

The ELD Standards Framework: Social Studies

May 13, 2021

Zoom Meeting Protocols

- Mute your mic upon entering the meeting.
- Use the chat to ask questions and share ideas and resources.
- A moderator will let the presenter know if you have a question.



Region 15 Comprehensive Center

- One of 19 federally funded Regional Comprehensive Centers
- Provide capacity-building technical assistance to state education agencies
- Thought partners on this project



Why have an ELD Standards Framework?

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

Purpose

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

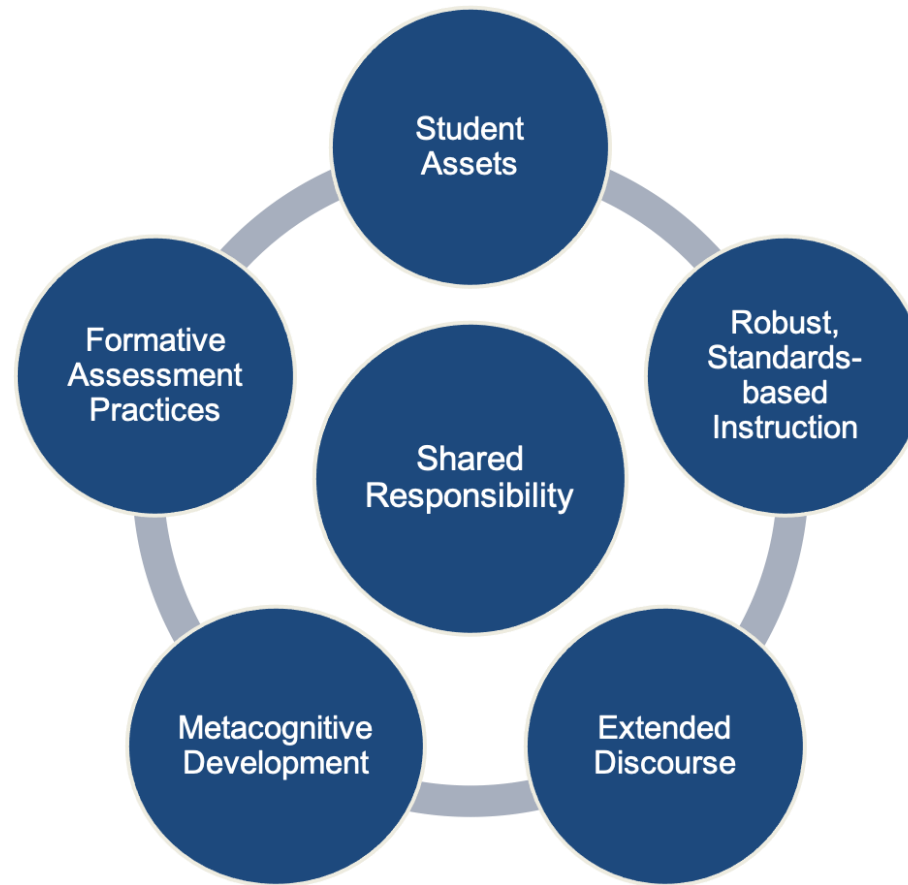
Poll: What's your role?

- Classroom teacher
- Instructional coach
- English learner specialist/teacher on special assignment
- School district office staff
- School administrators/principals
- Regional professional development program staff
- NDE staff
- Other (specify in the chat)

Agenda for Today

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

ELD Standards Framework Guiding Principles



ELD Standards Framework Guiding Principles (1)

- **Guiding Principle 1:** Teachers recognize and **value English learners' assets:** home language(s), cultural assets, existing knowledge, prior schooling experiences, and English language and translanguaging abilities; teachers **leverage these assets to accelerate** English language development and content proficiency.
- **Guiding Principle 2:** Teachers provide **robust, grade-level, and content standards-based instruction** to EL students with **intentional scaffolding** designed to support their content understandings, language development, and analytical thinking.
- **Guiding Principle 3:** Teachers provide frequent opportunities for EL students to engage in **extended discourse through multiple modalities**, including oral, written, visual, and kinesthetic modes of communication focused on developing students' content understandings, language, and analytical thinking.

ELD Standards Framework Guiding Principles (2)

- **Guiding Principle 4:** Teachers provide opportunities for EL students to develop metacognitive, metalinguistic, and metacultural awareness and to use this knowledge to develop autonomy and monitor their progress in content, language, and socio-emotional learning.
- **Guiding Principle 5:** Teachers align assessment practices with content and language learning goals; teachers use **formative assessment practices** during instruction to support EL students' content and language learning.

Quality Learning of Social Studies

Dimensions	Characteristics
Conceptual Focus	<ul style="list-style-type: none">Engages students in Social Studies practices to construct Compelling Questions, which in turn drive students to create Supporting Questions
Participation by Design	<ul style="list-style-type: none">Engages students in extended conversations giving clear examples of events in robust grade-level, cognitive tasks through sustained discourse
Purposeful Focus on Language	<ul style="list-style-type: none">Develops students' understanding of how language works in doing the discipline of Social StudiesSupports students in uses of language and to be able to evaluate various interpretations in answer to Compelling Questions

C3 Framework and NVACS

- **SS.6-8.WGGS.20.** Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.
- **SS.6-8.WGGS.4.** Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and discipline specific skills.
- **SS.6-8.WGGS.2.** Evaluate various interpretations to answer Compelling Questions within and across disciplines.

Purpose of Constructing Compelling Questions (1)

- The **goal of constructing Compelling Questions** is to evoke emotion and address problems and issues in society.
- **Purpose** in the lesson is to reinforce language skills, develop claims, and evaluate information gathered from multiple sources to support claims.
- Most importantly, **Compelling Questions** must satisfy two conditions.

Purpose of Constructing Compelling Questions (2)

- First, **Compelling Questions** have to be **intellectually meaty**. That means that a **Compelling Question** needs to reflect an enduring issue, concern, or debate in social studies; **Compelling Questions** need to draw on multiple disciplines, which in turn **provide scaffolds** for success.
- Secondly, **Compelling Questions** need to be **student-friendly**. Meaning the question reflects some quality or condition that students care about and that honors and respects students' **intellectual efforts**.



SS.6-8.WGGS.20

Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.

Content Area: NVACS Social Studies

What do I
need to
know?



Essential Questions / Big Ideas

Essential questions:

Questions that focus on big ideas and enduring understandings that are abstract and transferrable concepts. They may be framed as issues or conflicts. These question(s) help shape the direction of the entire unit and not just one standard. They are designed to provoke and sustain inquiry in an intellectually profound and student-friendly manner. Essential questions can also be referred to as compelling questions in social studies.

Sample essential/compelling question for the Oppression and Civil Rights unit:

- Can oppression be eliminated?
- Is oppression inevitable?
- Should safety outweigh freedom?
- Does oppression lead to violence?

Supporting questions:

Questions that ask meaningful questions, evaluate the evidence and draw tentative conclusions based on the standard(s). Supporting questions connect to the individual/daily lesson(s).

Sample supporting questions for this standard:

- How has slavery and oppression changed over time?
- What is the impact of genocide on the world?
- How are resistance movements shaped by various societies?
- What has the world learned from instances of oppression?
- How do different governments protect the rights of their citizens?
- How do international organizations support and protect human rights?
- Who defines oppression?
- Can oppression be eliminated?

ELL Considerations

Process Outline for Lesson Planning

- Establish linguistic and contextual purpose that infuse the **Social Studies** practice(s) and necessary language **practices** required for the lesson.
- Activate prior knowledge/experience and build background knowledge.
- Create application/extension activities that will enable students to apply their understanding.

Scaffolding Throughout the Lesson

- Establish linguistic and contextual purpose that infuse the **Social Studies** practice(s) and necessary **language** practices required for the lesson
- Activate prior knowledge/experience and build background knowledge
- Create extension activities that will enable students to apply their understanding
- Offer devised scaffolding:
 - Structures for participation and interaction
 - Choices of language to focus on ideas and practices
 - Consider the use of the scaffolding strategies that support comprehension and language development

Language Routines

- Support Sense Making
- Optimize Output
- Cultivate Conversation
- Maximize Meta-Awareness

Source: <https://www.socialstudies.org/standards/c3>



Students

- Middle school grades 6–8
- Wide range of knowledge and skills for constructing Compelling Questions and creating Supporting Questions
- ELs proficiency levels 2–4



Already in Place

- Instructional routines
- Partnerships/small groups
- Explicitly taught paraphrasing, clarifying, supporting, and building on ideas in small group discussions
- Introduced to constructing Compelling Questions
- Distinguish between Compelling and Supporting Questions

It All Begins with Context:

Getting Your Lesson off to a Positive Start

- Exploring the Enduring Issue and Concern
 - Gallery Walk
 - Post pictures to represent the topic and spark emotion.
 - What is the question the pictures are evoking?
 - What is the problem or issue of discussion?
 - Revisit Gallery Walk in an open topic discussion.
- Creating a Compelling Question
 - Structure small group discussions to include format and language.
- Days 1–2 Lesson Context
 - Review norms, process, skills, and language for constructing Compelling Questions and creating Supporting Questions.

For Example:

“Why did the Southern states feel that the Black Codes were necessary?”

- Works as a Compelling Question because it signals a continuing argument about how to interpret the instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. [SS.6-8.WGGS.20.].
- And, although it sounds like a history question; to address it fully demands that one must look at it through a range of disciplinary lenses—How did Black Codes work to deny the civil liberties of Black Americans? Suppression? Economic? Social? All of the above? Evoke emotion!

Gallery Walk:

Exploring the Enduring Issue and Concern

Step 1. View the images posted on the walls.

Step 2. No discussion

Step 3. Think about what the images portray.

- a) What do you notice?
- b) What are you wondering about?
- c) Write it on your sticky note.



Ink-Pair-Share: Activating Prior Knowledge

Step 1. Jot down your thoughts on a sticky note using the word bank or sentence frames.

- a) What do you notice?
- b) What are you wondering about?

Step 2. Talk to your partner about what you wrote on your sticky note.

- a) What do you notice?
- b) What are you wondering about?

Step 3. Share what your partner stated with the whole class.

Read and Annotate an Article: Building Background Knowledge

Step 1. Read and annotate the article.

- a) * Important ideas
- b) ! WOW
- c) O Circle vocabulary words
- d) ? Ask a question

Step 2. Answer the comprehension questions at the end of the article.

Think-Pair-Square:

Creating the Compelling Question (1)

Step 1. Review your annotated article.

- a) Independently review your annotated notes.
- b) Share your thoughts and ideas with your partner.
- c) Come to a consensus which reflects your pairs' thoughts and ideas.

Step 2. Pair up with with another pair of students.

- a) Each pair shares their ideas.
- b) The group of four consolidates the information and create a compelling question.

Source: ell.stanford.edu

Think-Pair-Square:

Creating the Compelling Question (2)

Step 3. Each group of four shares their compelling question with the whole class.

- a) Each groups reports their compelling question.
- b) Students debate what is the compelling question.

Step 4. Teacher guides students to create one compelling question for the enduring issue and concerns.

Source: ell.stanford.edu

Think-Pair-Share Squared



Please respond in the chat!



Extension

- View short videos about the origins of Black Codes.
- Analyze the Black Codes during the Civil War.
- Take notes in interactive notebooks on teacher lecture on Black Codes.
- Summarize the Black Codes.

Quality Learning of Social Studies

Activity	Purpose
Gallery Walk	<ul style="list-style-type: none">• Sets the purpose to create the Compelling Question• Activates prior knowledge and misconceptions
Ink-Pair-Share	<ul style="list-style-type: none">• Sets their thinking up for generating a Compelling Question
Read and Annotate an Article	<ul style="list-style-type: none">• Determines the enduring issue, concern, or debate in Social Studies• Supports sense making
Think-Pair-Share Squared	<ul style="list-style-type: none">• Creates the Compelling Question

How do these activities support meaningful discourse?

- Look back at the activities.
- Select **one activity** and connect it to:
 - ***Guiding Principle 3:** Teachers provide frequent opportunities for EL students to engage in **extended discourse through multiple modalities**, including oral, written, visual, and kinesthetic modes of communication focused on developing students' content understandings, language, and analytical thinking.*

Nevada ELD Standards Framework



A Focus on Social Studies



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



The Structure of the Framework

ELD Standards Framework for Developing the Language of Social Studies Grades 6–8

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ELD Standards Framework for Developing the Language of Social Studies Grades 6–8

2A: Student Moves: Language Use Expectations

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

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

2A: Student Moves for Receptive Listening & Reading

Section 2A: Student Moves: Language Use Expectations

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Receptive Listening & Reading	<p>With appropriate visual, graphic, interactive, or L1 support, students can...</p> <ul style="list-style-type: none"> • Identify familiar objects or places from oral statements. • Point to objects, people, or places based on short oral descriptions. • Sequence labeled visuals per oral directions. • Identify settings or time frames in narrative or informational scenarios read aloud. • Match oral sentences of cause and effect to illustrations. • Signal agreement or disagreement of short oral statements or questions. • Identify responses to Wh-questions in charts or illustrated text. • Sequence illustrated text of narrative or informational events. • Locate main ideas in a series of simple sentences. • Compare ideas on the same topic in a series of simple sentences. • Classify true from false short statements. • Distinguish facts from opinions in text 	<p>With visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> • Match main ideas of familiar text read aloud with visuals. • State the next event in a series based on clues from narrative or informational oral texts. • Identify main ideas and details in oral discourse. • Identify opposing perspectives from oral text (e.g. sides in wars, regimes, or revolutions). • Formulate opinions based on evidence presented within oral discourse. • Identify topic sentences, main ideas, and details in paragraphs. • Match content-related cause to effect in graphically-supported text. • Identify claims and reasons for each claim. • Identify evidence to support analysis of what texts say (e.g. position papers). • Classify pros and cons of claims and evidence presented within written texts. 	<ul style="list-style-type: none"> • Reconstruct past experiences or series of events based on oral discourse. • Recognize nuanced meanings of words and phrases in extended oral discourse. • Categorize perspectives of multiple speakers. • Identify effects and consequences of events and phenomena from class discussions. • Recognize specific language used to enhance clarity and precision. • Identify strengths, limitations, and potential biases from oral presentations. • Organize claims and counter claims presented in debates. • Identify how text structures supports comprehension. • Identify the central idea or theme and how it is supported by clear descriptions and extended details. • Recognize multiple perspectives and points of view on any given issue. • Identify the logical connections among claims, counterclaims, reasons, and evidence.

2A: Student Moves for Productive Speaking & Writing

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

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Productive Speaking & Writing	<p>With appropriate visual, graphic, interactive, or L1 support, students can...</p> <ul style="list-style-type: none"> • Answer select Wh-questions. • State main ideas or points of classroom conversations. • Restate details of content-related topics (in home language and English) in small groups. • Describe situations from modeled sentences. • Connect two content-related ideas that define "how" or "why". • Respond yes or no to short statements or questions related to a claim. • Answer simple questions related to claims. • State evidence to support claims (in home language and English). • Reproduce words and phrases related to topics. • Complete sentences using word banks. • Produce statements related to main ideas on familiar topics in home language and English. • Indicate relationships by drawing and labeling content-related pictures on familiar topics. • Generate words and phrases that represent opinions (e.g., "I think...") 	<p>With appropriate visual, graphic or interactive support, as necessary, students can...</p> <ul style="list-style-type: none"> • Relate a series of events by expressing time in multiple tenses. • Connect ideas in content-related discourse using transitions. • Paraphrase and summarize content-related ideas presented orally. • State why events occur, phenomena exist, or some things happen. • Compare content-related concepts • Critique opposing claims. • Take stances and summarize ideas supporting them. • Produce short paragraphs with main ideas and some details. • Produce a sequence of events or experiences using transitional words. • Describe relationships between details or examples and supporting ideas. • Connect content-related themes or topics to main ideas. • Substantiate opinions with content-related examples and evidence. • Craft persuasive pieces (e.g., editorials) with a series of substantiated content-related claims. 	<ul style="list-style-type: none"> • Present information that follows discipline-specific organization. • Engage in extended discussion of effects, impacts, or events related to content topics. • Provide precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms. • Challenge evidence and claims in debates. • Convince audiences of personal points of view using persuasive language. • Organize claims and counterclaims in debates with evidence from multiple sources. • Sequence using language that creates coherence. • Synthesize information and details about phenomena from a variety of sources • Develop ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations. • Integrate multiple perspectives and evidence from a variety of sources.

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

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

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

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

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

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

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

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

Looking Back for Moves

Activity	Teacher Moves	Student Moves
Gallery Walk	Structured pair work to share experience	Listen, speak, and report partner's ideas
Ink-Pair-Share	Structured small group work to chunk and separate the structure for building the questions	Identify what the Compelling Question is, create Supporting Questions that addressed the enduring issues and concerns
Read and Annotate an Article	Structured small group work	Offer ideas, compare ideas, draw conclusions, and clear up misconceptions Supports sense making
Think-Pair-Share Squared	Structured pair work to guide students to understand the difference between a Compelling Question and a Supporting Questions	Discuss thoughts and ideas after annotating the article, builds on cognitive and linguistic complexity

Purposeful Lesson Planning

- Think of a lesson you have done or observed in which you have provided language supports and opportunities for students to collaborate using academic language.
 - What are the lesson learning objectives?
 - What do students need to demonstrate throughout the lesson in the four language domains?
 - What evidence would you collect across the proficiency levels?

What are other kinds of questions you would ask yourself while planning a lesson/unit?



Focus on Social Studies Practice

Please Respond in the Chat 

- How does the sequence of activities above provide English learners with opportunities to engage in using appropriate tools strategically?
- What additional supports might they need?

3B: Teacher Moves for Practice 1: Constructing Compelling Questions

Practice 1a: Constructing Compelling Questions – Teacher Moves

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct compelling questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer compelling questions. • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sufficient wait time to allow students to formulate ideas and questions in English. ❖ Example: Should conflict be embraced? How _____? Why _____? • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct compelling questions. Explicit attention to cognates. • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer compelling questions. ❖ Example: Should conflict be embraced? How _____? Why _____, and is there another alternative? • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sufficient wait time to allow students to formulate ideas and questions in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct compelling questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Provide language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer compelling questions. ❖ Example: Should conflict be embraced? How _____, and is there another alternative? Why is ____ significant? • Provide sufficient wait time to allow students to formulate ideas and questions in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p>

3B: Success Criteria for Practice 1: Constructing Compelling Questions

Practice 1b: Constructing Compelling Questions – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p style="text-align: center;">Success Criteria</p> <p>Students will be able to construct compelling questions based upon disciplinary concepts, using simple sentence frames and visual supports.</p> <p>Students will be able to evaluate various interpretations in answer to compelling questions within and across disciplines, using simple sentence frames and visual supports.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p style="text-align: center;">Success Criteria</p> <p>Students will be able to construct compelling questions based upon disciplinary concepts, using simple and complex sentence frames.</p> <p>Students will be able to evaluate various interpretations in answer to compelling questions within and across disciplines, using simple and complex sentence frames.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p style="text-align: center;">Success Criteria</p> <p>Students will be able to construct compelling questions based upon disciplinary concepts, using simple and complex sentence frames.</p> <p>Students will be able to evaluate various interpretations in answer to compelling questions within and across disciplines, using simple and complex sentence frames.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Resources

This is a part of an eight-day lesson with resources, scaffolding and assessments. This resource is for grades 6-8 but can be modified for K-8 and high school.

Eight Day Lesson:

<https://sharemylesson.com/teaching-resource/black-americans-experience-civil-war-today-327691>

Article on Compelling Questions:

<https://www.smores.com/f5wpk-develop-compelling-question>

Article on Black Codes:

<https://digital.scetv.org/teachingAmerhistory/lessons/reconlegislation.html>

Articles for Extension Activities and Jigsaw:

<https://edsitement.neh.gov/sites/default/files/2018-08/worksheet01.pdf>

Videos on Origins of Black Codes, and Imprisonment:

<http://www.pbs.org/tpt/slavery-by-another-name/themes/black-codes/>

<http://www.pbs.org/tpt/slavery-by-another-name/themes/black-codes>

Alabama Black Codes | George Washington University:

<http://home.gwu.edu/~jjhawkin/BlackCodes/pdfAlabama.pdf>



Questions and Wrap-up

Contact Information

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Survey

We value your feedback. Please complete this survey:

https://uepc.co1.qualtrics.com/jfe/form/SV_eWBPZsuxo69v06W

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