ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF MATH GRADES K-1

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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 mathematics. The practices identified in this document were created within the Common Core State Standards (CCSS) for Mathematics. 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** include 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 STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF MATH GRADES K-1

Section 2A: Student Moves: Language Expectations

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Interpretive: Listening, Reading, & Viewing	• **Select** "What comes first, next or last?" in illustrated patterns according to oral directions. • **Imitate** sound patterns with physical movement from modeling. • **Match** pictures of real-life objects with figures of geometric shapes. • **Identify** two-or three-dimensional shapes depicted in illustrations described orally • **Match** labeled pictures with general words related to estimation to pictures of varying quantities.	• **Identify** patterns from pictures from oral directions. • **Find** pairs of matching words and diagrams of geometric shapes. • **Identify** language associated with estimation in illustrated phrases or sentences (e.g., "I see close to 100 nickels.").	• **Form** patterns from pictures from detailed oral directions. • **Identify** words for geometric shapes from labeled diagrams. • **Construct** and identify two-or-three dimensional figures described orally. • **Distinguish** between language of estimation sentences (e.g., "I have almost one dollar.") and language of precision ("I have one dollar.") in illustrated sentences.

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

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Expressive: Speaking, Writing, & Representing	● **Depict** times from illustrated scenes and models using words with invented spellings. ● **Recite** math-related words or phrases related to basic operations from pictures of everyday objects and oral statements. ● **Find** and **reproduce** number words (e.g., from 1-100) from an assortment of labeled visuals.	● **Describe** representations of basic operations from pictures of everyday objects and oral descriptions. ● **Express** times of day from illustrated scenes and models using words with invented spellings. ● **Compare** the size of two objects in pictures using phrases (e.g., "the smaller ball").	● **Make up** related sentences or "stories" about differences in size using comparative language from illustrated scenes. ● **Produce** "stories" about time of day related to events or actions using phrases or short sentences with invented spellings. ● **Compare/contrast** language of basic operations from pictures and oral descriptions. ● **Compare** numbers in graphs or visuals using sentences (e.g., "85 is greater than 75. It goes up higher in the table.").

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
● **Build** background in key language and concepts. ● **Provide** explicit instruction and practice in key social and instructional vocabulary. ● **Model** orally the academic language and specific vocabulary. ● **Provide** explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. ● **Use** physical gestures to accompany oral directives. ● **Label v**isuals and objects with target vocabulary. ● **Introduce** cognates to aid comprehension. ● **Give** two step Contextualized directions. ● **Restate/rephrase** and **use** Patterned Oral Language routines. ● **Preview** the text content with pictures, demos, charts, or experiences. ● **Use** K-W-L charts before reading. ● **Pair** students to read one text together. ● **Preview** text with a Picture Walk. ● **Provide** a list of important concepts on a graphic organizer. ● **Use** Shared Reading and/or simplify the text. ● **Provide** a content vocabulary Word Bank with non-linguistic representations. ● Provide opportunities for translanguaging and multilingual 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. ● **Scaffold** oral reports with note cards and provide time for prior practice. ● **Require** the use of academic language. ● **Require** oral reporting for summarizing group work. ● **Pair** students to read one text together. ● **Use** K-W-L charts before reading. ● **Provide** a list of important concepts on a graphic organizer. ● **Provide** a content vocabulary Word Bank with non-linguistic representations. ● **Use** Jigsaw Reading to scaffold independent reading. ● Provide opportunities for translanguaging and multilingual 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 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 a 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 Math Practices Grades K-1

SECTION 3: INSTRUCTIONAL GUIDANCE: MATH PRACTICES GRADES K-1

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)

Math Practices	Example Tasks	Inform	Explain	Argue	Discuss
1. **Make** sense of problems and persevere in solving them.	Firefly Task	Proficient math students make sense of problems by **describing** and **summarizing** their strategies using, technical word choices, expanded noun groups, sequential signals (*first, second, then, last*), and causal connectors (*because, so*) to provide reasoning.	Proficient math students **explain** their mathematical thinking using expanded noun groups to add specificity, technical word choices to add precision and detail, conditional clauses (*if, then*) to demonstrate relationships.	See Math Practice 3: Construct Viable Arguments.	Proficient math students **recount, elaborate**, and extend the mathematical reasoning of others using everyday, cross-disciplinary, and technical language.
2. **Reason** abstractly and quantitatively.	Firefly Task	Proficient math students **restate** and show their mathematical thinking by using technical word choices to add precision and details, timeless present verbs (*weighs, goes*), past tense verbs to quote (*said, thought, explained*), relating verbs (*is, equals*), and causal connectors (*because, so*) to link ideas and provide reasoning.	Proficient math students **explain** their mathematical thinking using expanded noun groups to add specificity, technical word choices to add precision and detail, conditional clauses (*if, then*) to demonstrate relationships.	See Math Practice 3: Construct Viable Arguments.	Proficient math students **elaborate,** and extend the mathematical reasoning of others using everyday, cross-disciplinary, and technical language.

Math Practices	Example Tasks	Inform	Explain	Argue	Discuss
3. **Construct** viable arguments and critique the reasoning of others.	Make 5 Book	Proficient math students **convey** clear and precise arguments using technical word choices to add precision and details, timeless present verbs (*weighs, goes*), past tense verbs to quote (said, thought, explained), relating verbs (*is, equals*), and causal connectors (because, so) to link ideas and provide reasoning.	Proficient math students **explain** their mathematical thinking using expanded noun groups to add specificity, technical word choices to add precision and detail, conditional clauses (*if, then*) to demonstrate relationships, timeless present (*weighs, goes*), and relating verb forms (*be, have*).	Proficient math students **justify**, **persuade**, and **rationalize** their use of strategies and communicate them to others using evidence. They also **respond** and **evaluate** the mathematical reasoning of others with evidence using technical language, declarative statements to identify position/ provide reasons, and connectors (*because, so, and*) to link claims with evidence.	Proficient math students **recount**, **elaborate**, and **extend** the mathematical reasoning of others using everyday, cross-disciplinary, and technical language.
4. **Model** with mathematics.	Base 10 Menu	Proficient math students **restate** the mathematical reasoning of others using technical word choices to add precision and details, timeless present verbs (*weighs, goes*), past tense verbs to quote (*said, thought, explained*), relating verbs (is, equals), and causal connectors (because, so) to link ideas and provide reasoning.	Proficient math students **explain** their mathematical thinking using expanded noun groups to add specificity, technical word choices to add precision and detail, conditional clauses (*if, then*) to demonstrate relationships, timeless present (*weighs, goes*) and relating verb forms (*be, have*).	See Math Practices 3: Construct Viable Arguments.	Proficient math students **recount, elaborate** on, and extend the mathematical reasoning of others using everyday, cross-disciplinary, and technical language.

Math Practices	Example Tasks	Inform	Explain	Argue	Discuss
5. **Use** appropriate tools strategically.	Firefly Task	Proficient math students **select** and **use** appropriate tools aligned to the mathematical task and **describe** why they use it using technical word choices, timeless present verbs to state on-going facts, relating verbs (have, belong to), speculation to hypothesize (*I think, I wonder if*), and connectors (*because, so, and*) to link steps taken with reasoning.	Proficient math students **explain** their mathematical thinking using expanded noun groups to add specificity (*three equal sides)*, technical word choices to add precision and detail, conditional clauses (*if, then)* to demonstrate relation*ships, timeless present (weighs, goes*) and relating verb forms (*be, have*).	See Math Practices 3.	Proficient math students **recount, elaborate**, and extend the mathematical reasoning of others using everyday, cross-disciplinary, and technical language.
6. **Attend** to precision.	Firefly Task	Proficient math students **use precise mathematical language** to define, classify, describe, or compare-contrast a mathematical concept, reasoning, or process.	Proficient math students **elaborate** by using precise mathematical vocabulary and math specific discourse supported by generalized nouns to identify class (*shapes, patterns, properties*), expanded noun groups (*three equal sides*), relating verbs (be, have) to define, describe, or classify, conditional and causal connectors *(if/then, because, so*) to link ideas, and compare/contrast signals (*both, same, different*) to differentiate attributes.	See Math Practices 3: Construct Viable Arguments.	Proficient math students **recount, elaborate**, and **extend** the mathematical reasoning of others using everyday, cross-disciplinary, and technical language.

Math Practices	Example Tasks	Inform	Explain	Argue	Discuss
7. **Look** for and make use of structure.	Make 5 Book	Proficient math students **identify** and **describe** mathematical structures using technical word choices to add precision and details, expanded noun groups to add specificity (*this has three equal sides*), and compare/contrast signals (*both, same, different, but*) to differentiate attributes of objects.	Proficient math students **explain** their mathematical thinking using expanded noun groups to add specificity, technical word choices to add precision and detail, conditional clauses (*if, then*) to demonstrate relationships, timeless present (*weighs, goes*) and relating verb forms (*be, have*).	See Math Practices 3.	Proficient math students **recount, elaborate**, and extend the mathematical reasoning of others using everyday, cross-disciplinary, and technical language.
8. **Look** for and express regularity in repeated reasoning.	Make 5 Book	Proficient math students **identify** and **describe** repeated reasoning and **evaluate** the reasonableness of intermediate results using expanded noun groups to add specificity, technical word choices to add precision and detail, conditional clauses (*if, then*) to demonstrate relationships, timeless present (*weighs, goes*) and relating verb forms (*be, have*), and causal connectors (*because*, *so*) to link ideas and provide reasoning.	Proficient math students **explain** their mathematical thinking using expanded noun groups to add specificity, technical word choices to add precision and detail, conditional clauses (*if, then*) to demonstrate relationships, timeless present (*weighs, goes*) and relating verb forms (*be, have*).	See Math Practices 3.	Proficient math students **recount**, **elaborate**, and **extend** the mathematical reasoning of others using everyday, cross-disciplinary, and technical language.

Distribution of Math Key Language Uses in Kindergarten and Grade 1				
WIDA ELD STANDARD	Narrate	Inform	Explain	Argue
1. Language for Mathematics	○	●	◐	◐

● Most Prominent ◐ Prominent ○ Present

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

Section 3B: Math Disciplinary Practices

Practice 1a: Make Sense of Problems and Persevere in Solving Them – 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)
● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank. ● **Provide** tasks for students to **draw** a picture of their solution and **label** it. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** consistent opportunities for students to share with a partner or in a small group their thinking using sentence frames to support the production and rehearsal of language. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** simple patterned oral sentence frames for students. **Example:** There are _____. I put_____ on _____. I count _____. ● **Show** students how to **record academic vocabulary** with pictures, words, or symbols **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** students the opportunity to share with a partner or in a small group their thinking using sentence frames to support the production and practice of language. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** simple sentence starters of a leveled list of scaffolding statements**.** **Example:** There were _____. Now I have _____. There are ___ in all. What do you know? **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc. ● **Provide** dialogue structure (ex. partner A talks then partner B). ● **Extend** student language by modeling at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** sentence starters of a leveled list of scaffolding statements. **Example:** There were _____. Now I have _____. There are _____ in all. What do you know? **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 1b: Make Sense of Problems and Persevere in Solving Them – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate** their learning of language and content in **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...** ● **Solve** problems and **identify** the associated academic vocabulary on Exit slips and other formal or informal assessments. ● **Describe** steps to solve problems using pictures, symbols, or artifacts. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With appropriate supports, students will...** ● Orally **explain** and **produce** a graphic representation (illustration or numbers) of their strategy for solving problems. ● **State** some specific and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With appropriate supports, students will...** ● Orally **explain, justify**, and **defend** their problem-solving strategies. ● **Use** specific and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. **Assessment Tool** Assessing the 8 Mathematical Practices Rubric **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 2a: Reason Abstractly and Quantitatively – 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)
● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank. ● **Provide** tasks for students to **draw** a picture of their solution and **label** it. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** consistent opportunities for students to share with a partner or in a small group their thinking using sentence frames to support the production and rehearsal of language. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** simple patterned oral sentence frames for students. **Example:** _____+_____=_____ _____is greater than/less than/equals _____. ● **Show** students how to **record academic vocabulary** on the Mathematically Speaking Task Template with pictures, words, or symbols. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** students the opportunity to share with a partner or in a small group their thinking using sentence frames to support the rehearsal and production of language. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** simple sentence starters of a leveled list of scaffolding statements**.** **Example:** I started with _____. I added/ subtracted _____. Now, I have _____. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** adequate time for students to practice the language and content with opportunity for specific feedback. ● **Provide** advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc. ● **Provide** dialogue structure (ex. partner A talks then partner B). ● **Extend** student language by modeling at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** sentence starters of a leveled list of scaffolding statements. **Example:** If I _____, I will have _____. I know _____ because _____. This is similar to/different than _____ because _____. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 2b: Reason Abstractly and Quantitatively – 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...** ● **Solve** problems and **identify** the associated academic vocabulary on Exit slips and other formal or informal assessments. ● **Describe** steps to solve problems using pictures, symbols, or artifacts. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports students will...** ● Orally **explain** and **produce** a graphic representation (illustration or numbers) of their strategy for solving problems. ● **State** some specific and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports students will...** ● Orally **explain, justify**, and **defend** their problem-solving strategies. ● **Use** specific and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. **Assessment Tool** Assessing the 8 Mathematical Practices Rubric **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 3a: Construct Viable Arguments and Critique the Reasoning of Others – 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)
● **Model** orally the academic language and content specific vocabulary required by the lesson. **Provide** a word bank. ● **Provide** tasks for students to **draw** a picture of their solution and **label** it. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** consistent opportunities for students to share with a partner or in a small group their thinking using sentence frames to support the production and rehearsal of language. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** simple patterned oral sentence frames for students. **Example:** My answer/strategy is _____. My answer/strategy is _____ because _____. My answer is the same/different than yours. Can you please repeat that? ● **Show** students how to **record academic vocabulary** with pictures, words, or symbols. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** students the opportunity to share with a partner or in a small group their thinking using sentence frames to support the production of language, rehearse the language). ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** simple sentence starters of a leveled list of scaffolding statements**.** **Example:** My solution is different from yours. I think this because _____. I used the same/different strategy as you. Can you tell me more about _____? **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc. ● **Provide** dialogue structure (ex. partner A talks then partner B). ● **Extend** student language by modeling at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** sentence starters of a leveled list of scaffolding statements. **Example:** I was thinking about what _____ said, and I was wondering if ____. I don't understand _____. Can you tell me more about _____? **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 3b: Construct Viable Arguments and Critique the Reasoning of Others – 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...** ● **Solve** problems and **identify** the associated academic vocabulary on Exit slips and other formal or informal assessments. ● **Describe** steps to solve problems using pictures, symbols, or artifacts. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports students will...** ● Orally **explain** and **produce** a graphic representation (illustration or numbers) of their strategy for solving problems. ● **State** some specific and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports students will...** ● Orally **explain, justify**, and **defend** their problem-solving strategies. ● **Use** specific and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. **Assessment Tool** Assessing the 8 Mathematical Practices Rubric **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 4a: Model with Mathematics – 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)
● **Model** orally the academic language and content specific vocabulary required by the lesson. **Provide** a word bank. ● **Provide** tasks for students to **draw** a picture of their solution and **label** it. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** math manipulatives and expect students to model math problems. ● **Provide** consistent opportunities for students to share with a partner or in a small group. Provide sentence frames to support language production and practice. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** simple patterned oral sentence frames for students. **Example:** This is _____. There are _____. I used the model _____. ● **Show** students how to **record academic vocabulary** in pictures, words, or symbols. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. **Provide** a word bank. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** math manipulatives and expect students to model math problems. ● **Provide** consistent opportunities for students to share with a partner or in a small group. Provide sentence frames to support language production and practice. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** sentence starters for math expression **Example:** In my model I showed _____ by _____. This part of the model shows _____. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc. **Example:** I decided to draw _____ because _____. In my model _____ represents _____. My model shows _____. ● **Provide** dialogue structure (ex. partner A talks then partner B). ● **Provide** math manipulatives and expect students to model math problems. ● **Extend** student language by modeling at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 4b: Model with Mathematics – 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)
Success Criteria **With prompting and supports, students will...** ● **Solve** problems and **identify** the associated academic vocabulary on Exit slips and other formal or informal assessments. ● **Describe** steps to solve problems using pictures, symbols, or artifacts. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports students will...** ● Orally **explain** and **produce** a graphic representation (illustration or numbers) of their strategy for solving problems. ● **State** some specific and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports students will...** ● Orally **explain, justify**, and **defend** their problem-solving strategies. ● **Use** specific and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. **Assessment Tool** Assessing the 8 Mathematical Practices Rubric **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 5a: Use Appropriate Tools Strategically – 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)
● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank with images. ● **Provide** tasks for students to **draw** a picture of their solution and **label** it. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** consistent opportunities for students to share with a partner or in a small group. Provide sentence frames to support language production and practice. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** simple patterned oral sentence frames for students. **Example:** I drew _____ (name of tool). The best tool is _____ because _____. Can you please repeat that? ● **Show** students how to **record academic vocabulary** with pictures, words, or symbols. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank with images. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time to interpret content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** consistent opportunities for students to share with a partner or in a small group. Provide sentence frames to support language production and practice. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** sentence starters for math expression. **Example:** I'm using a different tool than you because ____. I used ___ tool to solve the problem by ___. I used the same/different tool as you. My reason is _____. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc. **Example:** _____ (name) said _____, and I was wondering if _____ would be a better tool because _____. I didn't understand why/how you used _____ (tool). Please tell me more. ● **Provide** dialogue structure (ex. partner A talks then partner B). ● **Extend** student language by modeling at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 5b: Use Appropriate Tools Strategically – 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...** ● **Solve** problems and **identify** the associated academic vocabulary on Exit slips and other formal or informal assessments. ● **Describe** steps to solve problems using pictures, symbols, or artifacts. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports students will...** ● Orally **explain** and **produce** a graphic representation (illustration or numbers) of their strategy for solving problems. ● **State** some specific and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports students will...** ● Orally **explain, justify**, and **defend** their problem-solving strategies. ● **Use** specific and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. **Assessment Tool** Assessing the 8 Mathematical Practices Rubric **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 6a: Attend to Precision – 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)
● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank. ● **Provide** tasks for students to **draw** a picture of their solution and **label** it. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** consistent opportunities for students to share with a partner or in a small group their thinking using sentence frames to support the production and rehearsal of language. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** simple patterned oral sentence frames for students. **Example:** This picture shows _____ (math term). I labeled it _____. ● **Provide** a math word/concept wall. ● **Show** students how to **record academic vocabulary** with pictures, words, or symbols. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank. ● **Provide and Model** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** students the opportunity to share with a partner or in a small group their thinking using sentence frames to support the rehearsal and production of language. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** simple sentence starters for math expression. **Example:** _____ (math term) means _____ (from word bank). Point to example, I know my answer is correct because _____. I used the label _____ because _____. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc. **Example:** I know this is a _____ (math term) because _____. _____ (math term) means ____ (math definition). An example is _____. (Can be a visual.) ● **Provide** dialogue structure (ex. partner A talks then partner B). ● **Extend** student language by modeling at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 6b: Attend to Precision – 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...** ● **Solve** problems and **identify** the associated academic vocabulary on Exit slips and other formal or informal assessments. ● **Describe** steps to solve problems using pictures, symbols, or artifacts. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports, students will...** ● Orally **explain** and **produce** a graphic representation (illustration or numbers) of their strategy for solving problems. ● **State** some specific and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports, students will...** ● Orally **explain, justify**, and **defend** their problem-solving strategies. ● **Use** specific and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. **Assessment Tool** Assessing the 8 Mathematical Practices Rubric **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 7a: Look For and Make Use of Structure – 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)
● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank. ● **Provide** tasks for students to **draw** a picture of their solution and **label** it. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** consistent opportunities for students to share with a partner or in a small group their thinking using sentence frames to support the production and rehearsal of language. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** simple patterned oral sentence frames for students. **Example:** I noticed _____. How are _____ the same/different? ● **Provide** a math word/concept wall. ● **Show** students how to **record academic vocabulary** with pictures, words, or symbols. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** simple sentence starters of a leveled list of scaffolding statements**.** **Example:** _____ and _____ are similar/different because _____. I can break apart _____ and make _____ and _____. I can put together _____ and _____ to make _____. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc. ● **Provide** dialogue structure (ex. partner A talks then partner B). ● **Extend** student language by modeling at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** sentence starters of a leveled list of scaffolding statements. **Example:** We learned about _____ before and that helped us solve this problem by _____. I broke the problem into smaller steps by _____. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 7b: Look For and Make Use of Structure – 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...** ● **Solve** problems and **identify** the associated academic vocabulary on Exit slips and other formal or informal assessments. ● **Describe** steps to solve problems using pictures, symbols, or artifacts. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports, students will...** ● Orally **explain** and **produce** a graphic representation (illustration or numbers) of their strategy for solving problems. ● **State** some specific and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports, students will...** ● Orally **explain, justify**, and **defend** their problem-solving strategies. ● **Use** specific and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. **Assessment Tool** Assessing the 8 Mathematical Practices Rubric **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 8a: Look For and Express Regularity in Repeated Reasoning – 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)
● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank. ● **Provide** tasks for students to **draw** a picture of their solution and **label** it. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** consistent opportunities for students to share with a partner or in a small group their thinking using sentence frames to support the production and rehearsal of language. **Example:** I see the pattern _____. I can continue the pattern by _____. ● **Provide** a math word/concept wall. ● **Show** students how to **record academic vocabulary** with pictures, words, or symbols. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** a word bank. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Use** pictures, symbols, and illustrations when possible. ● **Provide** adequate time for students to process the language and content. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Recast** student speech to further model at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** students the opportunity to share with a partner or in a small group their thinking using sentence frames to support the rehearsal and production of language. **Example:** I identified the pattern _____. The repeated patterns I found are _____. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**	● **Model** orally the academic language and content specific vocabulary required by the lesson. ● **Provide** adequate time for students to practice the language and content with opportunity to receive specific feedback. ● **Provide** advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc. ● **Provide** dialogue structure (ex. partner A talks then partner B). ● **Extend** student language by modeling at an appropriately scaffolded level the use of language with content. ● **Provide** tasks for students to **use** illustrations or numbers to **explain** their understanding. ● **Provide** tasks for students to **state** and **clarify** their **reasoning** to a partner or small group and **listen to the ideas** of others to agree or disagree with reasons. ● **Provide** sentence starters of a leveled list of scaffolding statements. **Example:** The pattern shows _____, so I know _____. The rule is _____, so I know _____. **(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)**

Section 3B: Math Disciplinary Practices (continued)

Practice 8b: Look For and Express Regularity in Repeated Reasoning – 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...** ● **Solve** problems and **identify** the associated academic vocabulary on Exit slips and other formal or informal assessments. ● **Describe** steps to solve problems using pictures, symbols, or artifacts. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports, students will...** ● Orally **explain** and **produce** a graphic representation (illustration or numbers) of their strategy for solving problems. ● **State** some specific and technical academic vocabulary in their explanation and justification of one of the preferred student strategies. **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**	**Success Criteria** **With an appropriate level of supports, students will...** ● Orally **explain, justify**, and **defend** their problem-solving strategies. ● **Use** specific and technical academic vocabulary in their explanation, justification, and defense of one of the preferred student strategies. **Assessment Tool** Assessing the 8 Mathematical Practices Rubric **(NEPF – IP.1.3; 2.2; 3.4; 5.3)**