



**NV ELD STANDARDS AND
INSTRUCTIONAL SUPPORTS FOR
DEVELOPING THE LANGUAGE OF
LANGUAGE ARTS GRADES 2-3**

Table of Contents

SECTION 1: INTRODUCTION TO NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3	3
Section 1A. Purpose and Organization	3
Section 1B. Introduction to Key Language Uses of Academic Language	7
SECTION 2: CAN DOs AND EXAMPLE INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3	8
Section 2A. Student Moves: Examples of What Students Can Do at Varying Proficiency Levels.....	8
Section 2B. Teacher Moves: Example Supports for Developing Interpretive and Expressive Language	12
Section 2C. Teacher Moves: Example Supports for Collaborating in the Academic Language	14
SECTION 3: INSTRUCTIONAL GUIDANCE FOR LANGUAGE ARTS DISCIPLINARY PRACTICES GRADES 2-3	15
Section 3A. Key Language Uses (Narrate, Inform, Argue) and Example Language Expectations for Language Arts Disciplinary Practices	16
Section 3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices	18
Language Arts Practices 1-6: Teacher Moves.	18
Language Arts Practices 1-6: Success Criteria.	20

SECTION 1: INTRODUCTION TO NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

1A. Purpose and Organization

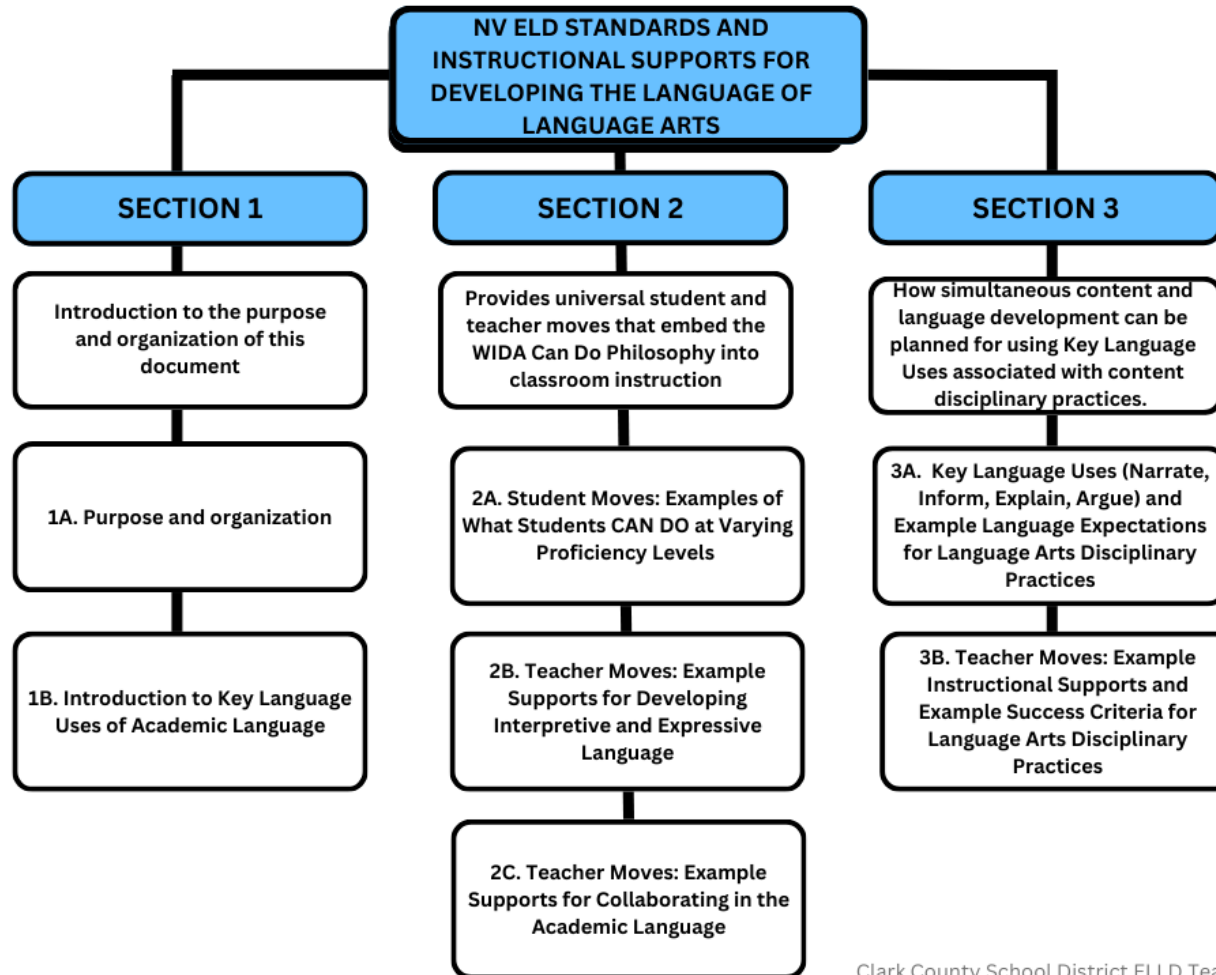
Purpose

The purpose of this document is to provide instructional resources for educators to engage their students in *English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.*

In 2012 the Nevada Department of Education adopted the WIDA ELD Standards now also referred to as the Nevada ELD Standards. The **purpose of the Nevada (NV) English Language Development (ELD) Standards and Instructional Supports documents** is to provide content teachers, EL educators, and school leaders with instructional tools to be used to successfully integrate the Nevada English Language Development (ELD) standards with content area instruction leading to student mastery of the Nevada Academic Content Standards (NVACs) for college/career readiness 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. The practices identified in this document stem from the Council of Chief State School Officers Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards (2012). For more information about the overview, purpose, and theoretical foundations for using the Nevada English Language Development (ELD) Standards and Instructional Supports documents see the [Nevada ELD Standards and Instructional Supports Overview](#).

Organization

The NV ELD Standards and Instructional Supports for Developing the Language of Language Arts Grades 2-3 document is organized into 3 sections.



Clark County School District ELLD Team, 2024

Section 1 is the introduction to the purpose and organization of this document.

Section 1: INTRODUCTION TO NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

- A. Purpose and Organization
- B. Introduction to Key Language Uses of Academic Language

Section 2 provides universal student and teacher moves that embed the WIDA Can Do Philosophy into classroom instruction.

Section 2 of the document provides descriptors illustrating what students “Can Do” with academic language at various English Language Proficiency (ELP) levels: Entering/Emerging (Level 1- 2), Developing/Expanding (Level 3-4) and Bridging/Reaching (Level 5 - 6) specific to the grade-level cluster. The section also provides instructional practices and strategies called “Teacher Moves” which are research-based, actionable steps that all teachers can take to support the simultaneous development of academic language and content for multilingual learners at various proficiency levels of English language development. For more descriptions of the ELD Strategies identified in Sections 2 and 3, view the [GO TO Strategies document](#) from the CAL website.

Section 2: CAN DOs AND EXAMPLE INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

- A. Student Moves: Examples of What Students Can Do at Varying Proficiency Levels
- B. Teacher Moves: Example Supports for Developing Interpretive and Expressive Language
- C. Teacher Moves: Example Supports for Collaborating in the Academic Language

Section 3 addresses how simultaneous content and language development can be planned for using Key Language Uses associated with content disciplinary practices.

Section 3 provides a table containing exemplars (taken from WIDA 2020) that model for educators the connection of prominent Key Language Uses and Language Expectations to the 2-3 Content Disciplinary Practices of English Language Arts. “Teacher Moves” relevant to the content area disciplinary practice are provided. Also included in the section 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.

Section 3: INSTRUCTIONAL GUIDANCE FOR LANGUAGE ARTS DISCIPLINARY PRACTICES GRADES 2-3

- Snapshot Key Language Uses from the WIDA 2020 ELD Standards Framework

- A. Key Language Uses (Narrate, Inform, Argue) and Example Language Expectations for Language Arts Disciplinary Practices
 - Prominent Key Language Uses for Language Arts Grades 2-3
 - Language Expectations for Language Arts Disciplinary Practices

- B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices
 - Practice 1: Support analyses of a range of grade-level complex texts with evidence.
 - Practice 2: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - Practice 3: Construct valid arguments from evidence and critique the reason of others.
 - Practice 4: Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.
 - Practice 5: Build upon the ideas of others and articulate their own when working collaboratively.
 - Practice 6: Use English structures to communicate content-specific messages.

1B. Introduction to Key Language Uses of Academic Language

The [WIDA ELD Standards Framework, 2020 Edition](#) maintains the five original ELD standards of the 2012 document and, importantly, operationalizes the WIDA Big Ideas that language development and content learning are to be integrated into assets-based instruction that takes place in the context of a learning environment responsive to cultural and linguistic diversity. These Big Ideas are referred to as the WIDA Can Do Philosophy. Instruction is facilitated by the inclusion of the following components of language which form a common framework within which multilingual students understand academic language: 1) **Interpretive** (listening, reading, viewing) and **Expressive** (speaking, writing, representing) 2) **Key Language Uses**, prominent language uses across content area disciplines, 3) **Language Expectations**, goals for content-driven language learning, and 4) **Language Features**, a continuum of language development indicators.

Key Language Uses (KLUs) of academic language in the core content areas were identified in WIDA 2020 based on reviews of literature and a language analysis of college and career readiness standards. Throughout this document the KLUs provide a focus for instructional supports. See table below for a description of the KLUs.

KEY LANGUAGE USES	KEY LANGUAGE USES DESCRIPTION
NARRATE	Highlights language to convey real or imaginary experiences through stories and histories. Example tasks for the Key Use of Narrate include telling or summarizing stories, sharing past experiences, recounting an incident, or to chronicle a report.
INFORM	Highlights language to provide factual information, to tell, give knowledge, apprise, notify, to make aware of ideas, actions, or phenomena. Example tasks for the Key Use of Inform include defining, describing, comparing, contrasting, categorizing, or classifying concepts, ideas, or phenomena.
EXPLAIN	Highlights language to give an account for how things work or why things happen to clarify ideas, actions, or phenomena. Example tasks for the Key Use of Explain include interpreting, elaborating, illustrating, simplifying ideas, actions, or phenomena.
ARGUE	Highlights language to justify claims using evidence and reasoning, constructing arguments with evidence, or stating preferences or opinions. Example tasks for the Key Use of Argue include advancing or defending an idea or solution, changing the audience’s point of view, or evaluating an issue.

SECTION 2: CAN DOs AND EXAMPLE INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

Two types of communication modes are incorporated into the WIDA English Language Development Standards Framework: interpretive mode (listening, reading, and viewing) and expressive mode (speaking, writing, and representing). Consistent with the WIDA Can Do descriptors, the table below provides examples of the academic tasks multilingual learners can successfully carry out in each communication mode. These Student Moves were based on the [WIDA K-12 Can Do Descriptors, Key Uses Edition](#).

2A. Student Moves: Examples of What Students Can Do at Varying Proficiency Levels

With appropriate instructional supports, multilingual learners can...

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Interpretive: Listening, Reading, & Viewing	<ul style="list-style-type: none"> • show what happens next based on familiar oral stories (e.g., by pointing or drawing). • draw or provide other visual displays of people, animals, or objects in response to oral prompts. • identify key words and phrases in illustrated text. • identify words and phrases in titles and highlighted texts. • interpret images, illustrations, and graphics. • identify elements of expository texts (e.g., captions) in illustrated texts. • indicate personal points of view in response to oral phrases or short sentences (e.g., by thumbs up/thumbs down; agree/disagree cards). • identify preferences from short oral statements. 	<ul style="list-style-type: none"> • compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated patterns or predictable books. • interpret visual connections between characters, places or objects in pages read aloud from illustrated patterns or predictable books. • project next in a sequence from oral discourse on narrative or expository material supported by illustrations. • Illustrate events in response to audio recordings of stories or poems • categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books. • remove or add sounds to existing words to make new words, shown visually. • make predictions based on pictures of clues/pieces of evidence from oral descriptions. 	<ul style="list-style-type: none"> • draw conclusions about characters, places or objects from patterns or predictable books read aloud. • select logical outcomes or endings to stories read aloud. • summarize features of places or objects from multiple compound sentences in non-fiction books. • identify key ideas or details from texts read aloud or information presented orally. • determine the main ideas and supporting details of texts read aloud or information in diverse media and formats. • identify cause/effect in oral discourse from narrative or expository material supported by illustrations. • compare/contrast biographical information from two persons using illustrations and graphic organizers.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
	<ul style="list-style-type: none"> ● distinguish opinions from facts from peers’ oral presentations. ● identify the “who,” “where” and “when” of illustrated statements. ● order pictures of related sentences read aloud that use sequential language (e.g., first, second, last, first, then, next). ● distinguish fact from fiction (e.g., using sentence strips or highlighting texts). ● identifying claims or opinions in illustrated texts. ● match oral statements from narrative or expository material to their illustrated representations. ● find identifying information illustrative of main ideas from illustrations, words or phrases. ● express own ideas through drawings, gestures, words, and phrases. ● express agreement/disagreement nonverbally (e.g. thumbs up or down). 	<ul style="list-style-type: none"> ● identifying linking words or phrases related to passage of time in speech (e.g., “on Monday” “the next day”). ● illustrate events in response to audio recordings of stories or poems. ● re-enact content-related situations or events from oral descriptions. ● order a series of events based on familiar texts. ● identify main ideas and details in illustrated texts. ● illustrate cause/effect relationships in text ● identify different points of view in short oral dialogues. ● sort content related information according to specific criteria (e.g., pros and cons). ● identify reasons to strengthen arguments. ● identify cause/effect during discussion from narrative or expository material supported by illustrations. 	<ul style="list-style-type: none"> ● interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support. ● identify setting and character details from grade-level text. ● determine the central messages, lessons, or morals of fables and folktales from diverse cultures. ● distinguish shades of meaning among closely related words in oral discourse (e.g., jump/leap). ● identify evidence to support claims/ opinions from multimedia. ● follow agreed upon rules for discussions around differing opinions. ● build on remarks of others by linking comments.

2A. Student Moves: Examples of What Students Can Do at Varying Proficiency Levels (continued)

With appropriate instructional support, multilingual learners can...

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Expressive: Speaking, Writing, & Representing</p>	<ul style="list-style-type: none"> ● name people (e.g., “boy,” “man”) or objects depicted on illustrated covers of fictional stories. ● describe characters or settings of stories from phrase banks. ● select and copy words related to settings or characters in illustrated folktales/stories from word banks. ● generate lists of word families from illustrated models. ● answer WH-questions to distinguish between pictures of real and imaginary people, objects or situations. ● name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables, or legends) depicted visually and labeled. ● label illustrated events using words or phrases based on models. ● identify basic conventions or mechanics in text (e.g., use of capital letters). ● differentiate among uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks). 	<ul style="list-style-type: none"> ● predict storylines based on titles and illustrated covers of fictional stories. ● narrate main events of plot sequences from illustrated frames of picture books or short stories. ● state main idea, theme, characters, and story setting from pictures books or illustrated short stories. ● describe a sequence of events related to characters and settings in illustrated stories using graphic organizers. ● retell simple stories from picture cues. ● state information from personal or school-related experiences. ● express ideas in various genres (e.g., poetry, interactive journals). ● create stories with details about characters and events. ● discuss relationships among ideas or offer opinions on issues or conflicts in various genres supported by illustrations. ● summarize story lines, issues, or conflicts in various genres, supported by illustrations. ● describe a series of illustrated events in narrative form using paragraph transitions with the support of models. 	<ul style="list-style-type: none"> ● provide examples and reasons for use of specified conventions or mechanics (e.g., Why do we need commas?). ● retell stories using story elements from picture books or short stories. ● connect events, characters or morals in illustrated folktales to self. ● complete scenarios from pictures of imaginary people, objects or situations. ● discuss relationships among ideas or offer opinions on issues or conflicts in various genres supported by illustrations. ● produce grade-level narrative stories or reports. ● sequence events in stories with temporal transitions (e.g., “After the sun set...”) ● describe situations and events from school and the community. ● produce grade-level narrative stories or reports. ● relate real or imagined experiences or events. ● provide details and examples about narratives. ● elaborate on the ideas of others

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
	<ul style="list-style-type: none"> ● respond to questions related to stories or experiences (e.g., “Who came to the door?”) ● act out and name events or experiences that occur throughout the school day. ● participate in multimedia presentations with language supports. ● label images that illustrate the steps for different processes (e.g., writing workshop). ● create visual representations of ideas or stories. ● list ideas using graphic organizers. ● select from word bank to name steps in processes or procedures. ● describe familiar phenomena (e.g., classroom routines) in words or phrases. 	<ul style="list-style-type: none"> ● ask and answer questions in collaborative groups. ● support main ideas or opinions with evidence from texts. ● provide evidence to support or refute peers’ ideas. 	<p>during content-based discussions.</p> <ul style="list-style-type: none"> ● synthesize main ideas from supporting details of text read aloud or information obtained from multimedia. ● elaborate on topics with facts, definitions, and details. ● express and support different ideas with examples. ● provide evidence to defend one’s own ideas.

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

What general supports can teachers provide to students at different language proficiency levels to interpret or express academic language?

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Build background in key language and concepts. ● Give two-step contextualized directions. ● Restate/rephrase and use Patterned Oral Language routines. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● 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. ● Label visuals and objects with target vocabulary. ● Introduce cognates to aid comprehension. ● Provide a content vocabulary Word Bank with non-linguistic representations. ● Provide opportunities for translanguaging and multilingual support during the task. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Pair students to read one text together. ● Use Shared Reading and/or simplify the text. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Preview the text content with pictures, demos, charts, or experiences. ● Use K-W-L charts before reading. ● Preview text with a Picture Walk. ● Provide a list of important concepts on a graphic organizer. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Build background in key language and concepts. ● 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 and scaffold full sentence responses by asking open ended questions. ● Scaffold oral reports with note cards and provide time for prior practice. ● Require oral reporting for summarizing group work. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● 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 opportunities for translanguaging and multilingual support during the task. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Pair students to read one text together. ● Use Jigsaw Reading to scaffold independent reading. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use K-W-L charts before reading. ● Provide a list of important concepts on a graphic. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Build background in key language and concepts. ● Confirm students’ prior knowledge of content topics. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Use complex sentence and discourse starters. ● Model orally the academic language and specific vocabulary. ● Provide opportunities for translanguaging during the task. ● Extend content vocabulary with multiple examples and non-examples. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Use Reciprocal Teaching to scaffold independent reading. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Ask students to analyze text structure and select an appropriate graphic organizer for summarizing. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use Video Observation Guides.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p><i>SENSORY/MEDIA</i></p> <ul style="list-style-type: none"> • Use physical gestures to accompany oral directives. 	<p><i>SENSORY/MEDIA</i></p> <ul style="list-style-type: none"> • Provide a content vocabulary Word Bank with non-linguistic representations. 	

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

How can teachers provide ongoing opportunities for students to collaborate using academic language? Below are some examples of universal strategies for engaging students in collaborative discourse practices.

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Prior to reading, writing, and discussion, the 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, the 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, the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> ● engage in structured pair work to process information. ● inform and formulate thinking, then prepare questions for discussion. ● contribute to pair/triad/small group discussions to share individual ideas and compare with other ideas in the group, using graphic, interactive, and/or language supports as needed. ● engage with whole/large group discussions by generating original questions and/or building on the ideas of others using graphic, interactive, and/or language supports as needed. ● use oral reporting for summarizing group work. ● use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups.

SECTION 3: INSTRUCTIONAL GUIDANCE FOR LANGUAGE ARTS DISCIPLINARY PRACTICES GRADES 2-3

Snapshot of Key Language Uses from the WIDA 2020 ELD Standards Framework

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Determining Key Language Use is helpful in planning instructional outcomes and supports. The Snapshots table below provides descriptors of some ways students engage in each Key Language Use throughout grades 2-3.

Snapshots of Key Language Uses in Grades 2-3	
Narrate	<ul style="list-style-type: none"> • Develop a sense of narrative structure and the purposes for which people use narratives • Structure narratives to express experiences and ideas about familiar places and people • Add interactions and reactions to characters' actions to develop characters' inner and outer worlds
Inform	<ul style="list-style-type: none"> • Recognize the difference between imaginative stories and nonfiction informational texts • Develop an emerging sense of text structure as they interpret and create multimodal representations of their knowledge on topics of interest • Develop emerging research skills to build knowledge for reports
Explain	<ul style="list-style-type: none"> • Develop a sense of some causal, sequential, and cyclical relationships by observing concrete phenomena • Report observations of phenomena to build understanding of the world around them • Interpret and construct multimodal representations, such as diagrams and drawings, to illustrate how or why things work
Argue	<ul style="list-style-type: none"> • State opinions or construct tentative claims and offer those in class discussions • Recognize the difference between claims with and without support • Offer observations to support opinions and claims • Develop emerging research skills to use in constructing claims • Begin to use data from observations as evidence for their claims

3A. Key Language Uses (Narrate, Inform, Argue) and Example Language Expectations for Language Arts Disciplinary Practices

The Language Arts Key Language Uses in the graphic below are marked with a filled-in circle (●) in the boxes. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use.

Distribution of Language Arts Key Language Uses in Grades 2-3				
WIDA ELD STANDARD	Narrate	Inform	Explain	Argue
1. Language for Language Arts	●	●	○	◐

Most Prominent
 Prominent
 Present

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

The table below lists six Language Arts content disciplinary practices from the Nevada Academic Content Standards for Language Arts and provides example Language Expectations for each Prominent and Most Prominent Key Language Use (KLU) of Academic Language associated with WIDA ELD Standard 2 Language for Language Arts. (For a more detailed listing of grade-level Language Expectations to support mastery of content area standards see [WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12 \(wisc.edu\)](#) pp. 90-91.)

Language Arts Practices	KEY LANGUAGE USES		
	Narrate	Inform	Argue
1. Support analyses of a range of grade-level complex texts with evidence.	Multilingual learners support analyses of grade level text with evidence by identifying how character attributes and actions contribute to event sequences using connectors to sequence time (<i>first, next, and then</i>) and events (<i>before, after, later</i>), and to combine and link event details (<i>and, but, so</i>).	Multilingual learners support analyses of grade level text with evidence by adding details to define, describe, compare, and classify the topic and/or entity using noun groups to add description and precision that answer questions about what something is like, or its color, shape, size (<i>four bright blue eggs</i>).	Multilingual learners support analyses of grade level text with evidence by substantiating their own opinions with reasons using causal connectors (<i>because, so, that means</i>) to present a case to others.
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Multilingual learners produce clear and coherent writing appropriate to task and purpose by engaging and adjusting for audience using word choices to convey attitudes, develop suspense, and share excitement (<i>my amazing adventure, super</i>	Multilingual learners produce clear and coherent writing appropriate to task, purpose and audience by adding details to define, describe, compare, and classify a topic or entity using signal words to show comparisons (<i>bigger</i>	Multilingual learners produce clear and coherent writing appropriate to task, purpose and audience by introducing and developing a topic clearly and stating an opinion using relating verbs (<i>have, be, belong to</i>) to define or

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

Language Arts Practices	KEY LANGUAGE USES		
	Narrate	Inform	Argue
	<i>interesting, fantastic!)</i> .	<i>than, the fastest, more colorful, unlike, but, similar to, different from)</i> .	describe topic and/or entity (<i>Penguins are birds that cannot fly.</i>)
3. Construct valid arguments from evidence and critique the reasoning of others.		Multilingual learners construct valid arguments from evidence and critique the reasoning of others by adding details to define, describe, compare, and classify topic and/or entity using signal words to show comparisons (<i>bigger than, the fastest, more colorful, unlike, but, similar to, different from</i>).	Multilingual learners construct valid arguments from evidence and critique the reasoning of others by asking questions about peers' opinions to identify and respond to their arguments using questions (<i>how, what, why</i>) to ask for clarification or information (<i>What makes you think that?</i>).
4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.	Multilingual learners build and present knowledge through research by identifying a central message from key details using tone of voice, gesturing, and acting behaviors to adjust for story audience.	Multilingual learners build and present knowledge through research by developing coherence and cohesion throughout text using pronouns (<i>he, it, they</i>), demonstratives (<i>this, these, that, those</i>), and renaming (<i>penguins=flightless birds=they</i>) to reference ideas and entities across text.	Multilingual learners build and present knowledge through research by refining claims and reasoning based on new information or evidence using declarative statements to disagree/debate (<i>I disagree, I'm not sure, I got a different answer...</i>).
5. Build upon the ideas of others and articulate their own when working collaboratively.	Multilingual learners build upon the ideas of others and articulate their own when working collaboratively by sharing ideas about one's own and others' lived experiences and previous learning using adverbials and prepositional phrases to establish time and location (<i>a hundred years ago, when I was six, on the playground, around the corner</i>).	Multilingual learners build upon the ideas of others and articulate their own when working collaboratively by summarizing information from interaction with others and from learning experiences using visuals (drawings, labeled diagrams, graphics) to support key ideas.	Multilingual learners build upon the ideas of others and articulate their own when working collaboratively by clarifying and elaborating ideas based on feedback using declarative statements to counter a claim or reasoning.
6. Use English structures to communicate content-specific messages.	Multilingual learners develop story with time and event sequences, complication, and resolution using connectors that sequence time and events (<i>first, next, and then, before, after, later</i>) and link event details (<i>and, but, so</i>).	Multilingual learners use language structures appropriate to the task to inform on logical outcomes using factual statements without evaluative language (<i>brown caribou versus really cool caribou</i>).	Multilingual learners introduce and develop a topic clearly and state an opinion using causal connectors (<i>because, so, that means</i>) to present a case to others.

3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices

Practice 1: Support analyses of a range of grade-level complex texts with evidence.

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)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model orally the academic and descriptive language and specific vocabulary required to determine logical outcomes or endings. ● Provide visuals which may include bilingual labels and words. ● Enable students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide content-specific word banks, anchor charts, and/or word walls. ● Provide specific sentence starters and frames, and a word bank. <p>❖ Examples:</p> <ul style="list-style-type: none"> ✓ Explain: I think that_____. ✓ Justify: I believe_____because_____. ✓ Elaborate: The reason why this happened is_____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Practice and express language on topic in small groups or with partners using sentence and discourse starters and visual aids from the books. ● Provide a dialogue structure: My 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required to determine logical outcomes or endings, in small group conversations. ● Enable students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide direct instruction that makes explicit the language functions employed throughout a complex text, including purpose, content, and tone, in order to enable students to comprehend and respond to the text. ● Provide content-specific anchor charts, word banks and/or word walls. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Practice and express language on topic in small groups or with partners using sentence and discourse starters and visual aids from the book. ● Provide specific, timely feedback during student practice time. ● Use sentence and discourse starters: <ul style="list-style-type: none"> ✓ Explain ✓ Justify <p>❖ Example:</p> <ul style="list-style-type: none"> ✓ Explain: Information from this text explains that_____. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required to determine logical outcomes or endings. ● Provide mentor text and visual supports from the texts. ● Enable students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide content-specific anchor charts, word banks and/or word walls. ● Use complex sentence and discourse starters: <ul style="list-style-type: none"> ✓ Explain ✓ Justify <p>❖ Example:</p> <ul style="list-style-type: none"> ✓ Explain: Information from this text explains that_____. ✓ Justify: Information from this text states that_____, but information from other text justifies our original ideas. ✓ Elaborate: Examples from the text confirm our statements or arguments. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide a dialogue structure: My turn/your turn; Partner A/Partner B; Collaborative

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>turn/your turn; Partner A/Partner B.</p> <p>GRAPHIC</p> <ul style="list-style-type: none"> • Provide graphic organizers to provide details, transition words and visuals that help students to identify and describe events in a range of grade-level complex texts. 	<ul style="list-style-type: none"> ✓ Justify: Information from this text states that _____, but information from other text justifies _____ our original ideas. ✓ Elaborate: Examples from the text confirm our statements or arguments. • Provide a dialogue structure: My turn/your turn; Partner A/Partner B; Collaborative groups. • Provide structures for students to edit and revise their writing. <ul style="list-style-type: none"> ✓ Shared Writing ✓ Teacher conferencing with specific feedback <p>GRAPHIC</p> <ul style="list-style-type: none"> • Provide graphic organizers or anchor charts to provide details, transition words and visuals that help students to identify and describe events in a range of grade-level complex texts. 	<p>groups.</p> <ul style="list-style-type: none"> • Provide structures for students to edit and revise their writing: <ul style="list-style-type: none"> ✓ Partners ✓ Teacher conferencing with specific feedback <p>GRAPHIC</p> <ul style="list-style-type: none"> • Provide graphic organizers or anchor charts to provide details, transition words and visuals that help students to identify and describe events in a range of grade-level complex texts.

3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices (continued)

Practice 1: Support analyses of a range of grade-level complex texts with evidence.

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)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> support analyses of grade level text with evidence by adding details to define, describe, compare, and classify the topic and/or entity using noun groups that answer questions about what something is like, or its color, shape, size (<i>four bright blue eggs</i>) in order to explain logical outcomes orally and in writing with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> support analyses of grade level text with evidence by adding details to define, describe, compare, and classify the topic and/or entity using noun groups that answer questions about what something is like, or its color, shape, size (<i>four bright blue eggs</i>) in order to explain logical outcomes orally and in writing with the aid of compound and complex sentence starters, frames, and/or visual supports. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> support analyses of grade level text with evidence by adding details to define, describe, compare, and classify the topic and/or entity using noun groups that answer questions about what something is like, or its color, shape, size (<i>four bright blue eggs</i>) in order to explain logical outcomes orally and in writing with the aid of complex language frames and other supports as needed.

3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices (continued)

Practice 2: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

<p style="text-align: center;">Entering/Emerging (Levels 1-2)</p>	<p style="text-align: center;">Developing/Expanding (Levels 3-4)</p>	<p style="text-align: center;">Bridging/Reaching (Levels 5-6)</p>
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Provide guided practice to co-construct a modified exemplar-writing piece that includes logical outcomes or endings with picture support and visuals which may include bilingual labels and words. ● Provide and model graphic organizers, language supports anchor charts. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide exemplars of writing specific to the purpose. ● Provide content-specific word banks, anchor charts, and/or word walls. ● Use words and simple sentences with pictures. ● Provide instructional supports, appropriate language structures, question starters, sentence frames and/or pictures, for students to ask and answer questions about key details in a text. ❖ Example: I think ____ because ____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Practice and produce topical language in small groups or with strategic partners throughout the lesson, using sentence and discourse frames, visual aids from the texts, and L1 support. ● Provide structures for students to edit and revise their writing. <ul style="list-style-type: none"> ✓ Shared Writing ✓ Teacher conferencing with specific feedback <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use instructional supports such as a graphic organizer for students to reference in order to use details, transition words or labeled visual 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Model Think Aloud to co-construct an exemplar-writing piece that includes logical outcomes or endings. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Use mentor texts (student or teacher generated) specific to task, purpose, and audience to serve as writing models. ● Provide content-specific anchor charts, word banks and/or word walls. ● Provide paragraph frames. ● Use simple and some expanded sentences with some complex sentences to support students' emerging cohesion. ● Provide instructional supports, appropriate language structures of guiding questions for students to ask and answer questions about key details in a text. ❖ Example: I think ____ because ____, so ____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Practice and produce language on the topic in small groups or with partners using sentence and discourse starters and visual aids from the texts. ● Provide structures for students to edit and revise their writing. <ul style="list-style-type: none"> ✓ Shared Writing ✓ Teacher conferencing with specific feedback <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide instructional supports such as a graphic organizer for students to reference in order to 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Model Think Aloud to co-construct an exemplar-writing piece that includes logical outcomes or endings. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Use mentor texts (student or teacher generated) specific to task, purpose, and audience to serve as writing models. ● Provide content-specific anchor charts, word banks and/or word walls. ● Use expanded sentences with cohesion and emerging complexity. ● Provide instructional supports, appropriate language structures of guiding questions for students to ask and answer questions about key details in a text. ❖ Example: Why do you think _____? Can you tell me three reasons why? <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide structures for students to edit and revise their writing: <ul style="list-style-type: none"> ✓ Partners ✓ Teacher conferencing with specific feedback <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide instructional supports (as needed) such as a graphic organizer or anchor chart for students to reference in order to incorporate details, transition words and visuals into their writing of grade-level narrative or informative/explanatory texts.

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>supports when producing grade-level narrative stories or reports in a structured group or with L1 support.</p> <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide and model realia. 	<p>incorporate details, transition words and visuals into their writing of grade-level narrative or informative/explanatory texts.</p> <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide and model realia. 	<p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide and model realia.

3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices (continued)

Practice 2: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Narrate</p> <ul style="list-style-type: none"> ● produce clear and coherent writing appropriate to task and purpose by engaging and adjusting for audience using word choices to convey attitudes, develop suspense, and share excitement (<i>my amazing adventure, super interesting, fantastic!</i>) in order to produce an organized expression of ideas at the word, phrase, and simple sentence level with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Narrate</p> <ul style="list-style-type: none"> ● produce clear and coherent writing appropriate to task and purpose by engaging and adjusting for audience using word choices to convey attitudes, develop suspense, and share excitement (<i>my amazing adventure, super interesting, fantastic!</i>) in order to produce an organized expression of ideas with the aid of compound and complex sentence starters, frames, and/or visual supports. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Narrate</p> <ul style="list-style-type: none"> ● produce clear and coherent writing appropriate to task and purpose by engaging and adjusting for audience using word choices to convey attitudes, develop suspense, and share excitement (<i>my amazing adventure, super interesting, fantastic!</i>) in order to produce an organized expression of ideas with the aid of complex language frames and other supports as needed.

3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices (continued)

Practice 3: Construct valid arguments from evidence and critique the reasoning of others.

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)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model orally and visually the academic, descriptive language, specific vocabulary and discourse structure required to construct valid arguments from evidence and critique the reasoning of others, using visuals which may include bilingual labels and words. ● Explicitly model and provide guided practice using graphic organizers, tables, anchor charts or timelines ● Provide guided practice to construct a modified exemplar-writing piece that includes logical outcomes or endings with picture support. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide phrasal patterns: “I heard you say”; “I agree with you because”; “I think”. ● Provide content-specific word banks, anchor charts and/or word walls. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide structures and practice opportunities with specific feedback for students to argue/critique their reasoning with L1 support – e.g., Strategic partners; role playing the vocabulary necessary to argue and critique. <p>GRAPHIC</p>	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, phrasal patterns and discourse structure required to construct valid arguments from evidence and critique the reasoning of others, in small groups. ● Explicitly model and provide graphic organizers, tables, charts, anchor charts, visual aids, or timelines. ● Model Think Aloud to construct an exemplar-writing piece that includes logical outcomes or endings. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide content-specific word banks, anchor charts and/or word walls. ● Provide phrasal patterns: “I heard you say”; “I agree with you because”; “I think this is what you meant by”; “I’d like to add” <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide structures and practice opportunities with specific feedback for students to argue/critique their reasoning – e.g., Strategic partners; Role play the vocabulary necessary to argue and critique; Socratic seminar. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide a graphic organizer for students to 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, phrasal patterns and discourse structure required to construct valid arguments from evidence and critique the reasoning of others. ● Provide graphic organizers, tables, charts, anchor charts, visual aids, or timelines. ● Model Think Aloud to construct an exemplar-writing piece that includes logical outcomes or endings. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide phrasal patterns: “I heard you say”; “I agree with you because”; “I’m wondering what you meant by”; “I’d like to add _____.” <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide structures for students to argue/critique their reasoning – e.g., Partners; Role play the vocabulary necessary to argue and critique; Socratic seminar. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide an anchor chart or graphic organizer for students to identify different perspectives, stances or points of view.

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> ● Provide and model use of graphic organizers and anchor charts for students to identify different perspectives, stances, or points of view. 	identify different perspectives, stances, or points of view.	

3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices (continued)

Practice 3: Construct valid arguments from evidence and critique the reasoning of others.

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)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> ● construct valid arguments from evidence and critique the reasoning of others by asking questions about peers’ opinions to identify and respond to their arguments using questions (<i>how, what, why</i>) to ask for clarification or information (<i>What makes you think that?</i>) in order to produce an oral or written argument through an organized expression of ideas with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> ● construct valid arguments from evidence and critique the reasoning of others by asking questions about peers’ opinions to identify and respond to their arguments using questions (<i>how, what, why</i>) to ask for clarification or information (<i>What makes you think that?</i>) in order to produce an oral or written argument through an organized expression of ideas with the aid of compound and complex sentence frames, and/or visual supports. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> ● construct valid arguments from evidence and critique the reasoning of others by asking questions about peers’ opinions to identify and respond to their arguments using questions (<i>how, what, why</i>) to ask for clarification or information (<i>What makes you think that?</i>) in order to produce an oral or written argument through an organized expression of ideas with the aid of compound and complex sentence frames, and/or visual supports with the aid of complex language frames and other supports as needed.

3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices (continued)

Practice 4: Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.

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)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Provide guided practice to co-construct a modified exemplar-writing piece that includes logical outcomes or endings with picture support. ● Model/provide exemplars of research methods and presentations from the research with L1 support. ● Provide a variety of sources for research including multilingual sources. ● Provide opportunities to practice presentations in a low-risk environment and receive specific feedback. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation using visuals which may include bilingual labels and words. ● Provide content-specific word banks and/or anchor charts. ● Use simple sentence and paragraph frames. ● Provide instructional supports, appropriate language structures, question starters, sentence frames and/or pictures, for students to ask and answer questions about key details when integrating, comparing, and synthesizing ideas from texts. <p>❖ Example: These texts are similar _____. They</p>	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Provide a variety of sources for research including multilingual sources. ● Model Think Aloud to co-construct an exemplar- writing piece that includes logical outcomes or endings. ● Model/provide exemplars of research methods and presentations from the research. ● Provide opportunities to practice their presentations in a low-risk environment. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. ● Provide instructional supports, question starters and sentence frames, for students to ask and answer questions about key details integrating, comparing, and synthesizing ideas from texts. <p>❖ Example: These texts are similar _____. They are different _____.</p> <ul style="list-style-type: none"> ● Provide content-specific word banks and/or anchor charts. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Have students read their paper aloud to their partner and receive structured 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Model Think Aloud to co-construct an exemplar-writing piece that includes logical outcomes or endings. ● Model/provide exemplars of research methods and presentations from the research. ● Provide a variety of sources for research including multilingual sources. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. ● Provide content-specific language frames and/or anchor charts. ● Provide instructional supports, appropriate language structures of guiding questions for students to ask and answer questions about key details in a text about key details integrating, comparing, and synthesizing ideas from texts. <p>❖ Example: These texts are similar _____. They are different _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide structured opportunities for students to work in small groups or with partners to synthesize and summarize information from various sources related to their research topics. ● Have students read their paper aloud to their

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>are different _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> • Provide structured opportunities for students to work in small groups or with partners with L1 support to synthesize and summarize content-related information from various sources to their research topics. <p>GRAPHIC</p> <ul style="list-style-type: none"> • Explicitly model and provide guided practice using graphic organizers, tables, charts or timelines. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> • Provide realia for students to use in presenting knowledge to peers. 	<p>peer feedback.</p> <ul style="list-style-type: none"> • Provide structures for students to research and develop their presentations: Partners or small groups; Technical support; Informational texts and resources. • Provide structured opportunities for students to work in small groups or with partners to synthesize and summarize content-related information from various sources to their research topics. <p>GRAPHIC</p> <ul style="list-style-type: none"> • Model and provide graphic organizers, tables, charts, visual aids, timelines. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> • Provide realia for students to use in presenting knowledge to peers. 	<p>partner and receive structured peer feedback.</p> <p>GRAPHIC</p> <ul style="list-style-type: none"> • Model and provide graphic organizers, tables, charts, visual aids, timelines. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> • Provide realia for students to use in presenting knowledge to peers.

3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices (continued)

Practice 4: Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.

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)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> ● build and present knowledge through research by developing coherence and cohesion throughout text using pronouns (<i>he, it, they</i>), demonstratives (<i>this, these, that, those</i>), and renaming (<i>penguins=flightless birds=they</i>) in order to produce orally or in writing an organized expression of ideas aided by simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> ● build and present knowledge through research by developing coherence and cohesion throughout text using pronouns (<i>he, it, they</i>), demonstratives (<i>this, these, that, those</i>), and renaming (<i>penguins=flightless birds=they</i>) in order to produce orally or in writing an organized expression of ideas with emerging cohesion characteristic of particular content areas aided by compound and complex sentence frames and/or visual supports. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> ● develop coherence and cohesion throughout text using pronouns (<i>he, it, they</i>), demonstratives (<i>this, these, that, those</i>), renaming (<i>penguins=flightless birds=they</i>) in order to produce orally or in writing an organized expression of ideas with emerging cohesion characteristic of particular content areas aided by complex language frames and other supports as needed.

3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices (continued)

Practice 5: Build upon the ideas of others and articulate their own when working collaboratively.

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)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Provide guided practice to construct a modified exemplar-writing piece that includes logical outcomes or endings with picture support. ● Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others' ideas. ● Provide opportunities to practice their presentations in a low-risk environment and receive specific feedback. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Model Think Aloud to construct an exemplar-writing piece that includes logical outcomes or endings. ● Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others' ideas. ● Provide opportunities to practice their presentations in a low-risk environment and receive specific feedback. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Model Think Aloud to construct an exemplar-writing piece that includes logical outcomes or endings. ● Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others' ideas. ● Provide opportunities to practice their presentations in a low-risk environment and receive specific feedback.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide word banks, anchor charts and/or word walls. ● Provide simple sentence frames. ● Provide appropriate language structures, question starters, sentence frames and/or pictures, for students to ask and answer questions about key details in a text. <p>❖ Example: I think ____ because ____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Use graphic organizers or other supports, labeled pictures and single words or simple sentences with pictures, for students to justify, clarify and inquire about reasoning with a partner or small group. ● Model, provide, and practice group interactions for collaboration to build on each other’s ideas and create a finished product. ● Provide structures for students to practice working collaboratively in teacher-guided small groups and partnerships. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Explicitly model and provide guided practice using graphic organizers, tables, anchor charts or timelines, and interactive support. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide visual aids and realia. 	<p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide visual aids, word banks, anchor charts and/or word walls, paragraph frames. ● Use simple, compound, and some complex sentences to support students’ emerging cohesion. ● Provide appropriate language structures question starters or sentence frames, for students to ask and answer questions about key details in a text. <p>❖ Example: I think ____ because ____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Use graphic organizers or other supports, for students to justify, clarify and inquire about reasoning with a partner or small group. ● Model, provide, and practice group interactions for collaboration to build on each other’s ideas and create a finished product. ● Provide structures for students to practice working collaboratively in teacher-guided small groups and partnerships. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Explicitly model and provide graphic organizers, tables, anchor charts or timelines, and interactive support. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide visual aids and realia. 	<p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide visual aids, word banks, anchor charts and/or word walls, paragraph frames. ● Use expanded sentences with cohesion and emerging complexity. ● Provide appropriate language structures of guiding questions for students to ask and answer questions about key details in a text about key details in a text <p>❖ Example: Based on _____, it seems to me that _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Use instructional supports such as a graphic organizer or chart for students to state and clarify reasoning with a partner or small group. ● Model, provide, and practice group interactions for collaboration to build on each other’s ideas and create a finished product. ● Provide structures for students to practice working collaboratively in teacher-guided small groups and partnerships. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Explicitly model and provide graphic organizers, tables, anchor charts or timelines, and interactive support. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide visual aids and realia.

3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices (continued)

Practice 5: Build upon the ideas of others and articulate their own when working collaboratively.

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)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> ● build upon the ideas of others and articulate their own when working collaboratively by using declarative statements to counter a claim or reasoning in order to engage in team discussions at the word, phrase, and simple sentence levels with the aid of sentence frames, word banks, visuals, and L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> ● build upon the ideas of others and articulate their own when working collaboratively by using declarative statements to counter a claim or reasoning in order to engage in team discussions with emerging cohesion characteristic of particular content areas, using simple, expanded, and some complex sentences supported by sentence frames, word banks, and anchor charts. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> ● build upon the ideas of others and articulate their own when working collaboratively by using declarative statements to counter a claim or reasoning in order to engage in team discussions with emerging cohesion characteristic of particular content areas supported by complex sentence frames, word banks, and anchor charts.

3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices (continued)

Practice 6: Use English structures to communicate content-specific messages.

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

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 2-3

<p style="text-align: center;">Entering/Emerging (Levels 1-2)</p>	<p style="text-align: center;">Developing/Expanding (Levels 3-4)</p>	<p style="text-align: center;">Bridging/Reaching (Levels 5-6)</p>
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model and provide guided practice using graphic organizers, tables, graphs, anchor charts or timelines and visuals which may include bilingual labels and words. ● Model using Think Aloud to construct an exemplar content-related writing piece using appropriate language structures that includes logical outcomes or endings. ● Provide guided practice to construct a modified exemplar-writing piece using appropriate language structures that includes logical outcomes or endings with picture support. ● Explicitly model interactive structures and provide guided practice with feedback. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide content-specific word banks, anchor charts and/or word walls. ● Provide simple sentence frames. ● Provide appropriate language structures, question starters, simple sentence frames and/or pictures, for students to ask and answer questions about key text regarding content-specific messages. <p>❖ Example: I think ____ because _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Use graphic organizers or other supports, labeled pictures and single words or simple sentences with pictures, for students to justify, clarify and inquire about reasoning with a partner or small group. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide graphic organizers, tables, graphs and 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model and provide graphic organizers, tables, graphs, charts or timelines, and interactive support. ● Model using Think Aloud to construct an exemplar- writing piece using appropriate language structures that includes logical outcomes or endings. ● Provide guided practice to construct a modified exemplar writing piece using appropriate language structures that includes logical outcomes or endings. ● Explicitly model interactive structures and provide guided practice with feedback. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide content-specific word banks, anchor charts and/or word walls. ● Provide paragraph frames. ● Use compound and some complex sentence frames to support cohesion. ● Provide appropriate language structures, question starters or sentence frames, for students to ask and answer questions about key text regarding content-specific messages. <p>❖ Example: I think ____ because _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Use graphic organizers or other supports, such as guiding questions, for students to justify, clarify and inquire about reasoning with a partner or small group. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide graphic organizers, tables, graphs and 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model and provide guided practice using graphic organizers, tables, graphs, anchor charts or timelines. ● Model Think Aloud to construct an exemplar-writing piece using appropriate language structures that includes logical outcomes or endings. ● Provide guided practice to construct an exemplar writing piece using appropriate language structures that includes logical outcomes or endings. ● Provide guided practice with feedback of interactive structures. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Encourage expanded sentences with cohesion and emerging complexity. ● Provide appropriate language structures of guiding questions for students to ask and answer questions about key text regarding content-specific messages. <p>❖ Example: Why do you think _____? Can you tell me three reasons why?</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Use graphic organizers or charts for students to justify, clarify and inquire about the reasoning of others with a partner or small group. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide (as needed) graphic organizers, tables, graphs and timelines for students to reference for content-related English structures when justifying, clarifying, and inquiring about

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>timelines for students to reference for content-related English structures when justifying, clarifying, and inquiring about reasoning in content-specific contexts.</p> <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> • Provide visual aids and realia. 	<p>timelines for students to reference for content-related English structures when justifying, clarifying, and inquiring about reasoning in content-specific contexts.</p> <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> • Provide visual aids and realia. 	<p>reasoning in content-specific contexts.</p> <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> • Provide visual aids and realia.

3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Language Arts Disciplinary Practices (continued)

Practice 6: Use English structures to communicate content-specific messages.

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)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Narrate</p> <ul style="list-style-type: none"> • develop story with time and event sequences, complication, and resolution using connectors that sequence time and events (<i>first, next, and then, before, after, later</i>) and link event details (<i>and, but, so</i>) in order to create an organized expression of ideas with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Narrate</p> <ul style="list-style-type: none"> • develop story with time and event sequences, complication, and resolution using connectors that sequence time and events (<i>first, next, and then, before, after, later</i>) and link event details (<i>and, but, so</i>) in order to create an organized expression of ideas with the aid of compound and complex sentence frames and/or visual supports. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Narrate</p> <ul style="list-style-type: none"> • develop story with time and event sequences, complication, and resolution using connectors that sequence time and events (<i>first, next, and then, before, after, later</i>) and link event details (<i>and, but, so</i>) in order to create an organized expression of ideas with the aid of complex language frames and other supports as needed.