

The ELD Standards Framework: Language Arts Grades 4-5

March 23, 2021

Zoom Meeting Protocols

>> Mute your mic upon entering the meeting.



>> Use the chat to ask questions and share ideas and resources.



>> A moderator will let the presenter know if anyone has a question.



Region 15 Comprehensive Center

- One of 19 federally-funded Regional Comprehensive Centers
- Provide capacity-building technical assistance to State Education Agencies
- Thought partners on this project



REGION 15
Arizona | Nevada
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Why have an ELD Standards Framework?

- The education of English learners is a **shared responsibility** of **all** educators.
- English learners must have access to **rigorous, standards-based** instruction.

Purpose

This webinar is part of a series designed for educators to learn how to use the ELD Standards Framework to enact best practices for English learners and other diverse learners.

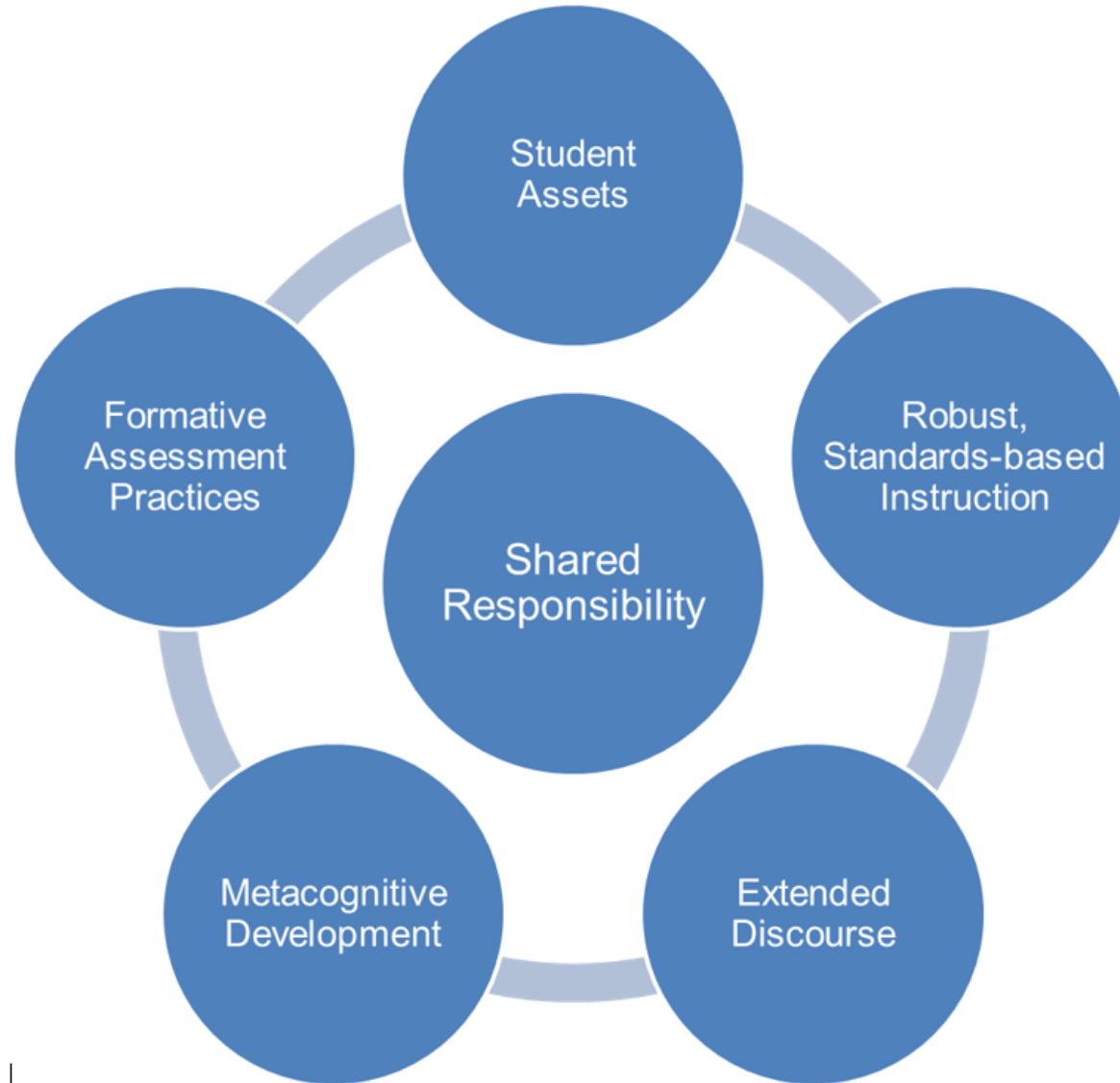
Poll: What's Your Role?

- Classroom ELA Teacher
- Instructional Coach
- English Learner Specialist/Teacher of Special Assignment
- School District Office Staff
- School Administrators
- Regional Professional Development Program Staff
- NDE Staff
- Other (type answer in chat)

Agenda for Today

- Aligning to the ELD Guiding Principles
- Quality Learning of ELA
- Example Lesson
- Applying the ELD Standards Framework for ELA
- Questions and Answers

ELD Standards Framework Guiding Principles (1)



ELD Standards Framework Guiding Principles (2)

Guiding Principle 1: Teachers recognize and **value English Learners' assets:** home language(s), cultural assets, existing knowledge, prior schooling experiences, and English language and translanguageing abilities; teachers **leverage these assets to accelerate** English language development and content proficiency.

Guiding Principle 2: Teachers provide **robust, grade-level, and content standards-based** instruction to EL students with **intentional scaffolding** designed to support their content understandings, language development, and analytical thinking.

Guiding Principle 3: Teachers provide frequent opportunities for EL students to engage in **extended discourse through multiple modalities**, including oral, written, visual, and kinesthetic modes of communication focused on developing students' content understandings, language, and analytical thinking.

ELD Standards Framework Guiding Principles (3)

Guiding Principle 4: Teachers provide **opportunities for ELs to develop metacognitive, metalinguistic, and metacultural awareness** and to use this knowledge to develop autonomy and monitor their progress in content, language, and socio-emotional learning.

Guiding Principle 5: Teachers align **assessment practices with content and language learning goals**; teachers use formative assessment practices during instruction to support ELs' content and English language learning.

Quality Learning of Language Arts

Dimension	Characteristics
Conceptual Focus	<ul style="list-style-type: none">• Develops conceptual understanding of text analysis of finding evidence for the main idea.• Engages students in ELA practices
Participation by Design	<ul style="list-style-type: none">• Engages students in robust, grade-level, cognitive tasks through sustained discourse for understanding of text analysis
Purposeful Focus on Language	<ul style="list-style-type: none">• Develops students' understanding of how language works in ELA and to extend their understanding of the concept of text analysis.

Process Outline for Lesson Planning

- Establish the purpose for reading the text, the necessary ELA practice required for the lesson, and identify text structure.
- Activate prior knowledge, build background knowledge and identify vocabulary words.
- Create application/extension activities that will enable students to apply their understanding.

Scaffolding Throughout the Lesson

- Read and analyze the key ELA concepts and necessary ELA practices required for the lesson.
- Identify key ideas and relevant prior knowledge.
- Create extension activities that will enable students to apply their understanding.

Offer designed-in scaffolding:

- Structures for participation and interaction
- Choices of language to focus on ideas and practices

Start with the Topic

The Transcontinental Railroad



Essential Question:
What were the benefits and costs (or positive/negative effects) overall of the transcontinental railroad?

Nevada Department
of Education

Nevada Ready!

Activating Prior Knowledge

Allow students to share their prior knowledge or lived experiences with the class?



- What is the Spanish word for train? **Tren!**
- Have you ever seen a train?
- What do you know about trains?
- Have you ever rode on a train before?
- What connection do you have with trains?

Allow students to participate in a structure called Rally Robin.

Building Background Knowledge

The prefix trans means...
Across, On The Other Side Of

The word continental means...
Forming or belonging to a continent

When you put the two words part together...
It means transporting across the continent.



Why is it important to activate student's prior knowledge?



Interacting with the Text/Concept (1)

Main Idea

- Identify the main idea and supporting details.

The Transcontinental Railroad

The building of the Transcontinental Railroad is an important part of United States history. As a result of people migrating West for the Gold Rush, the idea of building an east to west railroad became a major goal.

Therefore, in 1862, President Lincoln approved funding for the building of a transcontinental railroad. This railroad was the first mass-transit project to connect the Eastern United States with the new West. Although it was difficult to find an easy way for the train to pass through California, Theodore Judah finally found a safe passage through the Sierra Nevada mountain range.

Workers began building at both ends of the track and met in Promontory Point, Utah. The project was finished on May 10th, 1869, and workers celebrated by joining the two sets of track with a golden spike.

FUN FACT

Modern highway Interstate 80 follows most of the transcontinental railroad's original route.

Vocabulary

Glossary

approved	to accept
funding	money provided by an organization or government
mass-transit	public transportation
migrating	to move from one region to another
transcontinental	crossing a continent



Interacting with the Text/Concept (2)

Transcontinental Railroad: Informational Text

Disciplinary Practices (ELA):

- ❖ Practice 1: Support analysis of grade level complex texts with evidence

Performance Expectations:

Students will identify the main idea and three key details as evidence to support their analysis that have been agreed upon with their partner. Students can say why the key details are key details.

Message/Discourse	Sentence	Word/Phrase
<ul style="list-style-type: none"> • Language of analyzing text • Language of justifying a point • Presenting and justifying key details 	<p>Simple and complex sentences that illustrate evidence for a statement:</p> <ul style="list-style-type: none"> • A key detail from the text is __. • This is a key detail because __. • Key details include ____. • We agree that __ and __ are key details 	<p>General Academic</p> <ul style="list-style-type: none"> • analysis • justify • evidence • details • approve • funding <p>Specific/Technical</p> <ul style="list-style-type: none"> • mass-transit • Migrating • Transcontinental

Interacting with the Text/Concept (3)

The Transcontinental Railroad

- What is the main idea of the passage?
- What details from the passage helped you determine the main idea?

~~The building of the Transcontinental Railroad is an important part of United States history. As a result of people migrating West for the Gold Rush, the idea of building an east to west railroad became a major goal.~~

~~Therefore, in 1862, President Lincoln approved funding for the building of a transcontinental railroad. This railroad was the first mass-transit project to connect the Eastern United States with the new West. Although it was difficult to find an easy way for the train to pass through California, Theodore Judah finally found a safe passage through the Sierra Nevada mountain range.~~

Workers began building at both ends of the track and met in Promontory Point, Utah. The project was finished on May 10th, 1869, and workers celebrated by joining the two sets of track with a golden spike.

Supporting Details #1

Supporting Details #2

Supporting Details #3



Modern highway Interstate 80 follows most of the transcontinental railroad's original route.

Identifying the Main Idea Partner Work

- Students will work with a partner to identify and discuss the main idea of the text.
- Students will identify the details that support the main idea in green and the supporting details in yellow.
- Students will record details from the text on the graphic organizer.

Main Idea:

Supporting Detail # 1

Supporting Detail # 2

Supporting Detail # 3

Source:
Education.com

Expert Jigsaw

- Divide students into groups of 4.
- Assign one student to be the group leader.
- Divide the topic/text into 4 sections.
- Assign each student to learn about specific information from the text.
- Give students time to read/re-read text with a partner/group and become “experts” on the topic they are reading.
- Students discuss the information read in their small group.
- Students present information to the whole group.

Interacting with the Text

Expert Jigsaw

What were the benefits and costs (or positive/negative effects) overall of the transcontinental railroad?

- Divide students into groups of 4.
- Students will read various texts about the Transcontinental Railroad.
- Assign some groups to become experts on the benefits and some groups to become experts on the costs.
- Students will identify, discuss and record details to support the positive/negative effects of building the Transcontinental Railroad.
- Students will record the information they read from the text using note cards labeled positives and negatives to record their answers.
- Students will discuss the positive and negative effects and explain the impact they had on the Transcontinental Railroad.

Extending to Other Ideas

Expert Jigsaw

Who were the laborers behind the construction of the Transcontinental Railroad and what were their experiences and perspectives?

- Divide students into groups of 4.
- Assign each group of students a group of laborers to read about.
- Each student will read a biography about laborers (Chinese, Irish, freed slaves, Native Americans) who worked on the Transcontinental Railroad and what were their experiences and perspectives.
- Students will become experts on the group of laborers they read about.
- Students will record the information they read from the text using note cards to record their answers.

Looking Back

Activity	Purpose
Rally Robin	<ul style="list-style-type: none">• Provides students with an opportunity to share their knowledge of trains and learn from one another.• Establishes the key academic vocabulary understanding the meaning of the words both academic and specific words for the ELA practice and lesson.
Main Idea and key details graphic organizer	<ul style="list-style-type: none">• Scaffolded graphic organizer for students to discuss, identify, and record thoughts and ideas learned.
Paired Activity Role Play	<ul style="list-style-type: none">• Extend the learning for students to apply their understanding of text analysis through paired or independent activity
Expert Jigsaw	<ul style="list-style-type: none">• Students will apply their understanding of text analysis in which they will be required to analyze their portion of the text and share its main ideas with their group.

Dialogue Guide

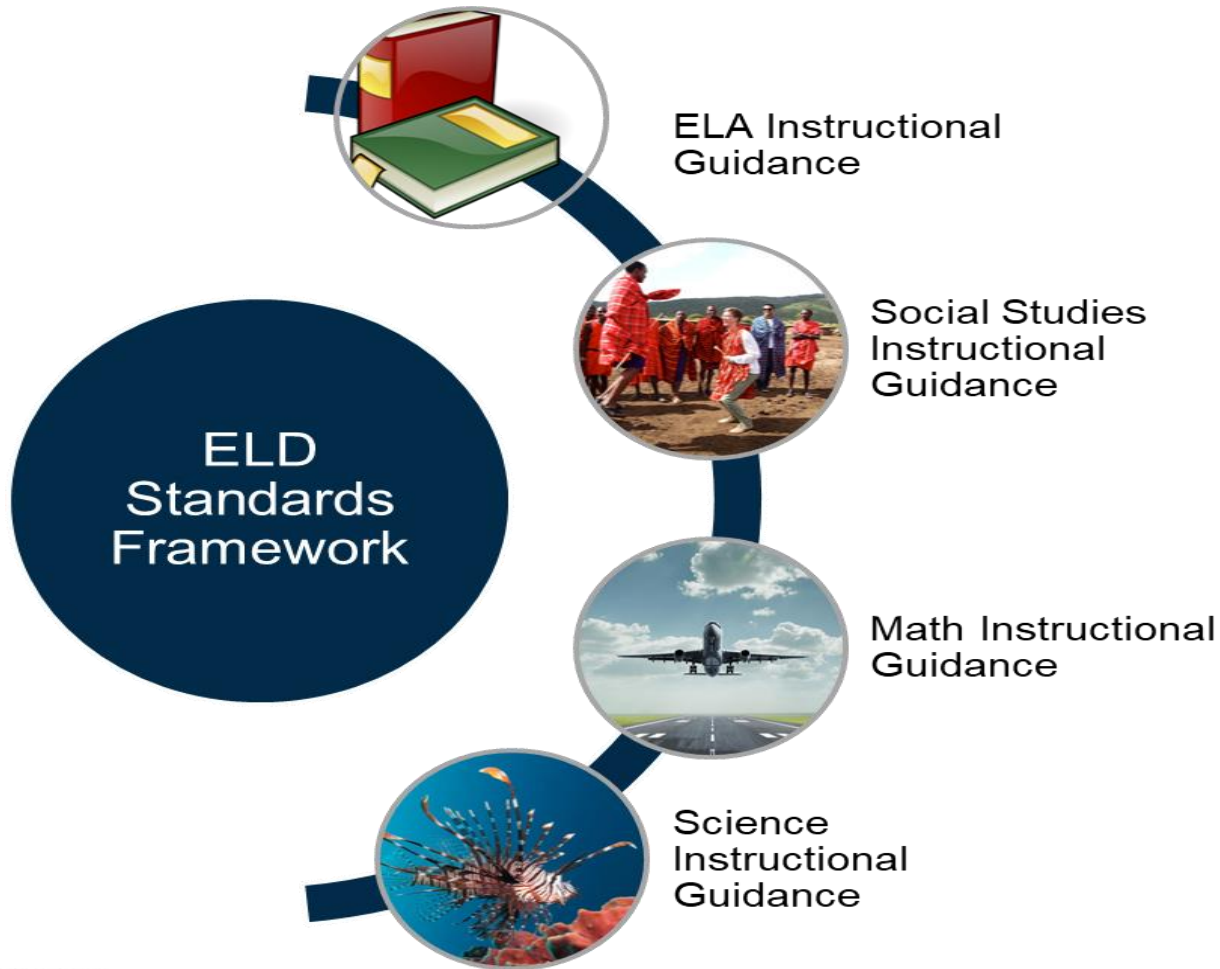
What you can do	What you can say
Share Your Experience	<ul style="list-style-type: none"> • My experience being on a train happened when _____. • I rode on a train when _____. • I have noticed that trains _____. • I can relate to _____ because _____. • An example of _____ in my life is when _____.
Share Your Thoughts and Listen to Others	<ul style="list-style-type: none"> • The primary reason for _____ is _____. • Can someone explain _____. • When you said _____ did you mean _____? • I agree/disagree because _____.
Provide Evidence	<ul style="list-style-type: none"> • An example of _____ is when _____. • To support the main idea claim, the author provides evidence that suggest _____. • Based on the synthesis of the documents, I believe that _____; consequently, _____. • From the reading I know that _____, so _____.

How do these activities support meaningful discourse?

Activity	Purpose
Rally Robin	<ul style="list-style-type: none">• Provides students with an opportunity to share their knowledge of trains and learn from one another.• Establishes the key academic vocabulary understanding the meaning of the words both academic and specific words for the ELA practice and lesson.
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Nevada ELD Standards Framework



A Focus On Elementary Language Arts



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



The Structure of the Framework

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ELD Standards Framework for Developing the Language of Language Arts 4-5

2A: Student Moves: Language Use Expectations

2B: Teacher Moves: Supports for Processing, Producing, and Collaborating in the Language of the Content

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

2A: Student Moves for Receptive Listening & Reading

Section 2A: Student Moves: Language Use Expectations

TASK SAMPLES from the *WIDA Can Do Descriptors, Key Uses Edition* show us that toward the end of a given level of English language proficiency, and with instructional support, **English learners can process or produce...**

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Receptive Listening & Reading	<p>With appropriate visual, graphic or interactive support students can...</p> <ul style="list-style-type: none"> • Match pictures to individual clues based on oral statements. • Identify pictures associated with solutions to short mysteries read aloud. • Match oral statements from narrative or expository material to their illustrated representations. • Determine literal meaning of oral passages from narrative or expository material and match to illustrations. • Find identifying information on biographies from illustrations, words, or phrases. • Sequence events in biographical sketches using illustrations and graphic organizers (e.g., timelines). • Find identifying information illustrative of main ideas from illustrations, words or phrases. • Sort main ideas and details from sentences using visual support and graphic organizers. 	<p>With visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> • Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions. • Sequence pictures of clues/pieces of evidence from mysteries read aloud. • Predict next in a sequence from oral discourse on narrative or expository material supported by illustrations. • Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. • Sort relevant from irrelevant biographical information using illustrations and graphic organizers. • Compare/contrast biographical information from two persons using illustrations and graphic organizers. • Match main ideas with their details from paragraphs using visual support and graphic organizers. • Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support. 	<ul style="list-style-type: none"> • Apply analogies of events or characters in mysteries read aloud to students' lives. • Make connections and draw conclusions from oral discourse using grade level materials. • Synthesize biographical information of two persons from grade-level material to form opinions on people. • Form or infer main ideas from details using grade level materials.

2A: Student Moves for Productive Speaking & Writing

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

TASK SAMPLES from the *WIDA Can Do Descriptors, Key Uses Edition* show us that toward the end of a given level of English language proficiency, and with instructional support, **English learners can process or produce...**

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Productive Speaking & Writing	<p>With appropriate visual, graphic or interactive support students can...</p> <ul style="list-style-type: none"> • Answer Wh- questions to distinguish between pictures of real and imaginary people, objects, or situations. • Describe pictures of imaginary people, objects or situations. • Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables, or legends) depicted visually. • Describe story elements of various genres supported by illustration. • Respond to illustrated events using words or phrases based on models. • List illustrated events using phrases or short sentences based on models. • Identify basic conventions or mechanics in text (e.g., use of capital letters). • Differentiate among uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks). 	<p>With visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> • Provide details of pictures of imaginary people, objects or situations. • Complete scenarios from pictures of imaginary people, objects or situations. • Summarize story lines, issues or conflicts in various genres, supported by illustrations. • Discuss relationships among ideas or offer opinions on issues or conflicts in various genres supported by illustrations. • Depict a series of illustrated events using related sentences in narrative form based on models. • Sequence a series of illustrated events using paragraph transitions in narrative form based on models. • Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series). • Revise illustrated text according to specified conventions or mechanics (e.g., combine sentences to make appositives). 	<ul style="list-style-type: none"> • Make up fantasies about imaginary people, objects or situations. • Propose options or solutions to issues or conflicts in various genres and support response with details. • Produce grade-level narrative stories or reports. • Provide examples and reasons for use of specified conventions or mechanics (e.g., Why do we need commas?).

2B: Teacher Moves: Supports for Processing, Producing, and Collaborating in the Language of the Content

Section 2B: Teacher Moves: Supports for Processing and Producing Language

What general supports can teachers provide to students at different language proficiency levels to process or produce academic language in all language domains? (See the [Go to Strategies Matrix](#), page 19.)

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

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

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

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

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

Looking Back for Moves

Activity	Teacher Moves	Student Moves
Rally Robin	<ul style="list-style-type: none"> • Build background in key language and concepts • Provide a content vocabulary Word Bank with non-linguistic representations • Model orally the academic language and specific vocabulary • Require oral reporting for summarizing group work 	<ul style="list-style-type: none"> • Make predictions based on pictures of clues/pieces of evidence from text, illustrations or maps • Discuss relationships among ideas or offer opinions
Main Idea and key details graphic organizer	<ul style="list-style-type: none"> • Provide a list of important concepts on a graphic organizer. • Pair students to read one text together 	<ul style="list-style-type: none"> • Sort relevant from irrelevant information using illustrations and graphic organizers • Match main ideas with their details from paragraphs using visual support and graphic organizers
Paired activity	<ul style="list-style-type: none"> • Contribute to pair/triad/small group discussions by supporting with examples, asking clarifying questions, and using graphic, interactive, and/or language supports as needed • 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 	<ul style="list-style-type: none"> • Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support

Looking Back for Moves Cont'd.

Activity	Teacher Moves	Student Moves
Expert Jigsaw	<ul style="list-style-type: none">• Scaffold oral reports with note cards and provide time for prior practice• Pair students to read together• Scaffold independent reading• Engage with whole/large group discussions	<ul style="list-style-type: none">• Sort relevant from irrelevant biographical information using illustration and graphic organizers• Compare/Contrast biographical information from two persons using illustrations and graphic organizers
Role Play	<ul style="list-style-type: none">• Require the use of academic language• Provide explicit instruction and practice for students to construct language using sentence and discourse starters and visual aids from text• Use Varied Presentation Formats	<ul style="list-style-type: none">• Complete scenarios from pictures of imaginary people, objects, situations.

Focus on Supporting Analyses

Please Respond in the Chat: 

- How does the sequence of activities provide English Learners with opportunities to engage in the practice of “Supporting Analyses”?
- What additional supports might they need?

Activity

Rally Robin



Main Idea and key details graphic organizer

Paired activity

Expert Jigsaw

The ELD Instructional Guidance for Language Arts in the Content Area of English Language Arts

Support Analyses of Grade-Level Complex Texts

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**:

Language Arts Practices	Example Tasks	Recount	Explain	Argue	Discuss
1. Support analyses of a range of grade-level complex texts with evidence.	<ul style="list-style-type: none"> Students will analyze a range of grade-level complex texts, drawing inferences that are supported by details and examples from the text. 	<ul style="list-style-type: none"> Proficient students will summarize in order the overall structure of events, ideas, concepts or information in complex texts. 	<ul style="list-style-type: none"> Proficient students will elaborate by describing relationships of the details of complex texts. 	<ul style="list-style-type: none"> Proficient students will provide evidence supporting their claims and opinions using the details of complex texts. 	<ul style="list-style-type: none"> Proficient students will extend conversations by developing topics with clear examples and information from complex texts.
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> Students will produce clear, coherent and sequential written reports in which the development, organization, and style are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> Proficient students will produce clear, coherent and sequential content-related written reports. 	<ul style="list-style-type: none"> Proficient students will select appropriate organizational structure to produce clear and coherent content-related written reports. 	<ul style="list-style-type: none"> Proficient students will provide evidence supporting their claims by organizing ideas and information logically and coherently to produce grade-level written reports. 	<ul style="list-style-type: none"> Proficient students will maintain focused conversations to explain the development, organization and style they've selected to produce grade-level written reports.
3. Construct valid arguments from evidence and critique the reasoning of others.	<ul style="list-style-type: none"> Students will construct valid arguments from evidence and critique the reasoning of others. 	<ul style="list-style-type: none"> Proficient students will use varied vocabulary to take a stance, identifying evidence to support their arguments from the text, and critique the reasoning of others by restating and asking clarifying questions. 	<ul style="list-style-type: none"> Proficient students will use varied vocabulary to take a stance, identifying evidence to support their arguments from the text, and critique the reasoning of others by restating and asking clarifying questions. 	<ul style="list-style-type: none"> Proficient students will support claims with evidence from various sources, countering with a different point of view. 	<ul style="list-style-type: none"> Proficient students will discuss their perspectives and defend their reasoning.

3B: Teacher Moves for “Supporting Analyses”

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)
<ul style="list-style-type: none"> • Explicitly model orally the academic, descriptive language, specific vocabulary and structure required to analyze a range of grade-level complex texts, drawing inferences that are supported by details and examples from the text, using visuals which may include bilingual labels and words. • Practice and produce language on topic in small groups or with partners throughout the lesson, using sentence and discourse starters and visual aids from the texts. • Provide specific sentence starters, frames, and a word bank. • 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 with L1 support. • Break down complex text by making explicit the language needed (sentence starters or phrases) to construct simple, compound sentences for high-leverage language functions, e.g. describe or explain) for students to respond to text. <p>❖ Examples: I think the main idea is _____. The main points of this section are _____. (NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model orally the academic language, specific vocabulary and structure required to analyze a range of grade-level complex texts, drawing inferences that are supported by details and examples from the text, in small group conversations. • Practice and produce language on topic in small groups or with partners using sentence and discourse starters and visual aids from the texts. • Use sentence and discourse starters: Explain; Justify; Elaborate • Provide dialogue structures throughout the lesson, e.g. My turn/your turn; Partner A/Partner B; Collaborative groups • 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. • Break down complex text by making explicit the language needed (sentence starters or phrases) to construct simple, compound sentences for high-leverage language functions, e.g. describe or explain) for students to respond to text. <p>❖ Examples: I agree that ____ because _____. It reminded me of ____ because _____. (NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model orally the academic language, specific vocabulary and structure required to analyze a range of grade-level complex texts, drawing inferences that are supported by details and examples from the text. • Provide text and visual supports from the texts. • Use complex sentence and discourse starters: Explain; Justify; Elaborate • Provide dialogue structures throughout the lesson, e.g. My turn/your turn; Partner A/Partner B; Collaborative groups. • Use graphic organizers or other supports for students to identify and elaborate on details from a range of grade-level complex texts, to draw inferences that are supported by details and examples from the text with a partner. • Break down complex text by making explicit the language needed (sentence starters or phrases) to construct compound and complex sentences for high-leverage language functions, e.g. describe or explain) for students to respond to text as needed. <p>❖ Examples: I do not think that the evidence supports _____ because of _____. Others may say _____; however, _____. (NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</p>

3B: Success Criteria for “Supporting Analyses”

Practice 1b: Support Analyses – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Students will...</p> <ul style="list-style-type: none">• Orally explain the analysis of a range of grade-level complex text using visual supports, word banks and sentence frames. <p>(NEPF-IP.3.4; 5.2; 5.3)</p>	<p>Students will...</p> <ul style="list-style-type: none">• Orally explain the analysis of a range of grade-level complex text using visual supports and word banks. <p>(NEPF-IP.3.4; 5.2; 5.3)</p>	<p>Students will...</p> <ul style="list-style-type: none">• Orally explain the analysis of a range of grade-level complex text using visual supports and word banks. <p>(NEPF-IP.3.4; 5.2; 5.3)</p>



Questions and Wrap-up



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Survey

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