Region 15 Comprehensive Center

Insert WestEd Zoom Meeting Protocols

» Mute your mic upon entering the meeting.

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

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

The Nevada ELD Standards Framework

Essential Practices for Teaching English Learners in Content Areas

Purpose

To introduce educators to the Nevada English Language Development (ELD) Standards Framework documents as a critical resource support for content teachers and other instructional staff.
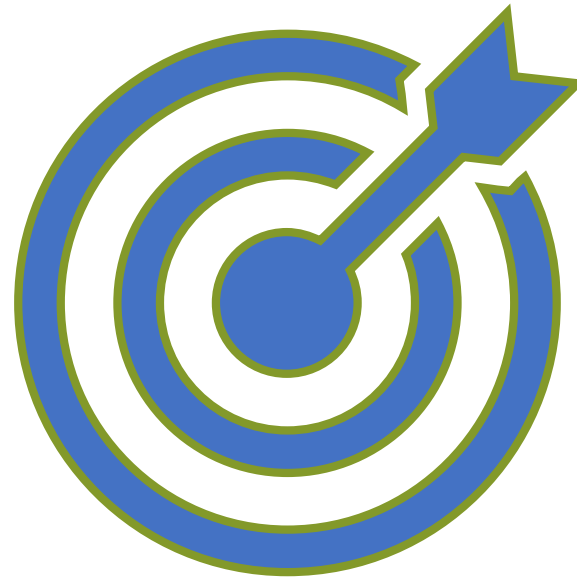
Why Develop an ELD Standards Framework?

ELD Standards Framework Initiative

Response to urgent need of Nevada's educators to ensure equitable practices in the education of English learners in college and career pathways.

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Why

» The education of English learners is a shared responsibility of **all** educators.

» English learners must have access to rigorous, standards-based instruction.

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Equity (1)

> The ELD Standards Framework is a powerful resource to support educators to provide English learners with the language development and content instruction they need for academic success and college and career readiness.
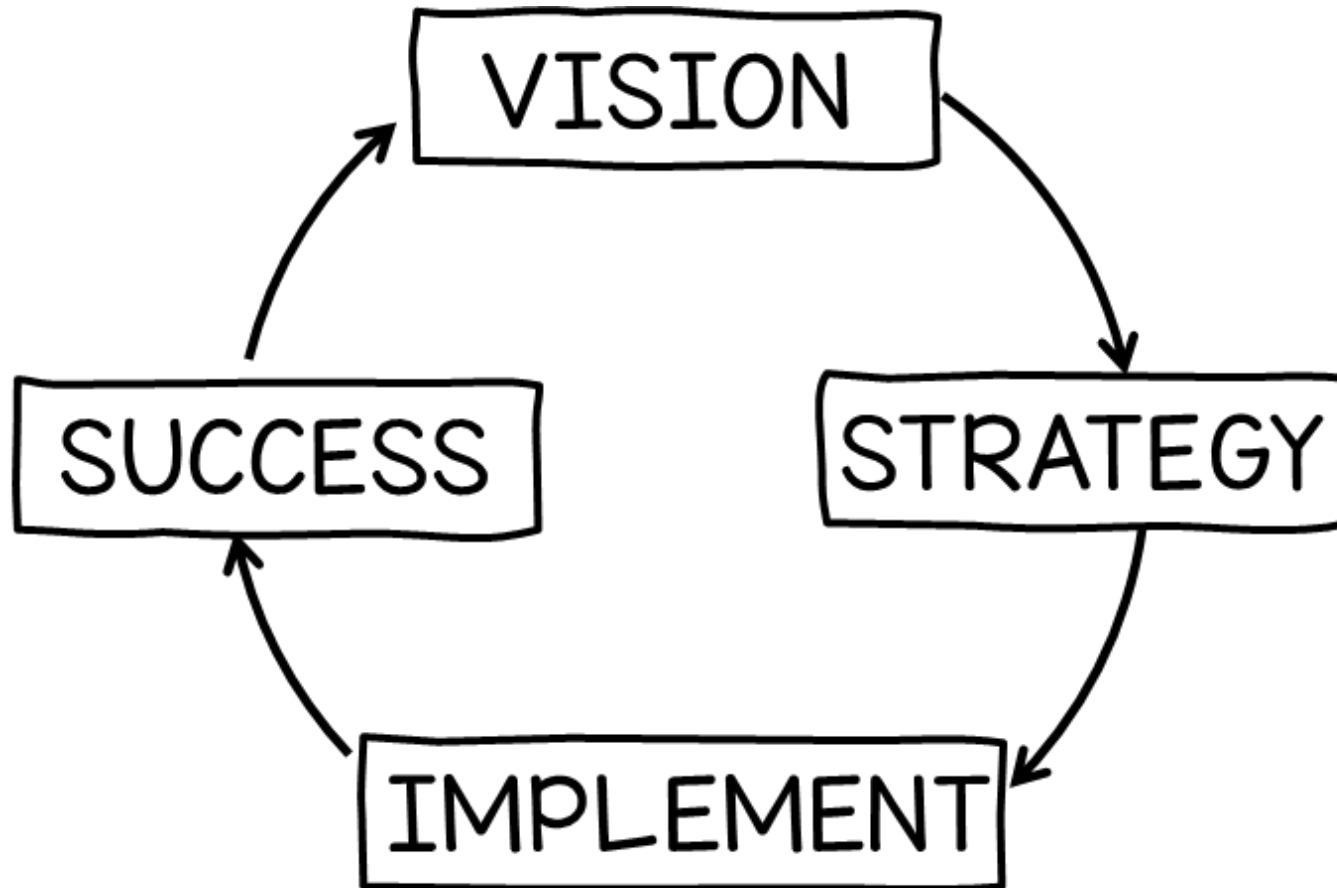
Equity (2)

> The Framework provides best practices for effective Tier I instruction for English learners and other learners who are not yet proficient in the academic language of the content disciplines.

Vision

Sharing Ideas

Please type your response into the chat:
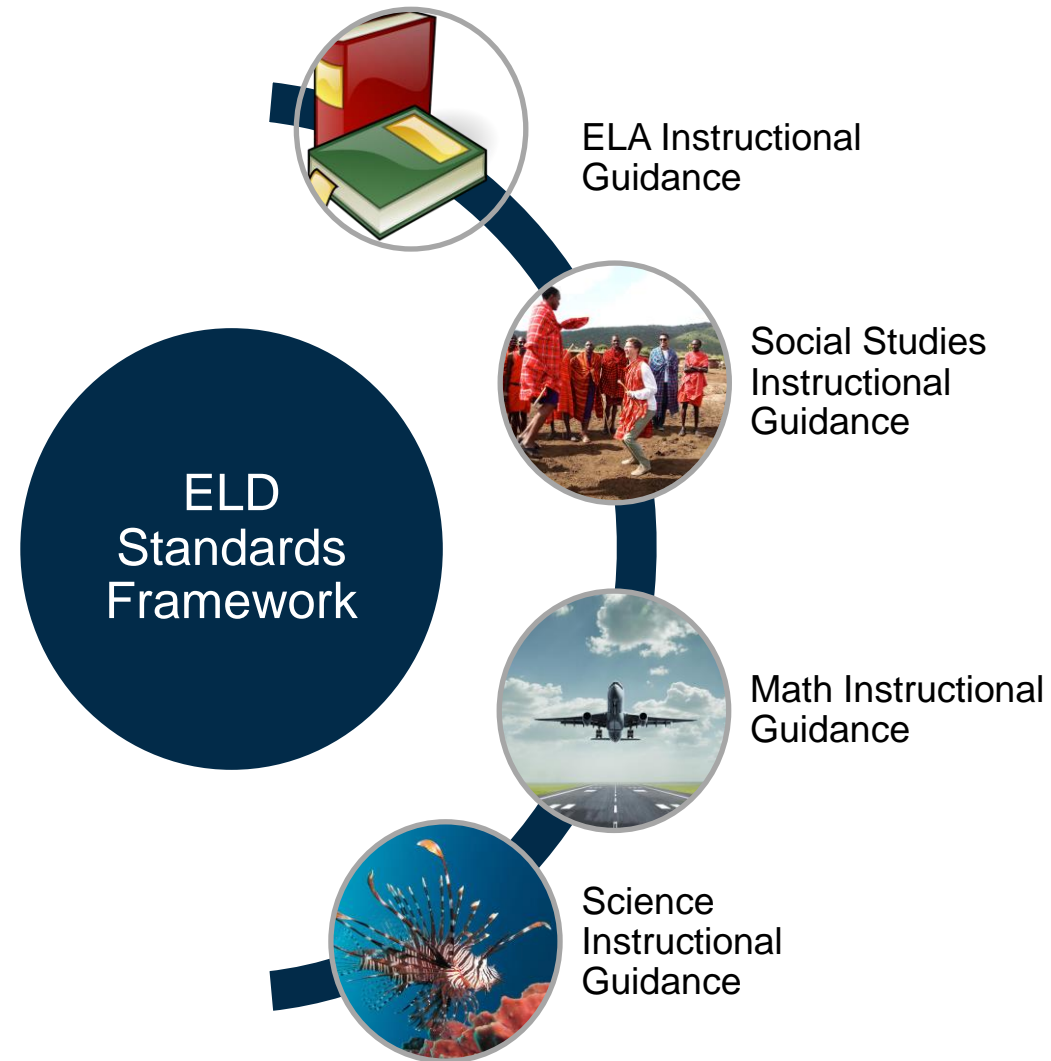
When I hear the word "framework," I think of...

Nevada ELD Standards

ELD Performance Standards

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

Nevada ELD Standards Framework

What is your level of awareness for the new Nevada ELD Standards Framework?

ELD Standards Framework

ELA Instructional Guidance

Social Studies Instructional Guidance

Math Instructional Guidance

Science Instructional Guidance

Sample document structure

Table of Contents

ELD Instructional Guidance Documents

Grade Level Cluster Materials

| K | 1 | 2-3 | 4-5 | 6-8 | 9-12 |
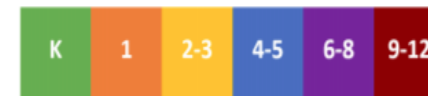
>> Nevada Department of Education ELD Standards Framework and Instructional Guidance Document

>> ELD Standards Framework Math (4-5)

ELD Standards Framework:
Student Moves: Language Use Expectations

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

SECTION 2: ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF MATH GRADES 4-5

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	With appropriate visual, graphic or interactive support students can... • Recognize the meaning of some words learned through conversation and show increasing awareness of differences between informal and language appropriate to the classroom. • Determine the meaning of some general academic and content-specific words and phrases. • Label key vocabulary or steps within a math operation. • Mark position/location of numbers or illustrated objects from oral commands. • Identify comparative quantities of numbers or illustrated objects from oral commands or questions. • Identify large whole numbers from pictures or models and phrases or short sentences. • Match words or phrases related to estimation to estimate word banks of varying quantities.	With appropriate visual, graphic or interactive support, as necessary, student can... • Determine the meaning of general academic and content-specific words and phrases. • Match general and some specific technical language of associated content to oral examples. • Discriminate between different meanings of language general and specific technical language associated with content in oral discourse. • Sort examples of large whole numbers from pictures or models and text (e.g., those more than or less than one thousand).	Determine the meaning of general academic and content-specific words and phrases. • Distinguish between language of estimation sentences (e.g., "I have almost one dollar.") and language of precision ("I have one dollar.") in illustrated sentences. • Apply technical language related to content grade-level oral scenarios (e.g., concepts of volume and related volume to multiplication and to addition).

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ELD Standards Framework:
Teacher Moves: Supports for Processing and Producing Language

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

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)
• 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. • Provide a list of important concepts on a graphic organizer. • Provide a content vocabulary Word Bank with non-linguistic representations.	• 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. • Require the use of academic language. • Provide a list of important concepts on a graphic organizer. • Provide a content vocabulary Word Bank with non-linguistic representations.	• Build background in key language and concepts. • Use complex sentence and discourse starters. • Model orally the academic language and specific vocabulary. • Confirm students' prior knowledge of content topics. • Extend content vocabulary with multiple examples and non-examples.

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Focus on Developing/Expanding

Which of these teacher moves are already in place?

Developing/Expanding (Levels 3-4)

- **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.
- **Require** the use of academic language.
- **Provide** a list of important concepts on a graphic organizer.
- **Provide** a content vocabulary Word Bank with non-linguistic representations.

ELD Standards Framework:
Teacher Moves: Supports for Collaborating in the Academic Language

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

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). • 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 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 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 dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups.

ELD Standards Framework: Instructional Guidance

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

SECTION 3: INSTRUCTIONAL GUIDANCE
for English Language Development in the Content Area of
Mathematical Practices Grades 4-5

ELD Standards Framework:
Teacher Moves: Make Sense of Problems and Persevere in Solving Them

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

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)
• Provide scaffolded tasks for students to draw a picture of their solution and to label it. • Model the language of mathematical expression examples, and then provide the task for students to label the mathematical expressions; have students state the academic vocabulary associated with the number or illustrated expression with a predetermined learning partner. • Provide simple sentence frames for students to emulate/copy basic content provided with a predetermined learning partner. Example: I used _____ to solve the problem. My first step was _____. • Students record academic vocabulary on the Mathematically Speaking Task Template with L1 (primary language) translation or non-linguistic representation. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)	• Provide learning tasks in which students can use illustrations or numbers to explain their understandings. • Model consistently a predetermined dialogue structures 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 to ensure the participation of all students. • Provide students with sentence starters from a leveled list of scaffolding statements. Example: I solved the problem by _____. I first _____. Then I _____. Finally, I _____. (To describe their process.) I think _____ because_____. What do you know? What do you need to find out? (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)	• Provide learning tasks in which students can use illustrations or numbers to explain their understandings. • Model consistently predetermined dialogue structures for students to state and clarifies their reasoning to a partner or small group and listens to the ideas of others to agree or disagree with reasons to ensure the participation of all students. • Provide students with sentence starters from a leveled list of scaffolding statements. Example: In order to solve the problem, I _____. Information that I need is _____ because _____. The best solution is _____ because _____. What would be sensible to try? Why? (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)

ELD Standards Framework:
Student Success Criteria: Make Sense of Problems and Persevere in Solving Them

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

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 at different language proficiency levels? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Success Criteria	Success Criteria	Success Criteria
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)	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)	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)

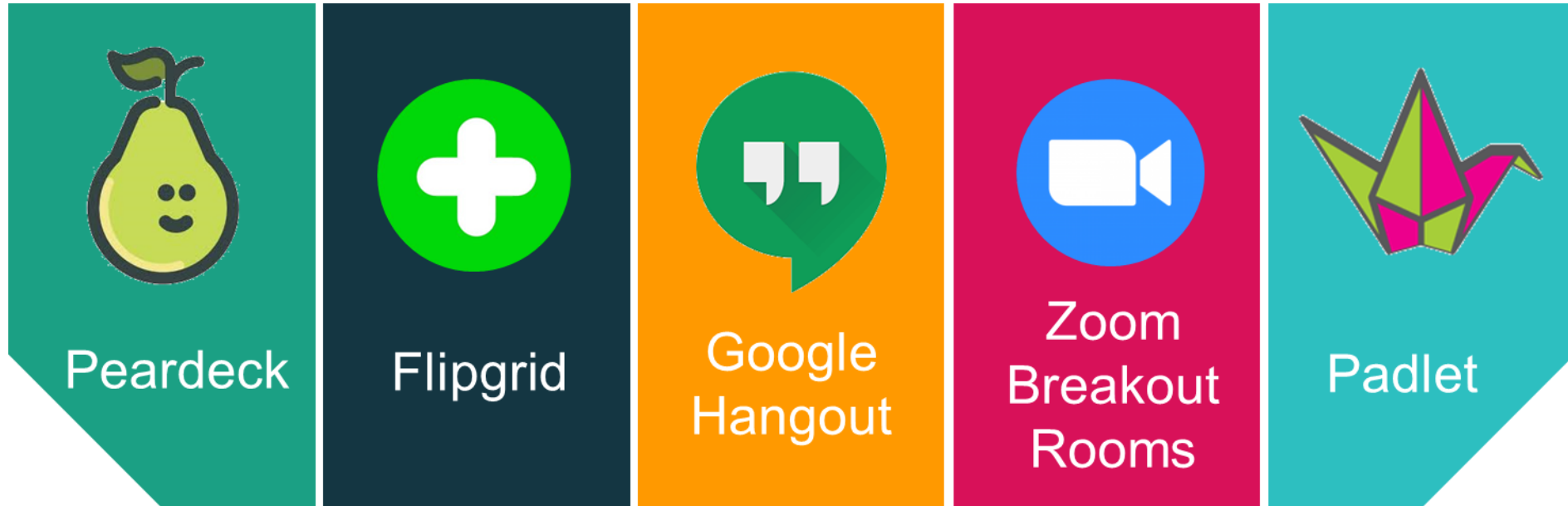# Reflections and Questions

In the chat, please share your …

» reflections about applying the ELD Standards Framework in lesson planning,

» thoughts on implications for professional learning, or

» questions.

ELD Standards Framework in Distance and Hybrid Learning Environments

Peardeck

Flipgrid

Google Hangout

Zoom Breakout Rooms

Padlet

Scaffolding for EL Students

Connection to NEPF

Next Video

Coming Soon: Short videos and ELD/Content specific short Best Practice and Professional Learning Podcasts/modules

Nevada Digital Learning Collaborative

N E P F

Nevada **E**ducator **P**erformance **F**ramework

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Feedback Survey

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   NDE-ELD-Nov2020

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