

Introduction to the Nevada English Language Development (ELD) Standards Framework and the ELD Instructional Guidance Documents

Overview

The Nevada Department of Education (NDE) initiative for the development of a Nevada English Language Development (ELD) Framework and the supporting ELD Instructional Guidance documents was developed in response to educators' appeals for deeper clarity of the Nevada ELD standards adopted from World-Class Instructional Design and Assessment (WIDA) in 2012. The increase in Nevada's English learners school-age population, an 85% growth between 2000 and 2016, [Migration Policy Institute Fact Sheet](#), along with accountability policies for higher academic content standards and higher academic outcomes for all students, [Every Student Succeeds Act \(ESSA\)](#) compelled the need for additional instructional supports and professional learning opportunities for all educators.

Educators in various roles from across the State participated in the development of the ELD Standards Framework and the ELD Instructional Guidance Documents.

*ELD Standards are partners
with Content Academic
Standards in articulating the
practices, knowledge and
skills students will need.*

The WIDA "Can Do Philosophy," embedded in the Nevada ELD Standards Framework and the ELD Standards Instructional Guidance documents, refutes the notion of the ELD Standards for English learners (ELs) as simply an obstacle to overcome or as a bridge to first cross before English learners can acquire the Academic Content Standards and College and Career Readiness Standards. Instead, the ELD Standards are viewed as partner standards articulating the practices, knowledge, and skills students will need to access the adopted state content standards.

Within these ELD Standards, simultaneous development of language and content-area knowledge, skills, and abilities are assumed. ELs do not need to wait until their English Language Proficiency (ELP) is sufficiently developed to participate in content area instruction and assessment.

Additional evidence revealed significant gaps between the academic performance of English learners and their Non-EL peers. The assessment data below in **Table 1**, and **Figures 1 - 3** underline the need for integration of the ELD Standards and the Nevada Academic Content Standards.

Table 1: 2018-2019 State Assessments (SBAC) Result Comparison of Current English Learners and Non-English learners

SBAC Assessment	% Math Proficient	% ELA Proficient	ACT Assessment	% Math Proficient	% ELA Proficient
State	37.5	48.5	State	25.5	46.7
EL Current	14.6	15.8	EL Current	1.3	4.3
Non-EL	41.8	54.5	Non-EL	28.6	52.1

Figure 1: 2018-2019 Elementary State Assessments (SBAC) Results comparison of English learners to State Measure of Interim Progress

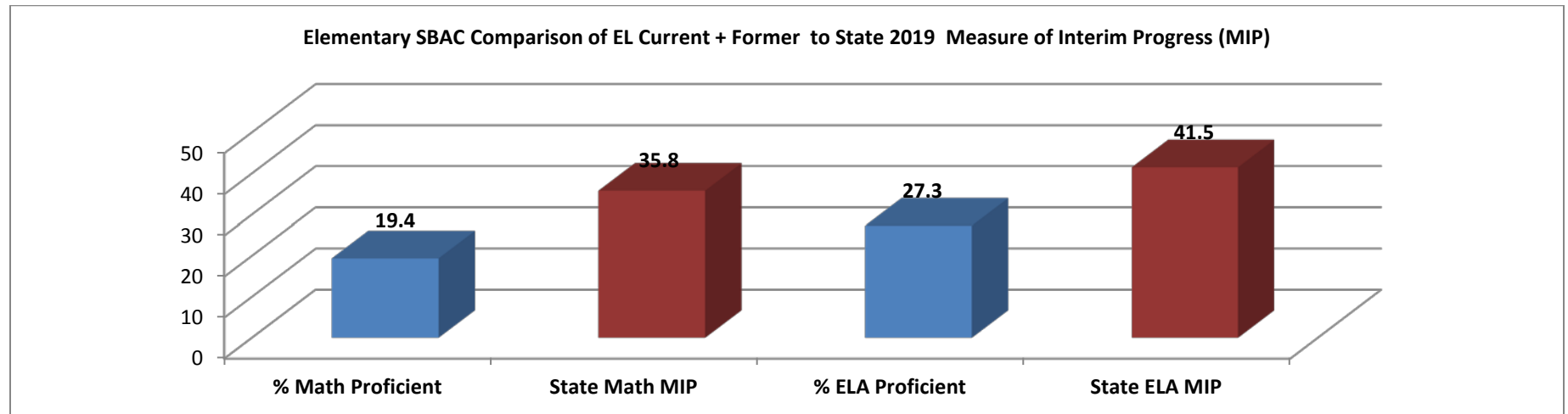


Figure 2: 2018-2019 Middle School State Assessments (SBAC) Results comparison of English learners to State Measure of Interim Progress

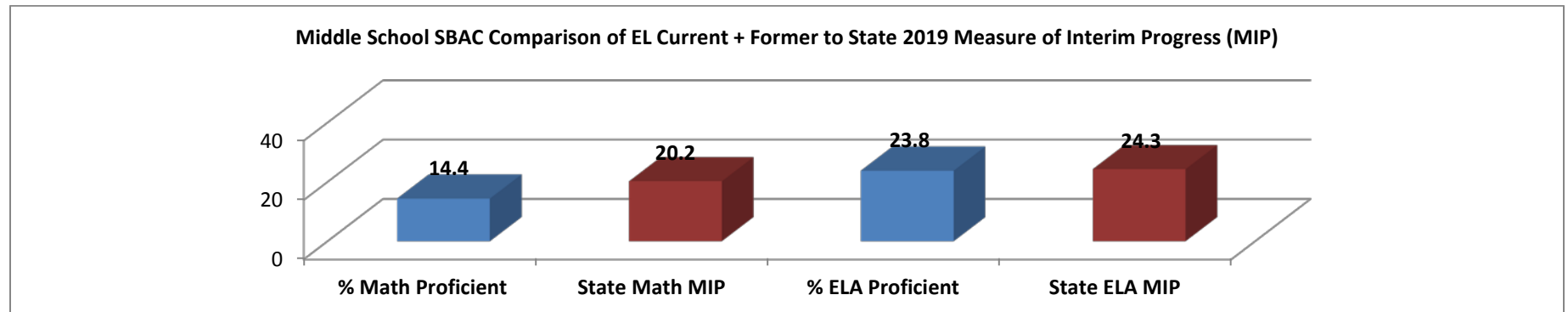
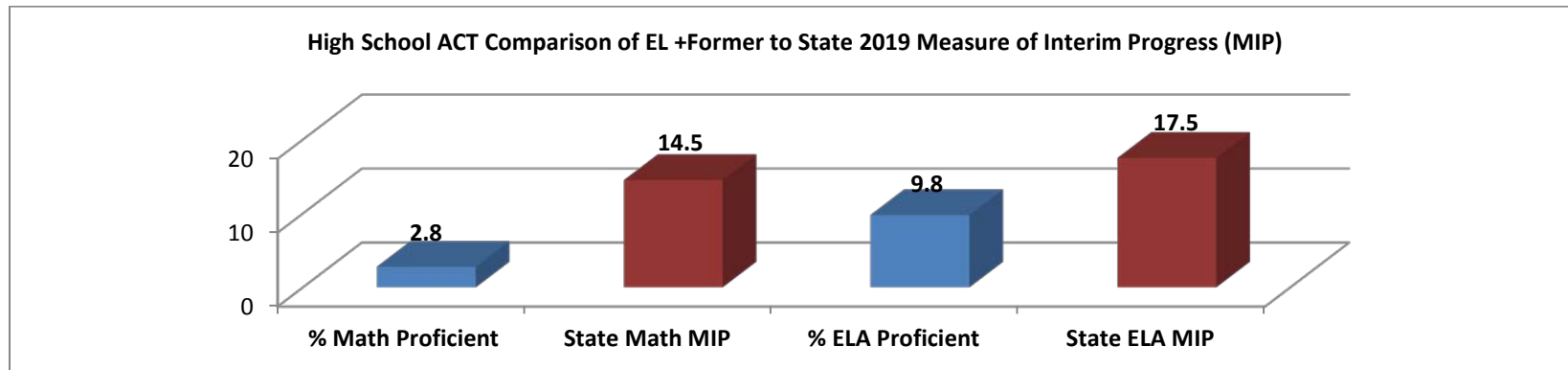


Figure 3: 2018-2019 High School State Assessments (ACT) Results comparison of English learners to State Measure of Interim Progress



Purpose

The purpose of the ELD Standards Instructional Guidance documents is to provide clarity in the implementation and successful integration of the Nevada ELD Standards with content standards and instruction (Table 2). Educators will be able to make clear connections between the content standards, content disciplinary practices, and the ELD standards. In addition, the Nevada ELD Instructional Guidance documents were written to align with NDE's Goal 4- "All students served by effective educators" and will support educators' understanding of the application of the Nevada Educator Performance Framework (NEPF) Standards of best practices for English learners and other diverse student populations.

The Nevada ELD Standards Framework and the ELD Standards Instructional Guidance documents are in response to the increased demands of changing content standards that have shifted the paradigm of curriculum, instruction, and assessments.

All educators will need instructional supports and professional learning opportunities to expand their understanding of this paradigm shift. [Teaching Academic Content and Literacy to English Learners](#) (What Works Clearing house, 2014) and [Language, Literacy, and Learning in the Content Areas](#) (Stanford University School of Education, 2012) are examples of some of the most up-to-date thinking in the field of English Language Acquisition and Academic Content Achievement that informed this work.

The ELD Standards Framework and the supporting ELD Standards Instructional Guidance documents operationalize best practices in the Nevada Educators Performance Framework (NEPF) Standards for diverse learners.

Table 2: The Nevada Adopted WIDA English Language Development (ELD) Standards

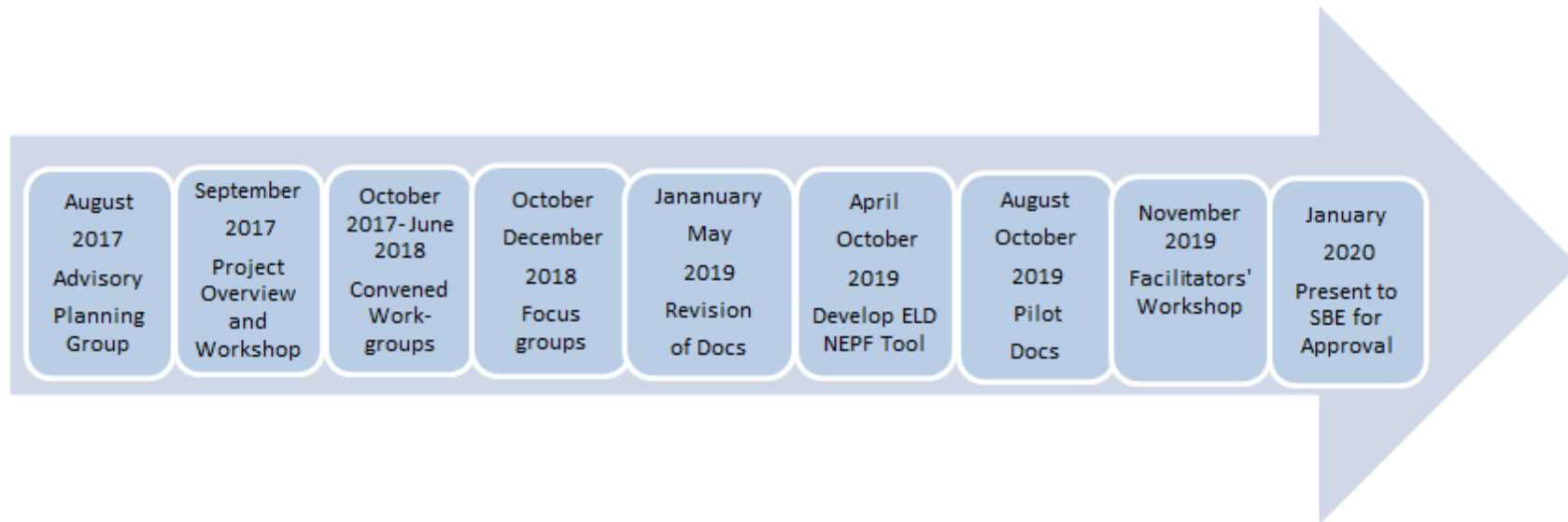
ELD Standards	ELD Performance Standards
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
ELD Standard 3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

Process and Timeline

The NDE Title III office convened an ELD Standards Advisory Committee on August 4, 2017, to guide the planning of the ELD Standards Framework initiative for the state of Nevada. The NDE English Language Learners team invited English Learner (EL) specialists and content experts from around the State to participate. The knowledgeable group included content area classroom teachers, EL specialists, state content area professional development trainers, district administrators of EL programs, representatives from higher education institutions, and other practitioners from across a variety of K-12 content disciplines (Math, English Language Arts, Social Studies, and Science).

Figure 4 provides a timeline of the Nevada ELD Standards Framework and ELD Instructional Guidance documents’ development and implementation milestones.

Figure 4: Nevada ELD Standards Framework and ELD Instructional Guidance Document Development and Implementation Milestones



Connecting to Cross Disciplinary Practices:

The ELD Standards Instructional Guidance documents specify the connection of the ELD Standards to the content disciplinary practices of English Language Arts (ELA), Mathematics (MA), Next Generation Science Standards (NGSS) and Social Studies (SS). The term “practices” refers to behaviors essential to developing students’ apprenticeship to engage with the content in accelerating the language development and content-area achievement of English learners. The practices identified in the ELD Standards Instructional Guidance documents were created within the Common Core State Standards (CCSS) for Mathematics, Next Generation Science Standards (NGSS), Council of Chief State School Officers (CCSSO) for English Language Arts, and the National Council for the Social Studies for the social studies practices. 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.

Figure 5 and **Table 3** below illustrate examples of crosscutting, overlapping correspondences among content disciplinary practices: Mathematical Practices (MPs); Science & Engineering Practices (SEPs); English Language Arts Practices (EPs); and Social Studies Practices (SPs).

Figure 5: Intersecting correspondences among content disciplinary practices also shown in Table 3

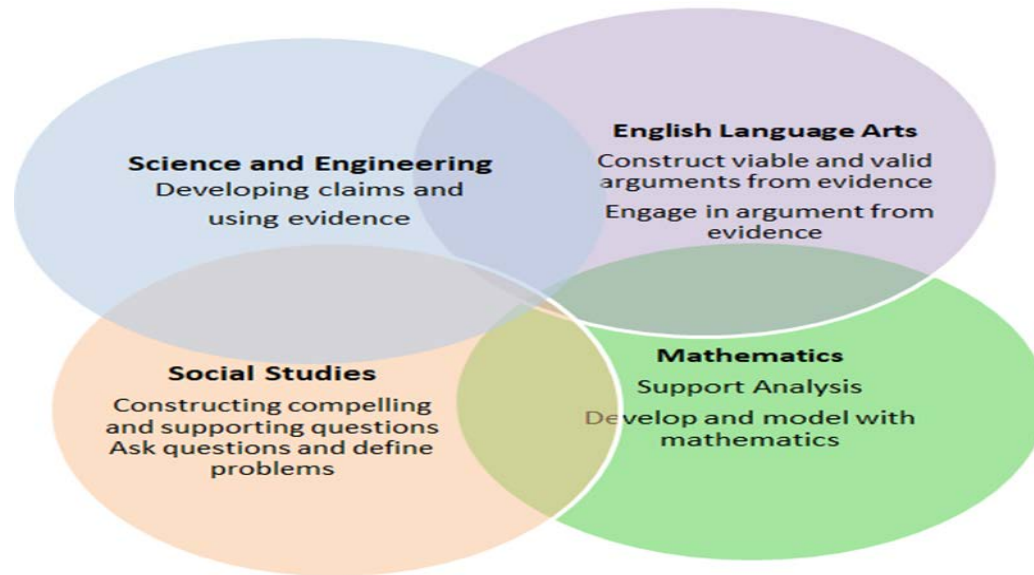


Table 3: Intersecting Correspondences of Disciplinary Practices

Disciplinary Practices	Disciplinary Practices Intersection
<p>Mathematical Practices (MPs)</p> <ul style="list-style-type: none"> • MP1: Make sense of problems and persevere in solving them • MP2: Reason abstractly and quantitatively • MP3: Construct viable arguments and critique the reasoning of others • MP4: Model with mathematics • MP5: Use appropriate tools strategically • MP6: Attend to precision • MP7: Look for and make use of structure • MP8: Look for and express regularity in repeated reasoning 	<p>Mathematical Practices (MPs)</p> <ul style="list-style-type: none"> • MP1: EP1. Support analysis of range of grade-level complex texts and evidence • MP3: EP3: SP4. Construct viable and valid arguments from evidence and critique reasoning of others. • MP3: SP1. Constructing compelling questions • MP3: SP4. Developing claims and using evidence • MP5: EP7. Use technology and digital media strategically and capably • MP4: SEP2. Develop and use models • MP4: SEP4. Model with mathematics • MP8: SEP5. Use mathematics and computational thinking

Disciplinary Practices	Disciplinary Practices Intersection
<p>Science and Engineering Practices (SEPs)</p> <ul style="list-style-type: none"> • SEP1: Asking questions and defining problems • SEP2: Developing and using models • SEP3: Planning and carrying out investigations • SEP4: Analyzing and interpreting data • SEP5: Using mathematics and computational thinking • SEP6: Constructing explanations and designing solutions • SEP7: Engaging in Argument from Evidence • SEP8: Obtaining, Evaluating, and Communicating Information 	<p>Science and Engineering Practices (SEPs)</p> <ul style="list-style-type: none"> • SEP1: EP1. Support analysis of range of grade-level texts and evidence • SEP2: MP4. Developing and using models • SEP3: SP4: SP6. Developing claims and using evidence and taking action • SEP6: SP1:..SP2. Constructing compelling questions and creating supporting questions • SEP7: EP3: MP3. Construct viable and valid arguments from evidence and critique reasoning of others • SEP8: EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
<p>English Language Arts Practices (EPs)</p> <ul style="list-style-type: none"> • EP1: Support analyses of a range of grade-level complex texts • EP2: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • EP3: Construct valid arguments from evidence and critique the reasoning of others • EP4: Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts • EP5: Build upon the ideas of others and articulate his or her own when working collaboratively • EP6: Use English structures to communicate content-specific messages 	<p>English Language Arts Practices (EPs)</p> <ul style="list-style-type: none"> • EP3: SEP6: SEP7: MP3. Construct viable and valid arguments from evidence and critique reasoning of others • EP4: SP3: SP4: SP5. Construct compelling and supporting questions, develop claim from evidence, critique conclusions • EP3:SEP7. Engage in argument from evidence • EP2: SEP8. Obtain evaluate, and communicate information
<p>Social Studies Practices (SPs)</p> <ul style="list-style-type: none"> • SP1: Constructing compelling questions • SP2: Creating supporting questions • SP3: Gathering and evaluating sources • SP4: Developing claims and using evidence • SP5: Communicating and critiquing conclusions • SP6: Taking informed action 	<p>Social Studies Practices (SPs)</p> <ul style="list-style-type: none"> • SP1: SEP1: SEP6 Constructing compelling and supporting questions Ask questions and define problems • SP4: SEP6: SEP7: MP3: EP3 Construct viable and valid arguments from evidence and critique reasoning of others • SP3: SEP8. Obtain evaluate, and communicate information • SP6: SEP6. Construct explanations and design solutions

Key Concepts

Language development is fundamental for content learning. Language development standards provide educators a window into the academic language development across content areas. The components of the Nevada ELD standards adopted from the [2012 WIDA Amplified ELD Standards](#) will support all educators to organize curriculum, instruction, and assessment around academic language development in the content disciplines.

The Nevada ELD Standards Framework clarifies best practices for all teachers and administrators to ensure that ELs experience grade-level academic success across content areas. The ELD Standards Framework implementation has the potential to build the efficacy of all educators working with diverse students to employ language-development instructional approaches within the context of the content that benefit all learners. To this end, knowledgeable practitioners and experts in the field have developed the Nevada ELD Standards Framework and the ELD Standards Instructional Guidance documents to support teachers and administrators to provide effective language instruction through the content disciplinary practices.

Using the Nevada ELD Standards Framework and the ELD Standards Instructional Guidance Documents

The **Nevada ELD Standards Framework** placed at the beginning as a preamble to the **ELD Standards Instructional Guidance documents** reinforces the “Can Do Philosophy” of what English learners can do with instructional support in the various English proficiency levels of Entering/Emerging (Levels 1-2); Developing/Expanding (Levels 3-4); and Bridging/Reaching (Levels 5-6). What English learners “Can Do”, called “Student Moves” identified across the proficiency levels, are sample language use expectations within the specific content discipline. The **Nevada ELD Standards Framework** also provides research-based, universal practices for English learners that all teachers in any content area can use to support the English language development of English learners within the context of the content. These are called “Teacher Moves”, the actions, practices and approaches that teachers can do to provide effective instruction for English learners and other diverse student populations.

The instructional support documents, the **ELD Standards Instructional Guidance documents**, illuminate the content disciplinary practices of English Language Arts, Math, Science, and Social Studies using the WIDA Key Uses of Academic Language (Recount, Explain, Argue, and Discuss) and describe what teachers can do to support the simultaneous development of academic language and content for linguistically diverse students at various levels of English language development. The **ELD Standards Instructional Guidance documents** are “Teacher Moves”, the strategies and practices, illustrated in example tasks that support teachers in their understanding of how to teach language development simultaneously within the content. The **ELD Standards Guidance documents** also include the student “Success Criteria”, examples of how students will be able to demonstrate their learning of language and content at different language proficiency levels.

Document Format and Organization

The ELD Framework is organized into three (3) sections:

- ❖ Section 1: ELD Standards Framework Overview Narrative
- ❖ Section 2: ELD Framework for Developing Language in the Content Areas
 - 2A Student Moves: Language Expectations (Can Do Descriptors)
 - 2B Teacher Moves: Supports for Processing and Producing Language

- 2C Teacher Moves: Supports for Collaborating in the Academic Language
- ❖ Section 3: ELD Instructional Guidance Document in the Content Discipline
 - 3A Summary: Content Disciplinary Practices and Example Tasks
 - 3B Teacher Moves: Content Disciplinary Practices with Example Tasks in the Content
 - 3C Student Success Criteria.

Definitions

Student Moves are language descriptors of proficiency level statements that illustrate what students “Can Do” with language at various English Language Proficiency (ELP) levels: Entering/Emerging (Level 1- 2), Developing/Expanding (Level 3-4) and Bridging/Reaching (Level 5 -6). These are shown in the language domains of Receptive (Listening and Reading) and Productive (Speaking and Writing).

Teacher Moves are research-based supports for ELs and other students to process, produce, interpret, and collaborate in the academic language to make meaning of the learning. The research-based, universal practices and approaches of the Nevada ELD Standards Framework provide actionable steps that all teachers can take to provide effective instruction for English learners and other diverse student populations.

ELD Standards Instructional Guidance documents provide the context for the language development within the content disciplines. The research-based approaches and strategies are used to support teachers to help ELs to simultaneously build language along with content knowledge. These best practices will provide ELs access to grade-level, standards-based content instruction. The approaches and strategies suggested will benefit all learners.

Content Disciplinary Practices refer to behaviors essential to developing students’ apprenticeship to engage with the content in accelerating the language development and content-area achievement of English learners. The practices identified in the ELD Standards Instructional Guidance documents were created within the Common Core State Standards (CCSS) for Mathematics, Next Generation Science Standards (NGSS) for science, the Council of Chief State School Officers (CCSSO) for English Language Arts, and the National Council for the Social Studies for the social studies practices.

English Learner Proficiency Level is an English learner’s designated English Language Proficiency level (ELP). A student’s designated ELP level represents a current performance level, not a fixed status. An ELP level does not identify a student (e.g., “Level 1 student”), but rather identifies what a student knows and can do at a particular stage of English language development within each language domain of listening, speaking, reading or writing.

The ELP designations are listed below:

Level 1: Entering/Beginner/Preproduction

Level 2: Emerging/Beginning/Production/Early Intermediate

Level 3: Developing/Intermediate

Level 4: Expanding/Advanced Intermediate/Early Advanced

Level 5: Bridging/Advanced

Level 6: Reaching - Full English Proficiency Level

ELD Standards Framework Workgroups

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