **Develop** ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations. • **Integrate** multiple perspectives and evidence from a variety of sources.

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. ● **Label** visuals and objects with target vocabulary. ● **Introduce** cognates to aid comprehension. ● **Give** two step contextualized directions. ● **Restate/rephrase** and **use** Patterned Oral Language routines. ● **Preview** the text content with pictures, demos, charts, or experiences. ● **Use** K-W-L charts before reading. ● **Pair** students to read one text together. ● **Preview** text with a Picture Walk. ● **Provide** a list of important concepts on a graphic organizer. ● **Use** Shared Reading and/or simplify the text. ● **Provide** a content vocabulary Word Bank with non-linguistic representations. ● **Provide** opportunities for translanguaging and multilingual supports 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. ● **Use** Varied Presentation Formats such as role plays. ● **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 supports 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
Social Studies Grades 6-8

SECTION 3: INSTRUCTIONAL GUIDANCE: SOCIAL STUDIES 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)

Social Studies Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
1. **Construct** compelling questions.	• Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. **[SS.6-8.WGGS.20.]**	• Proficient students **can restate and/or describe** varying perspectives on oppression and resistance through cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations). • **Pose** compelling questions with peers by introducing and contextualizing phenomena or events.	• Proficient students **can explain** how a compelling question represents key ideas in the disciplinary concepts by reasoning, sequences with linear and nonlinear relationships, evidence, and details acknowledging strengths and weaknesses through nominalizations to name abstract concepts, ideas, ideologies (colonization, feudalism). • Proficient students **can explain** points of agreement experts have about interpretations, and applications of disciplinary concepts associated with a compelling question about instances of oppression and resistance.	• Proficient students **can defend** their compelling questions on how instances of oppression in the modern world as well as individual and group resistance movements for social justice have developed in response by selecting relevant information to support claims with evidence gathered from multiple sources through a variety of clauses to frame details, examples, quotes, data (according to, historians dis/agree, several sources suggest, these data suggest.)	• Proficient students **can participate** in collaborative conversations on instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response utilizing everyday, cross-disciplinary, and technical language.

Social Studies Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
2. **Create** supporting questions.	• Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. **[SS.6-8.WGGS.20.]**	• Proficient students **can paraphrase** how the supporting questions relate to the compelling question is mutually reinforcing by introducing and contextualizing phenomena or events through cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations).	• Proficient students **can describe** how the supporting questions address the compelling questions and the relationship between the two by introducing and contextualizing phenomena or events through prepositional phrases of time, place to contextualize phenomenon or events.	• Proficient students **can clarify** how the supporting questions relate to the compelling questions to express points of agreement or disagreement in connections with instances of oppression in the modern world by showing relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning through connectors to link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore).	• Proficient students **can participate** in collaborative conversations as to how the supporting questions lead to specific knowledge and understanding in support of the compelling questions utilizing everyday, cross-disciplinary, and technical language.

Social Studies Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
3. **Gather** and **evaluate** sources	• **Assess** the impact of diverse ideologies on politics, society, and culture in early U.S. History. **[SS.6-8.EUSH.12.]**	• Using grade-appropriate books and other reliable media, proficient students **can summarize** information that assesses the impact of diverse ideologies on politics, society, and culture in early U.S. History by generalizing multiple causes and effects of events and developments through nominalizations to summarize events and name abstract phenomena.	• Using grade-appropriate books and other reliable media, proficient students **can explain** the role of bias (e.g. the authorship, point of view, purpose, and format) and audience in presenting arguments or evidence about the impact of diverse ideologies on politics, society, and culture in early U.S. History by showing relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning through connectors to signal alternate points of view (on the other hand, contrary to common belief, according to).	• Using grade-appropriate books and other reliable media, proficient students **can evaluate** the credibility of a source by determining its relevance and intended use to support an argument that examines the development of political parties in U.S. History by selecting relevant information to support claims with evidence gathered from multiple sources through a variety of clauses to frame details, examples, quotes, data (according to, historians agree, several sources suggest, these data suggest).	• Using grade-appropriate books and other reliable media, proficient students **can defend** an opinion whether a source is relevant in answering the compelling and supporting questions by selecting relevant information to support claim with evidence gathered from multiple sources through a variety of clauses to frame details, examples, quotes, data (according to, historians agree, several sources suggest, these data suggest).

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

Social Studies Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
4. **Develop** claims and **use** evidence	● **Assess** the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors. **[SS.6-8.EUSH.42.]**	● Proficient students **can identify** evidence that draws information from multiple sources to support claims, noting evidentiary limitations in assessing the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors by introducing and contextualizing phenomena or events through a variety of structures (embedded clauses, relating verbs, nominalizations, noun groups) to define phenomena or events.	● Proficient students **give** examples of claims and counterclaims while pointing out the strengths and limitations of both to address the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors by showing relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning through connectors to link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore).	● Proficient students **can critique** opposing claims while pointing out the strengths and limitations of both to address the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors by showing relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning through connectors to signal alternate points of view (on the other hand, contrary to common belief, according to) to show comparison/contrast.	● Proficient students **can challenge** ideas respectfully on the strengths and limitations of claims and counterclaims to address the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factor, by establishing perspective for communicating outcomes, consequences, or documentation through a passive voice to emphasize main topic.

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

Social Studies Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
5. **Communicate** and **critique** conclusions	● **Interpret** historical events from a variety of historical and cultural perspectives including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc. **[SS.6-8.EUSH.14.]**	● Proficient students **can summarize** early in the inquiry process interpretations of historical events from a variety of historical and cultural perspectives including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc. by introducing and contextualizing phenomena or events through cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations).	● Proficient students **can elaborate** by adding precision and details to help strengthen the students' conclusions about the historical events from a variety of historical and cultural perspectives including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc. by developing reasoning, sequences with linear and nonlinear relationships, evidence, and details, using dependent clauses to express details as a result of place, manner, duration, extent.	● Proficient students **can counter** a different point of view using claims and evidence from multiple sources, while acknowledging the strengths and limitations of their claims by selecting relevant information to support claims with evidence gathered from multiple sources through a variety of clauses to frame details, examples, quote, data (according to, historians dis/agree, several sources suggest, these data suggest).	● Proficient students **can extend** conversations and give clear examples about the historical events from a variety of historical and cultural perspectives including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc. to show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning through connectors to signal an alternate point of view (on the other hand, contrary to common belief, according to).

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

Social Studies Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
6. **Take** informed action	● **Compare** a current national issue to a historical event from early U.S. History in order to propose a solution based upon past outcomes. **[SS.6-8.EUSH.33.]**	● Proficient students **can retell** short content-related events of how rules, laws, and authorities keep people and property safe and secure by introducing and contextualizing phenomena or events through prepositional phrases of time, place to contextualize phenomena or events (a place where…)	● Proficient students **can connect** the sequential, cyclical, or causal relationships of following or not following rules, laws, and authorities by developing reasoning, sequences with linear and nonlinear relationships, evidence, and details, using complex sentences to clarify causal, linked, time-bound or sequential relationships.	● Proficient students **can respond** to opinion statements of others with reasons or evidence about the purpose of rules and laws and why they are important by selecting relevant information to support claims with evidence gathered from multiple sources through a variety of clauses to frame details, examples, quote, data (according to, historians dis/agree, several sources suggest, these data suggest).	● Proficient students **can** collaboratively **develop** an inquiry about solutions based upon past outcomes by using clarifying questions, apply a range of deliberative and democratic procedures to make decisions to take action in their classrooms and schools, and in out of school civic contexts to demonstrate engagement utilizing everyday, cross-disciplinary, and technical language.

Distribution of Social Studies Key Language Uses in Grades 6-8				
WIDA ELD STANDARD	Narrate	Inform	Explain	Argue
1. Language for Socials Studies	◑	○	●	●

● Most Prominent   ◑ Prominent   ○ Present

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

Section 3B: Social Studies Disciplinary Practices

Practice 1a: Constructing Compelling Questions – Teacher Moves

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
● **Explicitly model** orally the academic language and specific vocabulary required to construct compelling questions. ● **Provide** a system for students to record and process key academic and content-specific vocabulary. ● **Explicit** attention to cognates (words with similar spelling and meaning in different languages). ● **Provide** sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer compelling questions. ● **Use** text with picture support for students to elaborate on newly acquired knowledge. ● **Utilize** L1 resources (spoken, written, and viewed) to build schema. ● **Provide** guided practice with specific feedback. ● **Create** questions that prompt reflective thinking in students. ● **Provide** sufficient wait time for processing and expressing understanding ❖ **Example:** Should conflict be embraced? ● **Provide** a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Explicitly** model orally the academic language and specific vocabulary required to construct compelling questions. **Explicit** attention to cognates. ● **Provide** a system for students to record and process key academic and content-specific vocabulary. ● **Provide** key academic vocabulary during the inquiry process. ● **Create** questions that prompt reflective thinking in students. ● **Provide** sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer compelling questions. ❖ **Example:** Should conflict be embraced? How _____? Why_____, and is there another alternative? ● **Provide** guided practice with specific feedback. ● **Use** text with picture support for students to elaborate on newly acquired knowledge. ● **Provide** sufficient wait time to allow students to formulate ideas and questions in English. ● **Provide** a dialogue structure. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Explicitly** model orally the academic language and specific vocabulary required to construct compelling questions. ● **Provide** a system for students to record and process key academic and content-specific vocabulary. ● **Explicit** attention to cognates (words with similar spelling and meaning in different languages). ● **Provide** key academic vocabulary during the inquiry process. ● **Create** questions that prompt reflective thinking in students. ● **Provide** language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer compelling questions. ❖ **Example:** Should conflict be embraced? How _____, and is there another alternative? Why is_____significant? ● **Provide** guided practice with specific feedback. ● **Provide** sufficient wait time to allow students to formulate ideas and questions in English. ● **Provide** a dialogue structure. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 1b: Constructing Compelling Questions – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Success Criteria With prompting and support, students will be able to construct compelling questions based upon disciplinary concepts, using simple sentence frames and visual supports. With prompting and supports, students will be able to evaluate various interpretations in answer to compelling questions within and across disciplines, using simple sentence frames and visual supports. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** With appropriate supports, students will be able to construct compelling questions based upon disciplinary concepts, using simple and complex sentence frames. With appropriate supports, students will be able to evaluate various interpretations in answer to compelling questions within and across disciplines, using simple and complex sentence frames. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** With appropriate supports, students will be able to construct compelling questions based upon disciplinary concepts, using simple and complex sentence frames as needed. With appropriate supports, students will be able to evaluate various interpretations in answer to compelling questions within and across disciplines, using simple and complex sentence frames as needed. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 2a: Creating Supporting Questions – Teacher Moves

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
● **Explicitly model** orally the academic language and specific vocabulary required to construct supporting questions. ● **Provide** a system for students to record and process key academic and content-specific vocabulary. ● **Explicit** attention to cognates ● **Provide** key academic vocabulary during the inquiry process. ● **Use** text with picture support for students to elaborate on newly acquired knowledge. ● ·Utilize L1 resources (spoken, written, and viewed) to build schema. ● Provide guided practice with specific feedback. ● **Create questions** that prompt reflective thinking in students. ● **Provide** sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer supporting questions. ❖ **Example:** Should conflict be embraced? ● **Provide** sufficient wait time to allow students to formulate ideas in English. ● **Provide** a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. **NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)**	● **Explicitly** model orally the academic language and specific vocabulary required to construct supporting questions. ● **Provide** a system for students to record and process key academic and content-specific vocabulary. ● **Provide** key academic vocabulary during the inquiry process. ● **Provide** sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer supporting questions. ❖ **Example:** Should conflict be embraced? In what ways,_____? What factors would change if_____? ● Provide guided practice with specific feedback. ● **Create questions** that prompt reflective thinking in students. ● **Provide** sufficient wait time to allow students to formulate ideas in English. ● **Use** charts to capture student understanding. ● **Provide** a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. **NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)**	● **Explicitly** model orally the academic language and specific vocabulary required to construct supporting questions. ● **Provide** a system for students to record and process key academic and content-specific vocabulary. ● **Provide** key academic vocabulary during the inquiry process. ● **Provide** sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer supporting questions. ❖ **Example:** Should conflict be embraced? In what ways,_____? What factors would change if_____? In your opinion, _____what is best_____? ● Provide guided practice with specific feedback. ● **Create questions** that prompt reflective thinking in students. ● **Provide** sufficient wait time to allow students to formulate ideas in English. ● **Use** charts to capture student understanding ● **Provide** a dialogue structure. **NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)**

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 2b: Creating Supporting Questions – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Success Criteria	**Success Criteria**	**Success Criteria**
With prompting and supports, students will be able to generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions, using simple sentence frames and visual supports. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	With appropriate supports, students will be able to generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions, using simple and complex sentence frames. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	With appropriate supports, students will be able to generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions as needed. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 3a: Gathering and Evaluating Sources – Teacher Moves

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

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

• **Explicitly model** orally the academic language and specific vocabulary required to gather and evaluate sources.
• **Provide** a system for students to record and process key academic and content-specific vocabulary.
• **Explicit** attention to cognates (words with similar spelling and meaning in different languages).
• **Provide** key academic vocabulary during the inquiry process**.**
• **Utilize L1 resources (spoken, written, and viewed) to build schema.**
• **Use** text with picture support for students to elaborate on newly acquired knowledge.
• **Provide** sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer questions for evaluating sources.
❖ **Example:** I thought that＿＿＿＿?
•   Provide guided practice with specific feedback.
• **Provide** sufficient wait time to allow students to formulate ideas in English.
• **Use** charts to support student understanding.
• **Provide** a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.
NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)
	• **Explicitly** model orally the academic language and specific vocabulary required to gather and evaluate sources.
	• **Provide** a system for students to record and process key academic and content-specific vocabulary.
	• **Provide** key academic vocabulary during the inquiry process.
	• **Provide** sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer questions for evaluating sources.
	❖ **Example:** Should conflict be embraced? I used to think, but now I know＿＿＿. I wonder ＿＿＿.
	• Provide guided practice with specific feedback.
	• **Provide** sufficient wait time to allow students to formulate ideas in English.
	• **Use** anchor charts to support student collaborative sense-making.
	• **Provide** a dialogue structure.
	   ❖ My turn/ your turn
	   ❖ Partner A/Partner B
	   ❖ Collaborative groups
	NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)
		• **Explicitly** model orally the academic language and specific vocabulary required to gather and evaluate sources.
		• **Provide** a system for students to record and process key academic and content-specific vocabulary.
		• **Provide** key academic vocabulary during the inquiry process.
		• **Provide** sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer questions for evaluating sources.
		❖ **Example:** I used to think＿＿＿, but now I know＿. I wonder＿＿＿. Perhaps
		＿＿＿.
		• Provide guided practice with specific feedback.
		• **Provide** sufficient wait time to allow students to formulate ideas in English.
		• **Use** charts to support collaborative sense-making.
		• **Provide** a dialogue structure.
		NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 3b: Gathering and Evaluating Sources – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Success Criteria	**Success Criteria**	**Success Criteria**
With prompting and supports, students will be able to gather relevant information from multiple texts and evaluate the sources, context and corroboration of the texts with close reading and disciplinary skills using simple sentence frames and visual supports.	With appropriate supports, students will be able to gather relevant information from multiple texts and evaluate the sources, context and corroboration of the texts with close reading and disciplinary skills using compound and complex sentence frames.	With appropriate supports, students will be able to gather relevant information from multiple texts and evaluate the sources, context and corroboration of the texts with close reading and disciplinary skills.
With prompting and supports, students will be able to seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each source using simple sentence frames. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	With appropriate supports, students will be able to seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each source using compound and complex sentence frames. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	With appropriate supports, students will be able to seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each source. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 4a: Developing Claims and Using Evidence – Teacher Moves

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
● **Explicitly model** orally the academic language and specific vocabulary required to develop claims and using evidence. ● **Model thinking** to draw inferences supported by details and examples from the text, **using** visuals which may include bilingual labels and words. ● **Provide** a system for students to record and process key academic and content-specific vocabulary. ● **Explicit** attention to cognates ● **Use** text with picture support for students to elaborate on newly acquired knowledge. ● **Provide** sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to claims ❖ **Example:** I claim that_____. ● Provide specific feedback. ● **Provide** sufficient wait time to allow students to formulate ideas in English. ● **Use** charts to support student understanding. ● **Provide** a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. **NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)**	● **Explicitly** model orally the academic language and specific vocabulary required to develop claims and using evidence. ● **Model thinking** to draw inferences supported by details and examples from the text. ● **Provide** a system for students to record and process key academic and content-specific vocabulary. ● **Provide** key academic vocabulary during the inquiry process. ● **Provide** sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses to claims. ❖ **Example:** I claim that_____because_____. ● **Provide** sufficient wait time to allow students to formulate ideas in English. ● Provide specific feedback. ● **Use** anchor charts to support periodic tracking of student collaborative sense-making. ● **Provide** a dialogue structure. ● **Provide** a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. **NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)**	● **Explicitly** model orally the academic language and specific vocabulary required to develop claims and using evidence. ● **Model thinking** to draw inferences supported by details and examples from the text. ● **Provide** a system for students to record and process key academic and content-specific vocabulary. ● **Provide** key academic vocabulary during the inquiry process. ● **Provide** sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses to claims. ❖ **Example:** I claim that_____because_____. ● Provide specific feedback. ● **Provide** sufficient wait time to allow students to formulate ideas in English. ● **Use** anchor charts to support periodic tracking of student collaborative sense-making. ● **Provide** a dialogue structure. **NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)**

Section 3B: Social Studies Disciplinary Practices (continued)

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Success Criteria	**Success Criteria**	**Success Criteria**
With prompting and supports, students will use varied source material to develop an argument based on substantive claims, with strong evidence, and clear reasoning using simple sentence frames.	With appropriate supports, students will use varied source material to develop an argument based on substantive claims, with strong evidence, and clear reasoning using simple and complex sentence frames.	With appropriate supports, students will use varied source material to develop an argument based on substantive claims, with strong evidence, and clear reasoning.
With prompting and supports, students will be able to examine different arguments while pointing out the strengths and limitations of each, using simple sentence frames and visual supports. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	With appropriate supports, students will be able to examine different arguments while pointing out the strengths and limitations of each, using simple and complex sentence frames. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	With appropriate supports, students will be able to examine different arguments while pointing out the strengths and limitations of each. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 5a: Communicating and Critiquing Conclusions – Teacher Moves

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

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

●**Explicitly model** orally the academic language and specific vocabulary required to communicate and critique conclusions.
●**Model thinking** to draw inferences supported by details and examples from the text, **using** visuals which may include bilingual labels and words.
●**Provide** a system for students to record and process key academic and content-specific vocabulary.
●**Explicit** attention to cognates
●**Provide** key academic vocabulary during the inquiry process**.**
●**Use** text with picture support for students to elaborate on newly acquired knowledge.
●**Provide** sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses for conclusions.
❖ **Example:** I am confused_____.
●**Provide** sufficient wait time to allow students to formulate ideas in English.
●**Use** charts to support student understanding.
●**Provide** a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.
NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)
	●**Explicitly** model orally the academic language and specific vocabulary required to communicate and critique conclusions.
	●**Model thinking** to draw inferences supported by details and examples from the text.
	●**Provide** a system for students to record and process key academic and content-specific vocabulary.
	●**Provide** key academic vocabulary during the inquiry process.
	●**Provide** sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses for conclusions.
	❖ **Example:** I am confused_____ because the author claims_____.
	●**Provide** sufficient wait time to allow students to formulate ideas in English.
	●**Use** anchor charts to support periodic tracking of student collaborative sense-making.
	●**Provide** a dialogue structure.
	  ❖ My turn/ your turn
	  ❖ Partner A/Partner B
	  ❖ Collaborative groups
	NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)
		●**Explicitly** model orally the academic language and specific vocabulary required to communicate and critique conclusions.
		●**Model thinking** to draw inferences supported by details and examples from the text.
		●**Provide** a system for students to record and process key academic and content-specific vocabulary.
		●**Provide** key academic vocabulary during the inquiry process.
		●**Provide** sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses for conclusions.
		❖ **Example:** I am confused_____ because the author claims_____. In my opinion, based on other sources,_____the conclusion is_____.
		●**Provide** sufficient wait time to allow students to formulate ideas in English.
		●**Use** anchor charts to support periodic tracking of student collaborative sense-making.
		●**Provide** a dialogue structure.
		NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 5b: Communicating and Critiquing Conclusions – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Success Criteria With prompting and supports, students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning, using simple sentence frames and visual supports to critique conclusions. With prompting and supports, students will be able to participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued, using simple sentence frames. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** With appropriate supports, students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning, using simple and complex sentence frames to critique conclusions. With appropriate supports, students will be able to participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued, using simple and complex sentence frames. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** With appropriate supports, students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning. With appropriate supports, students will be able to participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 6a: Taking Informed Action – Teacher Moves

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

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

• **Explicitly model** orally the academic language and specific vocabulary required to take informed action.
• **Provide** a system for students to record and process key academic and content-specific vocabulary.
• **Explicit** attention to cognates (words with similar spelling and meaning in different languages).
• **Use** text with picture support for students to elaborate on newly acquired knowledge.
• **Create questions** that prompt reflective thinking in students.
• Provide specific feedback.
• **Provide** sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer questions about key details in a text.
❖ **Example:** I believe_____. The solution to the problem is_____.
• **Provide** sufficient wait time to allow students to formulate ideas in English.
• **Use** charts to support understanding.
• **Provide** a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.
NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)
	• **Explicitly** model orally the academic language and specific vocabulary required to take informed action.
	• **Provide** a system for students to record and process key academic and content-specific vocabulary.
	• **Provide** key academic vocabulary during the inquiry process.
	• **Create questions** that prompt reflective thinking in students.
	• Provide specific feedback.
	• **Provide** sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses to ask and answer questions about key details in a text.
	❖ **Example:** I believe_____. The solution to this problem is_____. I know this because_____.
	• **Provide** sufficient wait time to allow students to formulate ideas in English.
	• **Use** anchor charts to support periodic tracking of student collaborative sense-making.
	• **Provide** a dialogue structure.
	  ❖ My turn/ your turn
	  ❖ Partner A/Partner B
	  ❖ Collaborative groups
	NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)
		• **Explicitly** model orally the academic language and specific vocabulary required to take informed action.
		• **Provide** a system for students to record and process key academic and content-specific vocabulary.
		• **Provide** key academic vocabulary during the inquiry process.
		• **Create questions** that prompt reflective thinking in students.
		• Provide specific feedback.
		• **Provide** sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses to ask and answer questions about key details in a text.
		❖ **Example:** I believe_____. The solution to this problem is_____. I know this because_____. Therefore,_____.
		• **Provide** sufficient wait time to allow students to formulate ideas in English.
		• **Use** anchor charts to support periodic tracking of student collaborative sense-making.
		• **Provide** a dialogue structure.
		NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 6b: Taking Informed Action – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Success Criteria With prompting and supports, students will be able to draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional and global problems at various times and places, using simple sentence frames. With prompting and supports, students will be able to apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues, using simple sentence frames and visual supports. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** With appropriate supports, students will be able to draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional and global problems at various times and places, using simple and complex sentence frames. With appropriate supports, students will be able to apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues, using simple and complex sentence frames. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** With appropriate supports, students will be able to draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional and global problems at various times and places. With appropriate supports, students will be able to apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**