Nevada English Language Development (ELD) Standards Framework Narrative

An Education Imperative

Students are the pillars of our nation, and their well-being is fundamental to the democratic principles of a just and equitable society. The 2020 NDE State Goals for public education express Nevada's commitment to equitable education for all students without regard to age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status. The Education Imperative refers to the shared responsibility of educational policymakers and practitioners to ensure that all students, including those from diverse cultural, ethnic, and linguistically different backgrounds, receive an education that reflects the ideals of a just society. The assurance of equity is vital to improving school readiness and equal access to educational opportunity. Only when a systemic embrace of equity as a core value is used to shape educational policy and practice, will significant progress in the college and career readiness of all students be achieved.

The Nevada English Language Development Standards Framework

Educators across Nevada are committed to equitable educational outcomes for all students, including those from diverse cultural, ethnic, and linguistically different backgrounds. Research supports that the number of years required for multilingual learners (also referred to as English learners) to develop English proficiency at a level commensurate with a native speaker varies. Therefore, it is necessary that instruction for mastery of academic content area standards occur simultaneously with English language development instruction. To support its 18 school districts in this complex endeavor, the Nevada Department of Education (NDE) joined the national WIDA consortium for the education of English learners in 2012 and adopted its English Language Development standards. NDE utilized Title IIA grant funding in 2018 to convene knowledgeable content experts and English learner specialists from around the state to develop the Nevada ELD Standards Framework in response to educators' appeals for professional learning and clarity around instructional approaches that integrate the Nevada ELD Standards with content area instruction. The contributions of these experts was informed by the most up-to-date thinking in the field of English language acquisition and academic content achievement.

The resulting Nevada ELD Standards Framework is designed as an implementation tool which provides educators with practical instructional methods to achieve positive content and language learning outcomes for multilingual learners that narrow or eradicate any opportunity gaps.

A Vision Statement for Multilingual Learner Education in Nevada

The state of Nevada is committed to the social and academic success of its multilingual learner students. It is the vision of the state of Nevada that all

- multilingual learners attend schools in which all educators share responsibility for their social and academic success.
- multilingual learners are taught by effective, well-prepared, and culturally responsive educators who support them in attaining high standards and expectations in an assets-based learning environment.
- Nevada educators have the resources and professional learning they need to simultaneously advance students' academic and linguistic development.
- multilingual learners progress in school and graduate prepared with the knowledge, skills, and abilities necessary for college and/or career readiness.
- multilingual learners succeed educationally and contribute to a diverse global society.

Overview

The Overview of the Nevada ELD Standards Framework provides the rationale, purpose, and framework components to be used for instructional planning and application.

Rationale

Between 2000 and 2016, Nevada's English learner population increased by eighty-five percent (85%). In response, state leaders established stronger accountability policies for mastery of rigorous academic content standards and higher academic outcomes for all students. Additionally, the state-legislated Nevada English Mastery Council, along with parents, students, and educators expressed the need for instructional supports and professional learning opportunities geared towards effective instruction for English learners. State (CRT) and national (ACT) educational assessment data collected by the Nevada Department of Education (NDE) indicate existing opportunity gaps for diverse student populations, including English learners. As indicated in Figure 1 and Figure 2 below, the percent of students from diverse groups demonstrating proficiency in English Language Arts (ELA) and Math is consistently 30% - 50% lower than that of White or Asian student populations. This differential, also referred to as the Opportunity Gap, has contributed to a sense of urgency on the part of Nevada's educators. The Education Imperative for equity and shared responsibility for the academic success of English learners brings focus to the need for Nevada's educators to address linguistic and cultural differences in the instructional practices for diverse student populations.

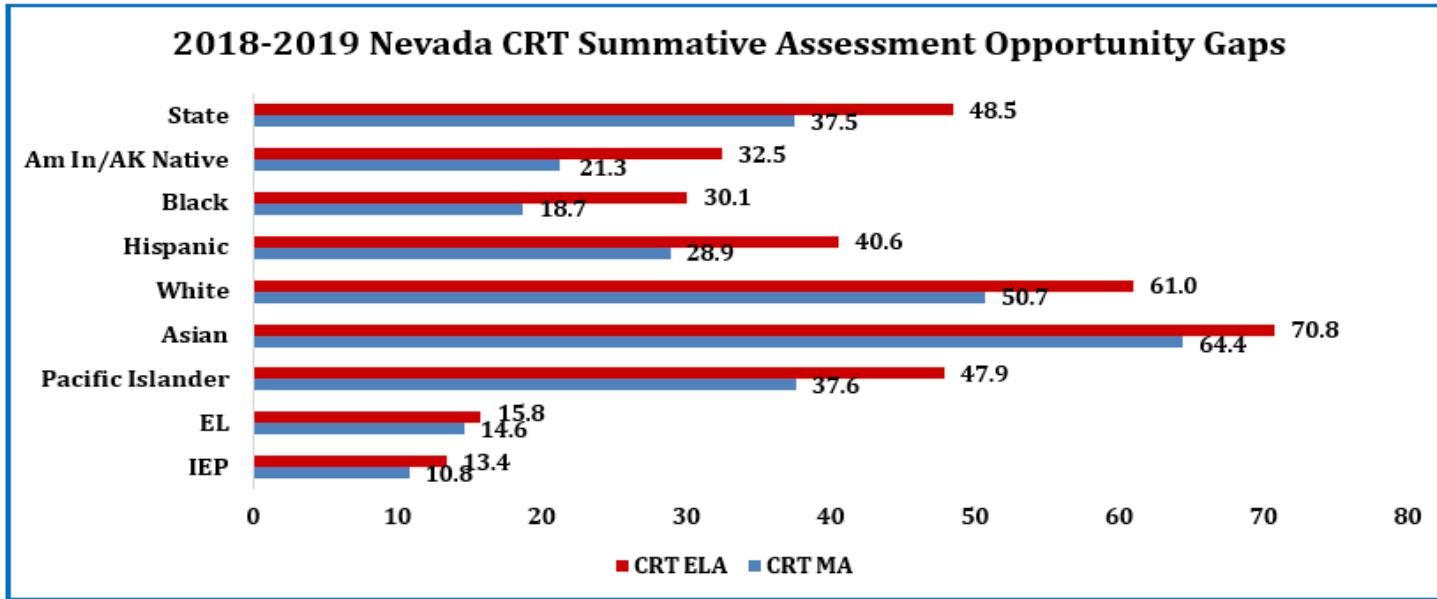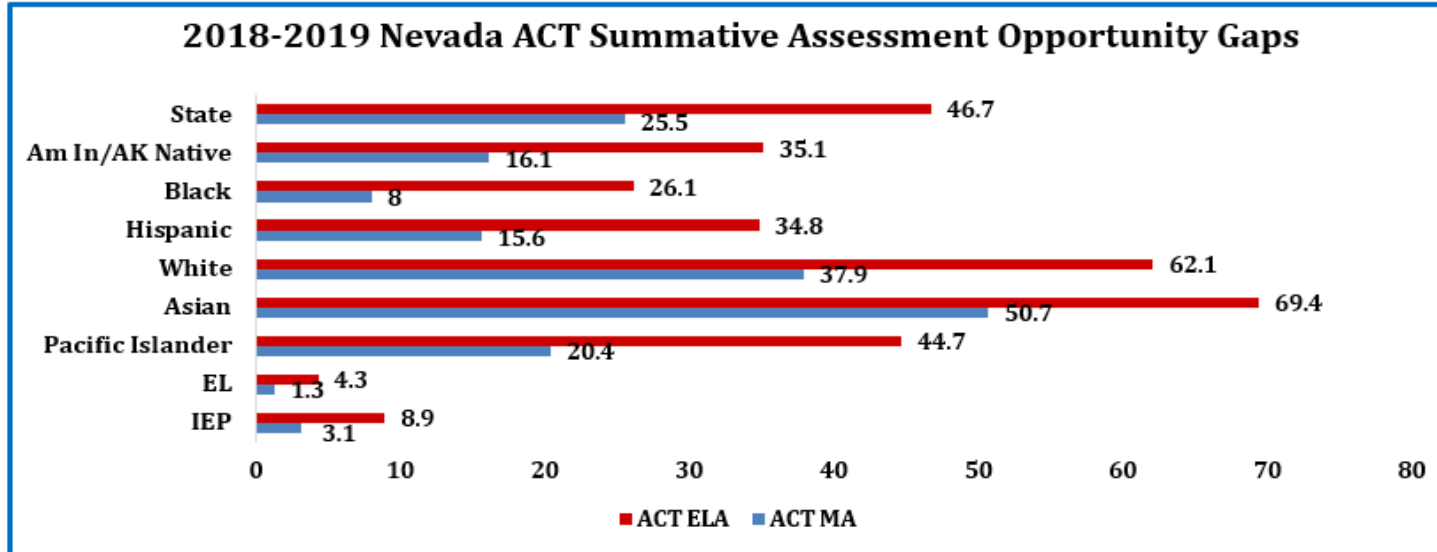**Figure 1:** 2018-2019 NV CRT Summative Assessment Results for Student Population Groups Opportunity Gaps

2018-2019 Nevada CRT Summative Assessment Opportunity Gaps

Group	CRT ELA	CRT MA
State	48.5	37.5
Am In/AK Native	32.5	21.3
Black	30.1	18.7
Hispanic	40.6	28.9
White	61.0	50.7
Asian	70.8	64.4
Pacific Islander	47.9	37.6
EL	15.8	14.6
IEP	13.4	10.8

■ CRT ELA   ■ CRT MA

Figure 2: 2018-2019 NV ACT Summative Assessment Results for Student Population Groups Opportunity Gaps

2018-2019 Nevada ACT Summative Assessment Opportunity Gaps

Group	ACT ELA	ACT MA
State	46.7	25.5
Am In/AK Native	35.1	16.1
Black	26.1	8
Hispanic	34.8	15.6
White	62.1	37.9
Asian	69.4	50.7
Pacific Islander	44.7	20.4
EL	4.3	1.3
IEP	8.9	3.1

■ ACT ELA   ■ ACT MA

3

Purpose

The purpose of the Nevada ELD Standards Framework and Instructional Guidance documents is to provide content teachers, EL educators, and school leaders with instructional tools to be used to successfully integrate the English Language Development (ELD) standards with content area instruction leading to student mastery of the Nevada Academic Content Standards (NVACs) and academic English proficiency. With the use of these tools, educators will be able to make clear instructional connections between the content standards, content disciplinary practices, and the ELD standards. In addition, the Nevada ELD Standards Framework and Instructional Guidance documents are aligned with the Nevada Educator Performance Framework (NEPF) Instructional Practices. This alignment builds on the efficacy of teachers to make connections between best practices for multilingual and diverse learners and best practices for all students.

The Big Ideas and Guiding Principles of the Nevada ELD Standards Framework

1. The 5 Guiding Principles

As previously mentioned, Nevada uses the WIDA English Language Development Standards Framework to support educators to expand what our state's multilingual students can do. The WIDA Framework emphasizes "Four Big Ideas" that constitute the underlying core values of the Nevada ELD Standards Framework:

- Equity of Opportunity and Access
- Integration of Content and Language
- Collaboration Among Stakeholders
- Functional Approach to Language Development

Additionally, the Nevada ELD Standards Framework was developed around 5 English Language Development (ELD) Guiding Principles. The 5 Guiding Principles, which are listed below, are defined as the fundamental norms, behaviors, and values shared by all educators in the teaching of multilingual students.

The 5 Guiding Principles (continued)

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

Guiding Principle 2: Teachers provide **robust, grade-level, culturally and linguistically diverse instruction 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 ELs 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.
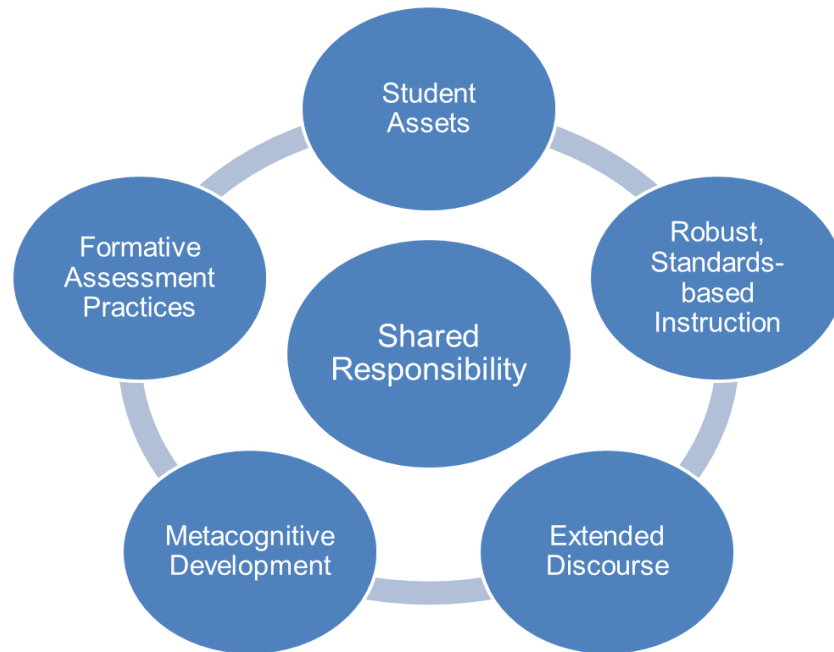
Guiding Principle 4: Teachers provide **opportunities for ELs to develop metacognitive, metalinguistic, and metacultural awareness** and to use this knowledge to develop autonomy and monitor their own progress in content, language, and socio-emotional learning.

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.

2. Shared Responsibility

In keeping with the Education Imperative, it is the underlying expectation in the design of the Nevada ELD Standards Framework that it is a shared responsibility of all educators to embed the 5 Guiding Principles into all aspects of multilingual learner education. See Figure 3 below:

Figure 3: Implementation of the 5 Guiding Principles as a Shared Responsibility

Student Assets

Robust, Standards-based Instruction

Formative Assessment Practices

Shared Responsibility

Metacognitive Development

Extended Discourse

3. WIDA ELD Standards

The WIDA consortium consists of 41 U.S. states, territories, and federal agencies dedicated to the research, design, and implementation of high-quality education for multilingual learners in PreK-12 contexts. The comprehensive WIDA system is built on standards, assessments and professional learning See Table 1 for the five WIDA English Language Development (ELD) standards, which Nevada originally adopted in 2012.

Table 1: The Nevada Adopted 2012 and 2020 WIDA English Language Development (ELD) Standards

WIDA ELD Standards	WIDA 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**

A cornerstone of the WIDA system is the ACCESS language proficiency assessment, administered in Nevada annually. This assessment provides educators the ability to progress monitor English language acquisition and plan for instructional supports. ACCESS scores describe the multilingual student's performance in terms of the six WIDA English Language Proficiency Levels listed below in Table 2.

Table 2: WIDA English Language Proficiency Levels

Level	Description
Level 1	Entering
Level 2	Emerging
Level 3	Developing
Level 4	Expanding
Level 5	Bridging
Level 6	Reaching

4. The WIDA ELD Framework 2020 Edition and Alignment of the Nevada ELD Standards Framework

The Nevada ELD Standards Framework was updated in 2022 to reflect changes in conceptual framing of language acquisition that WIDA included in the WIDA ELD Framework, 2020 Edition. The WIDA ELD Standards Framework, 2020 Edition maintains the five original ELD Standards and, importantly, operationalizes the WIDA Big Idea that language development and content learning are to be integrated into instruction facilitated by the inclusion of the following language features which form a common framework for students to understand academic language: 1) **Interpretive** (listening, reading, viewing) and **Expressive** (speaking, writing, representing) language, 2) **Key Language Uses**, prominent language uses across content area disciplines, 3) **Language Expectations**, goals for content-driven language learning, and 4) **Proficiency Level Descriptors**, a continuum of language development indicators.

The updated Nevada ELD Standards Framework and the accompanying ELD Instructional Guidance documents provide educators with instructional methods for the integration of the WIDA ELD Standards Framework, 2020 Edition language components with Nevada content standards and disciplinary practices in the context of a learning environment responsive to cultural and linguistic diversity (CLD).

5. Navigating the ELD Standards Framework and Instructional Guidance Documents

The Nevada ELD Standards Framework is a stand-alone document that provides to all content teachers a suite of tools for the implementation of best practices in the instruction of multilingual learners and other diverse populations. The document also informs site and district leaders of the "look fors" of effective instructional practices for the integration of English language development within content areas. The **Student Moves** section of the document provides to the practitioner descriptors 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). The Framework also provides instructional practices and strategies, called "**Teacher Moves,**" which are instructional supports for English learners and other students to interpret, express, 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 support the simultaneous development of academic language and content for multilingual learners at various levels of English language development and other diverse student populations.

Navigating the ELD Standards Framework and Instructional Guidance Documents (continued)

The Nevada ELD Standards Framework is accompanied by the **Instructional Guidance** document. Organized by grade level cluster, the document provides curriculum examples that serve to model for educators the connection of the Key Uses of Language to the Nevada ELD Standards and the **K-12 Content Disciplinary Practices** of English Language Arts, Social Studies, Science and Math. Also included in the Instructional Guidance document are exemplars of student "**Success Criteria**", examples of how students will be able to demonstrate their learning of language and content at different language proficiency levels. The Instructional Guidance document amplifies the conceptualization that a Key Language Use(s) can be associated with a content standard and disciplinary practice. This association can then be used as an entry point for the Big Idea that content and language instruction are to be integrated.

Content Area Disciplinary Practices

The ELD Instructional Guidance documents are based on the concept that multilingual learners gain mastery of the Nevada ELD Standards simultaneously with the learning of the Nevada Academic Content Standards and College and Career Readiness Standards. 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 instructional guidance documents were taken from 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.

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

The Nevada ELD Standards Framework is organized into three (3) sections outlined below with an accompanying snapshot. Images for Sections 2 and 3 are taken from the Nevada ELD Standards Framework and Instructional Guidance Document Grades K-1 English Language Arts

❖ **Section 1: ELD Standards Framework Overview Narrative**
   The purpose of this section is to provide the rationale for the project, background information, and an overview of the framework components.

❖ **Section 2: ELD Framework for Developing Language in the Content Areas**
   The purpose of this section is to provide examples of universal language supports within content area instruction in order to more effectively plan integrated content and language lessons.

   ❖ **2A Student Moves: Language Expectations**

SECTION 2: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS 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)
	• **Match** make-believe pictures of animals or persons to oral statements. • **Identify** pictures of make-believe animals or persons as modeled orally. • **Match** illustrated examples of	• **Match** make-believe pictures of animals or persons to oral statements. • **Identify** pictures of make-believe animals or persons as modeled orally. • **Match** illustrated examples of the same form of print (e.g., two signs, two magazines).	• **Organize** pictures to create make-believe stories (e.g., beginning, middle, and end) according to descriptive oral discourse. • **Order** pictures of events according to sequential language.

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

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. • **Provide** explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text	• **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	• **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

❖ **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)
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)	**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	**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

Using the Nevada ELD Framework and the ELD Standards Instructional Guidance Documents (continued)

❖ **Section 3: ELD Instructional Guidance Document in the Content Discipline**
  The purpose of this section is to provide examples of content and disciplinary practice specific language supports in instructional content in order to more effectively plan integrated content and language lessons.

  ❖ **3A Summary: Content Disciplinary Practices and Example Tasks**

SECTION 3: INSTRUCTIONAL GUIDANCE: LANGUAGE ARTS 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)

Language Arts Practices	Example Tasks	Narrate/Inform	Explain	Argue	Discuss
1. Support **analyses** of a range of grade-level complex texts with evidence.	• Students will be able to **respond** to questions about the text, citing examples from the text. [RL.1.1]	• Proficient students can **develop cohesive text using connectors** to sequence time and events (first, next,	• Proficient students can **describe attributes with facts and relevant details** using noun groups including color, shape, or	• Proficient students can **show** relationships between claim and reasoning	• Proficient students can **ask and answer** questions about key details related to the text with precise

12

Using the Nevada ELD Framework and the ELD Standards Instructional Guidance Documents (continued)

❖ **3B Teacher Moves: Content Disciplinary Practices with Example Content Area Instructional Supports**

Section 3B: Language Arts Disciplinary Practices

Practice 1a: Support Analyses – Teacher Moves

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
• Explicitly **model** orally the academic and descriptive language and specific vocabulary required to **analyze** a story and find the beginning, middle and end, using visuals, which may include bilingual labels and words.	• Explicitly **model** orally the academic language and specific vocabulary required to **analyze** a story and find the beginning, middle and end, in small group conversations. • **Provide** transition words with visuals for	• Explicitly **model** orally the academic language and specific vocabulary required to **analyze** a story and find the beginning, middle and end. • **Use** details and transition words to **explain** beginning, middle and end.

❖ **3B Student Success Criteria**

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 1b: Support Analyses – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
With prompting and supports students will... • **Orally explain** by sequencing beginning, middle and end with partners and in **writing, using** sentence frames, word bank, and visuals content with appropriate graphic and interactive supports.	With appropriate supports students will... • **Orally explain** beginning, middle and end with partners and in **writing using** visual supports and word bank with appropriate graphic and interactive supports. • **Provide** evidence from grade-level text to	With appropriate supports students will... • **Orally explain** beginning, middle and end with partners and in **writing** content with appropriate graphic and interactive supports. • **Provide** evidence from grade-level text to

ELD Standards Framework Workgroups

NDE would like to thank the multiple stakeholders involved in the development (2018-2019) and revisions (2022) of the Nevada ELD Standards Framework and Instructional Guidance Documents.

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2022 NV ELD Framework and Instructional Guidance Document Revisions

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