



**NV ELD STANDARDS AND  
INSTRUCTIONAL SUPPORTS FOR  
DEVELOPING THE LANGUAGE OF  
LANGUAGE ARTS GRADES 4-5**

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## SECTION 1: INTRODUCTION TO NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 4-5

### 1A. Purpose and Organization

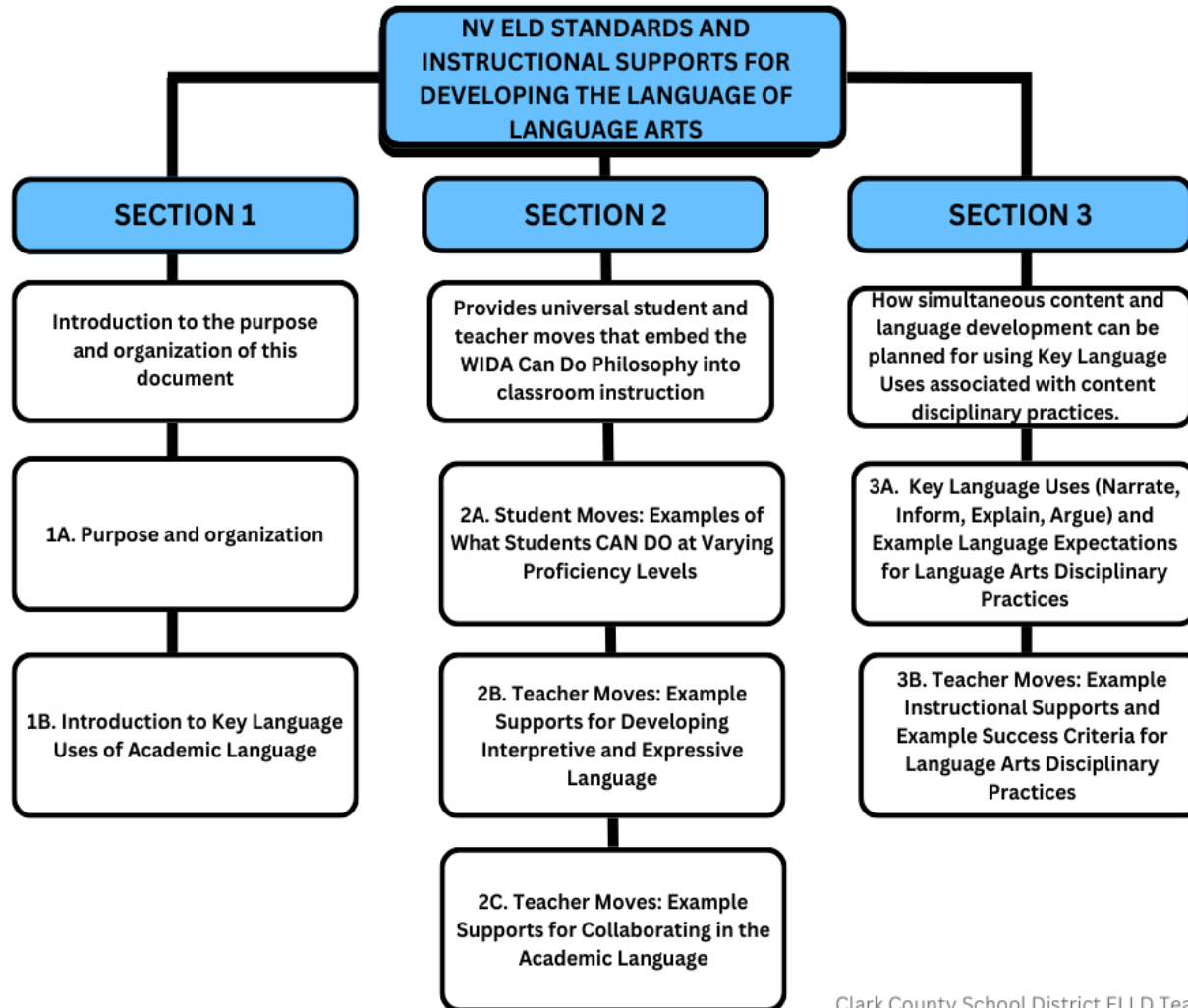
#### Purpose

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 4-5 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 4-5**

- 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 4-5**

- 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 4-5 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 4-5**

- Snapshot Key Language Uses from the WIDA 2020 ELD Standards Framework
  
- A. Key Language Uses (Narrate, Inform, Explain, Argue) and Example Language Expectations for Language Arts Disciplinary Practices
  - Prominent Key Language Uses for Language Arts Grades 4-5
  - 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
<b>NARRATE</b>	Highlights language to convey real or imaginary experiences through stories and histories. Example tasks for the Key Use of <b>Narrate</b> include telling or summarizing stories, sharing past experiences, recounting an incident, or to chronicle a report.
<b>INFORM</b>	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 <b>Inform</b> include defining, describing, comparing, contrasting, categorizing, or classifying concepts, ideas, or phenomena.
<b>EXPLAIN</b>	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 <b>Explain</b> include interpreting, elaborating, illustrating, simplifying ideas, actions, or phenomena.
<b>ARGUE</b>	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 <b>Argue</b> 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 4-5

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)
<b>Interpretive: Listening, Reading, &amp; Viewing</b>	<ul style="list-style-type: none"> <li>listen to read aloud to identify pictures associated with solutions to a short story conflict.</li> <li>determine literal meaning of oral passages from narrative or expository material and match to illustrations.</li> <li>find identifying information on biographies from illustrations, words, or phrases.</li> <li>sequence events in biographical sketches using illustrations and graphic organizers (e.g., timelines).</li> <li>find identifying information illustrative of main ideas from illustrations, words or phrases.</li> <li>sort main ideas and details from sentences using visual support and graphic organizers.</li> </ul>	<ul style="list-style-type: none"> <li>make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions.</li> <li>sequence pictures of clues/pieces of evidence from read aloud.</li> <li>identify cause/effect in oral discourse from narrative or expository material supported by illustrations.</li> <li>sort relevant from irrelevant biographical information using illustrations and graphic organizers.</li> <li>compare/contrast biographical information from two persons using illustrations and graphic organizers.</li> <li>match main ideas with their details from paragraphs using visual support and/or graphic organizers.</li> <li>interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support.</li> </ul>	<ul style="list-style-type: none"> <li>relate events or characters in fiction genres to one’s own life.</li> <li>make connections and draw conclusions from oral discourse using grade level materials.</li> <li>synthesize biographical information of two persons from grade-level material to form opinions on people.</li> <li>form or infer main ideas from details using grade level materials.</li> </ul>



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

With appropriate instructional supports, multilingual learners can...

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p><b>Expressive: Speaking, Writing, &amp; Representing</b></p>	<ul style="list-style-type: none"> <li>describe orally or in written form pictures of fictional characters, objects, or situations using phrases or short sentences based on models.</li> <li>name story elements of literary genres using key words and phrases with the support of illustrations, photographs, diagrams.</li> <li>list in written form or orally state in sequential order a series of events from illustrated text using phrases or short sentences based on models.</li> <li>list positive and negative effects of events in informational or narrative text using phrases or short sentences based on models.</li> <li>identify basic conventions or mechanics in text (e.g., use of capital letters).</li> <li>differentiate among uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks).</li> </ul>	<ul style="list-style-type: none"> <li>describe orally or in written form pictures of fictional characters, objects, or situations.</li> <li>complete scenarios from pictures of imaginary people, objects or situations.</li> <li>present orally detailed content-related information that has been rehearsed.</li> <li>summarize story lines, issues, ideas or conflicts in various genres, supported by illustrations.</li> <li>discuss relationships among ideas or offer opinions on issues or conflicts in various genres supported by illustrations.</li> <li>depict a series of illustrated events using related sentences in narrative form based on models.</li> <li>sequence a series of illustrated events using paragraph transitions in narrative form based on models.</li> <li>relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series).</li> <li>revise illustrated text according to specified conventions or mechanics (e.g., combine sentences to make appositives).</li> </ul>	<ul style="list-style-type: none"> <li>use characteristics of narrative genres (e.g. fantasy) to build a storyline.</li> <li>propose, and support with details, solutions to issues or conflicts in various genres.</li> <li>elaborate by adding precision and details to produce grade-level narrative, informational, and opinion writing.</li> <li>provide examples and reasons for use of specified conventions or mechanics (e.g., Why do we need commas?).</li> </ul>

## 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?

<b>Entering/Emerging (Levels 1-2)</b>	<b>Developing/Expanding (Levels 3-4)</b>	<b>Bridging/Reaching (Levels 5-6)</b>
<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>● Build background in key language and concepts.</li> <li>● Give two-step contextualized directions.</li> <li>● Restate/rephrase and use Patterned Oral Language routines.</li> <li>● Use Wait Time before and after questions.</li> <li>● Preview the text content with experiences.</li> <li>● Provide explicit instruction and practice in key social and instructional vocabulary utilizing plenty of visuals such as pictures, real objects, or gestures to convey meaning.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Provide explicit instruction and practice in key social and instructional vocabulary.</li> <li>● Model orally the academic language and specific vocabulary.</li> <li>● Provide explicit instruction and practice for students to construct the language using sentence starters.</li> <li>● Label visuals and objects with target vocabulary.</li> <li>● Introduce cognates to aid comprehension.</li> <li>● Provide opportunities for translanguaging and multilingual supports during the task.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● Pair students to read one text together.</li> <li>● Use Shared Reading.</li> </ul> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>● Use K-W-L charts before reading.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>● Confirm prior knowledge in key language and concepts.</li> <li>● Build background in key language and concepts using contextualized vocabulary, collaborative learning, visuals that introduce more complex texts with accompanying audio.</li> <li>● Check comprehension of all students frequently.</li> <li>● Use Wait Time.</li> <li>● Require and scaffold full sentence responses by asking open-ended questions.</li> <li>● Use Varied Presentation Formats such as role plays.</li> <li>● Scaffold oral reports with note cards and provide time for prior practice.</li> <li>● Provide opportunities for oral reporting for summarizing group work.</li> <li>● Thoroughly model all lesson expectations.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Model orally the academic language and specific vocabulary.</li> <li>● Provide explicit instruction and practice for students to construct the language using sentence and discourse starters.</li> <li>● Provide opportunities for translanguaging and multilingual supports during the task.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● Pair students to read one text together.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>● Confirm prior knowledge in key language and concepts.</li> <li>● Build background in key language and concepts focusing on academic vocabulary and idiomatic expressions. Use content specific texts to build subject knowledge.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Use complex sentence and discourse starters.</li> <li>● Extend content vocabulary with multiple examples and non-examples.</li> <li>● Provide opportunities for translanguaging during the task.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● Use Reciprocal Teaching to scaffold independent reading.</li> <li>● Provide tasks that encourage discourse and then facilitate and support discourse between and among students.</li> </ul> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>● Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing.</li> <li>● Provide a graphic organizer system (e.g. Learning Log/Interactive Notebook) for students to regularly record and process key academic vocabulary and content learning throughout an instructional unit.</li> </ul>

<b>Entering/Emerging (Levels 1-2)</b>	<b>Developing/Expanding (Levels 3-4)</b>	<b>Bridging/Reaching (Levels 5-6)</b>
<ul style="list-style-type: none"> <li>● Provide a list of important concepts on a graphic organizer.</li> </ul> <p><b><i>SENSORY/MEDIA</i></b></p> <ul style="list-style-type: none"> <li>● Use physical gestures to accompany oral directives.</li> <li>● Provide explicit instruction and practice for students to construct the language using visual aids from the text.</li> <li>● Preview the text content with pictures, demos, charts.</li> <li>● Provide a content vocabulary Word Bank with non-linguistic representations.</li> <li>● Preview text with a Picture Walk.</li> </ul>	<ul style="list-style-type: none"> <li>● Use Jigsaw Reading to scaffold independent reading.</li> </ul> <p><b><i>GRAPHIC</i></b></p> <ul style="list-style-type: none"> <li>● Use K-W-L charts before reading.</li> <li>● Provide a list of important concepts on a graphic organizer.</li> <li>● Provide a graphic organizer system (e.g. Learning Log/Interactive Notebook) for students to regularly record and process key academic vocabulary and content learning throughout an instructional unit.</li> </ul> <p><b><i>SENSORY/MEDIA</i></b></p> <ul style="list-style-type: none"> <li>● Provide a content vocabulary Word Bank with non-linguistic representations.</li> <li>● Preview the text content with pictures, demos, charts, or experiences.</li> <li>● Provide explicit instruction and practice for students to construct the language using visual aids from the text.</li> </ul>	<p><b><i>SENSORY/MEDIA</i></b></p> <ul style="list-style-type: none"> <li>● Use Video Observation Guides.</li> </ul>

## 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.

<b>Entering/Emerging (Levels 1-2)</b>	<b>Developing/Expanding (Levels 3-4)</b>	<b>Bridging/Reaching (Levels 5-6)</b>
<p><b>Prior to reading, writing, and discussion,</b> the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> <li>● engage in structured pair work (in L1 if possible) to prepare questions for discussion using graphic, interactive, and/or language supports.</li> <li>● participate in pair/triad/small group discussions using graphic, interactive, and/or language supports (including L1 as appropriate).</li> <li>● use Clock Buddies.</li> <li>● use Numbered Heads Together.</li> <li>● use key sentence frames for pair interactions.</li> <li>● participate with Strategic Partners at a higher English proficiency level and/or with same primary language peer(s).</li> <li>● use a Roving Chart in small group work.</li> <li>● use Interactive Journals.</li> <li>● use Think-Write-Pair-Share.</li> <li>● use Cloze sentences with a Word Bank.</li> <li>● use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul>	<p><b>Prior to reading, writing, and discussion,</b> the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> <li>● engage pair work to prepare questions for discussion using graphic, interactive, and/or language supports as needed.</li> <li>● contribute to pair/triad/small group discussions by supporting with examples, asking clarifying questions, and using graphic, interactive, and/or language supports as needed.</li> <li>● 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.</li> <li>● use graphic organizers or notes to scaffold oral retelling.</li> <li>● use Think-Write-Pair-Share.</li> <li>● repeat and expand their responses and other students' responses in a Collaborative Dialogue.</li> <li>● use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul>	<p><b>Prior to reading, writing, and discussion,</b> the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> <li>● engage in pair work to process information.</li> <li>● inform and formulate thinking, then prepare questions for discussion.</li> <li>● 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.</li> <li>● 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.</li> <li>● use oral reporting for summarizing group work.</li> <li>● use Think-Write-Pair-Share.</li> <li>● use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul>

## SECTION 3: INSTRUCTIONAL GUIDANCE FOR LANGUAGE ARTS DISCIPLINARY PRACTICES GRADES 4-5

### 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 4-5.

Snapshots of Key Language Uses in Grades 4-5	
Narrate	<ul style="list-style-type: none"> <li>• Add details about characters and settings</li> <li>• Use dialogue to provide insight into characters’ motives and personalities</li> <li>• Create images in the reader’s mind through descriptive language</li> <li>• Interpret and construct narratives in a variety of contexts and purposes, including fictional or historical narratives about significant individuals or events</li> </ul>
Inform	<ul style="list-style-type: none"> <li>• Provide objective general descriptions of entities and concepts of observable and unobservable phenomena</li> <li>• Share factual knowledge by moving from concrete and familiar topics to unfamiliar topics</li> <li>• Construct generalizations of concepts beyond experiences (e.g., compare earthquakes and cyclones)</li> </ul>
Explain	<ul style="list-style-type: none"> <li>• Identify consequences of actions or events</li> <li>• Give account for the underlying causes of how something works or why something happens</li> <li>• Begin to show underlying causes of more abstract phenomena</li> </ul>
Argue	<ul style="list-style-type: none"> <li>• Substantiate claims with evidence and reasoning</li> <li>• Use evidence from texts or data to support claims</li> <li>• Consider and engage with other voices, possibilities, and perspectives</li> <li>• Argue about topics that go beyond students’ immediate contexts to topics outside their realm of personal experience</li> </ul>

### 3A. Key Language Uses (Narrate, Inform, Explain, 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 4-5				
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. 112-117.)

Language Arts Practices	KEY LANGUAGE USES			
	Narrate	Inform	Explain	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 exploring how character attributes and actions develop across event sequences using verbs to describe character behaviors ( <i>raced, explored</i> ), thoughts ( <i>wondered, believed</i> ), feelings ( <i>hoped, longed for</i> ), speech ( <i>mumbled, screamed, questioned</i> ).	Multilingual learners support analyses of grade level text with evidence by adding precision to define, describe, compare, and classify using expanded noun groups and adjectives to add details ( <i>spherical ball of rocks or gas</i> ), and classify or qualify information ( <i>environmental threats, greenhouse gasses</i> ).	Multilingual learners support analyses of grade level text with evidence by generating and conveying initial thinking using authoritative declarative statements to provide objective, factual information ( <i>There are three reasons for the main character’s difficult situation.</i> ).	Multilingual learners support analyses of grade level text with evidence by substantiating opinions with reasons and information using modality to express obligation or certainty ( <i>might, could, must, need to, have to</i> ).

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 4-5

Language Arts Practices	KEY LANGUAGE USES			
	Narrate	Inform	Explain	Argue
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 evaluative word choices to describe author’s attitudes ( <i>awesome, scared, mean, enjoyed the time, most people</i> ) and statements to provide closure or summarize narrative ( <i>finally, it was over, there are some things that can’t be seen but only felt</i> ).	Multilingual learners produce clear and coherent writing appropriate to task, purpose and audience by adding precision and details using expanded noun groups and adjectives to describe the concept or entity ( <i>spherical ball of rocks or gas</i> ) and classify or qualify information ( <i>environmental threats, greenhouse gasses</i> ).	Multilingual learners develop coherence and cohesion in writing that is appropriate to task, purpose and audience using topic nouns to begin sentences or paragraphs across text.	Multilingual learners produce clear and coherent writing appropriate to task, purpose, and audience by using declarative statements to frame the topic, provide background information, and state opinion ( <i>The novel, The Proudest Blue, by Ibtihaj Muhammad, provides a great example of being proud of your heritage.</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 establishing objective or neutral stances using technical word choices to add precise and descriptive information without evaluative language ( <i>the red-bellied piranha versus the terrifying piranha</i> ).	Multilingual learners construct valid arguments from evidence and critique the reasoning of others by offering alternatives to deepen awareness of factors that contribute to particular outcomes using connectors to elaborate an idea/interpretation ( <i>so, this means, therefore, a way to think about this</i> ).	Multilingual learners construct valid arguments from evidence and critique the reasoning of others by stating an opinion using first person ( <i>I think, In my opinion</i> ) or third person ( <i>this book provides, the author believes</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 and raising questions about what might be unexplained, missing, or left unsaid using language to address the reader/listener and	Multilingual learners build and present knowledge through research by summarizing the most important aspects of information using generalized nouns to identify class of things ( <i>marine life versus dolphins,</i>	Multilingual learners build and present knowledge through research by adding precision and details to define, describe, compare, and classify the topic using relating verbs ( <i>have, be, belong to, means, represents, is</i>	Multilingual learners build and present knowledge through research by refining claims and reasoning based on new information or evidence

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 4-5

Language Arts Practices	KEY LANGUAGE USES			
	Narrate	Inform	Explain	Argue
	draw them in ( <i>Listen while I tell you the most amazing story.</i> ).	<i>sea turtles</i> ).	<i>called</i> ) to define or describe the topic ( <i>Marsupials are mammals that carry their babies in a pouch.</i> ).	using connectors ( <i>because, as a result, when, if, although, but</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 expanded noun groups to state who or what the narrative is about ( <i>seven powerful kings, curly-haired baby girl</i> ).	Multilingual learners build upon the ideas of others and articulate their own when working collaboratively by summarizing the most important aspects of information using relating verbs ( <i>have, be, belong to, means, represents, is called</i> ) to define or describe the topic ( <i>Marsupials are mammals that carry their babies in a pouch.</i> ).	Multilingual learners build upon the ideas of others and articulate their own when working collaboratively by acting on feedback to revise understandings of how or why something is or works in particular ways using connectors to elaborate an idea/interpretation ( <i>so, this means, therefore, a way to think about this</i> ).	Multilingual learners build upon the ideas of others and articulate their own when working collaboratively by supporting or challenging an opinion, premise, or interpretation using connectors to sequence points in the argument ( <i>first, furthermore, as evidenced by</i> ).
6. Use English structures to communicate content-specific messages.	Multilingual learners use language structures to describe complication and resolution using sequence connectors ( <i>first, next, before, after</i> ) and past-tense verb forms.	Multilingual learners use reporting devices (saying verbs) to integrate sourced information into saying verbs ( <i>said, reported, claims</i> ) and/or direct and indirect quotes.	Multilingual learners introduce and define the topic and/or entity for the audience using timeless present verbs ( <i>carries, travels, swims</i> ) to indicate generalizable nature of information.	Multilingual learners introduce and develop a topic clearly and state an opinion using declarative statements to frame the topic and provide background information ( <i>The novel, The Proudest Blue, by Ibtihaj Muhammad, provides a great example of being proud of your heritage.</i> ).



### 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><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Provide visuals which may include bilingual labels and words.</li> <li>• Ask simple, direct questions frequently to check for understanding.</li> <li>• Use gestures, drawings, or other non-verbal methods to allow students to demonstrate comprehension.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Provide language supports throughout the lesson, using content-specific word banks, sentence and discourse starters, and visual aids from texts.</li> <li>• 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 with possible L1 supports.</li> <li>❖ <b>Examples:</b> I think the main idea is _____. The main points of this section are _____.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>• Provide a dialogue structure: My turn/your turn; Partner A/Partner B.</li> <li>• Identify details and examples from complex text in a structured group or with a partner with L1 support.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Provide specific, timely feedback during student practice time.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use word walls and interactive vocabulary notebooks to help students retain and use new words.</li> <li>• Provide sentence and discourse starters: Explain; Justify; Elaborate</li> <li>❖ <b>Examples:</b> I agree that _____ because _____. It reminded me of _____ because _____.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>• Practice and produce topical language in small groups or with partners using sentence and discourse starters and visual aids from the texts.</li> <li>• Provide dialogue structures throughout the lesson, e.g. My turn/your turn; Partner A/Partner B; Collaborative groups.</li> <li>• Identify and elaborate on events from complex text in small groups or with a partner.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Provide direct instruction to model orally the academic language, specific vocabulary and structure required to analyze a range of grade-level complex texts, drawing inferences that are supported by details and examples from the text.</li> <li>• Encourage students to justify their answers with specific evidence and reasoning.</li> <li>• Provide mentor text and visual supports from the texts.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use complex sentence and discourse starters: Explain; Justify; Elaborate</li> <li>❖ <b>Examples:</b> I do not think that the evidence supports _____ because of _____. Others may say _____; however, _____.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>• Provide dialogue structures throughout the lesson, e.g. My turn/your turn; Partner A/Partner B; Collaborative groups.</li> <li>• Identify and elaborate on events from complex text in small groups or with a partner.</li> </ul>

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 4-5

<b>Entering/Emerging (Levels 1-2)</b>	<b>Developing/Expanding (Levels 3-4)</b>	<b>Bridging/Reaching (Levels 5-6)</b>
<p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>• Use images and charts to help students understand the text.</li> <li>• Incorporate storyboards and comic strips to sequence events and illustrate key concepts.</li> </ul>	<p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Provide graphic organizers or anchor charts to provide details, transition words and visuals that help students to draw inferences and/or identify and describe events in a range of grade-level complex texts.</li> <li>• Provide graphic organizers such as Venn diagrams, cause and effect charts, and story maps to help students organize their thoughts and evidence from the text.</li> </ul> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>• Incorporate storyboards and comic strips to sequence events and illustrate key concepts.</li> <li>• Use annotation tools (highlighting, underlining) to help students mark important information and evidence in the text.</li> </ul>	<p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Provide graphic organizers or anchor charts to provide details, transition words and visuals that help students to draw inferences and/or identify and describe events in a range of grade-level complex texts.</li> <li>• Introduce more sophisticated graphic organizers, such as multi-column charts for comparing multiple texts or perspectives.</li> </ul>

**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><b>With prompting and supports, multilingual learners will...</b></p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> <li>support analyses of grade level text with evidence by adding precision to define, describe, compare, and classify the topic using expanded noun groups and adjectives to add details (<i>spherical ball of rocks or gas</i>) and classify or qualify information (<i>environmental threats, greenhouse gasses</i>) in order to provide oral analysis with the aid of visual supports, sentence frames, word banks, and L1 support.</li> </ul>	<p><b>With appropriate supports, multilingual learners will...</b></p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> <li>support analyses of grade level text with evidence by adding precision to define, describe, compare, and classify the topic using expanded noun groups and adjectives to add details (<i>spherical ball of rocks or gas</i>) and classify or qualify information (<i>environmental threats, greenhouse gasses</i>) in order to provide oral analysis with the aid of visual supports, sentence frames, word banks, and L1 support.</li> </ul>	<p><b>With appropriate support, multilingual learners will...</b></p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> <li>support analyses of grade level text with evidence by adding precision to define, describe, compare, and classify the topic using expanded noun groups and adjectives to add details (<i>spherical ball of rocks or gas</i>) and classify or qualify information (<i>environmental threats, greenhouse gasses</i>) in order to provide oral analysis with the aid of complex language frames and other supports as needed.</li> </ul>

**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:

<p style="text-align: center;"><b>Entering/Emerging (Levels 1-2)</b></p>	<p style="text-align: center;"><b>Developing/Expanding (Levels 3-4)</b></p>	<p style="text-align: center;"><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Explicitly model orally and visually the academic, descriptive language, specific vocabulary and structure required to produce grade-level content written reports, using visuals which may include bilingual labels and words.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Provide exemplars of writing specific to the purpose.</li> <li>• Provide content-specific word banks, anchor charts, and/or word walls.</li> <li>• Provide sentence and discourse frames, and a word bank specific to task, purpose, and audience.</li> </ul> <p>❖ <b>Examples:</b> I like ____ because _____. My favorite part of ____ is _____. I have three pets. They are a ____, ____, and _____. I like my pets because _____.</p> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide structures for students to edit and revise their writing.                             <ul style="list-style-type: none"> <li>✓ Shared Writing</li> <li>✓ Teacher conferencing with specific feedback.</li> </ul> </li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Explicitly model the academic language, specific vocabulary and structure required to produce grade-level written reports, in small groups.</li> <li>• Provide rubrics and checklists that outline the expectations for writing tasks, helping students self-assess their work.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Use mentor texts (student or teacher generated) specific to task, purpose, and audience to serve as writing models.</li> <li>• Provide content-specific anchor charts, word banks and/or word walls.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>• Practice and produce language on the topic in small groups or with partners using sentence and discourse frames and visual aids from the texts.</li> <li>• Provide structures for students to edit and revise their writing.                             <ul style="list-style-type: none"> <li>✓ Shared Writing</li> <li>✓ Teacher conferencing with specific feedback.</li> </ul> </li> </ul> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Provide instructional supports such as a graphic organizer for students to reference in order to incorporate details, transition words and visuals into their writing of grade-level narrative or informative/explanatory texts.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Provide mentor text to model the academic language, specific vocabulary and structure required to produce extended grade-level written reports.</li> <li>• Use instructional supports as needed for students to identify and use details from complex text or visuals to produce grade-level narrative stories or reports.</li> <li>• Provide rubrics and checklists that outline the expectations for writing tasks, helping students self-assess their work.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Use mentor texts (student or teacher generated) specific to task, purpose, and audience to serve as writing models.</li> <li>• Provide content-specific anchor charts, word banks and/or word walls.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>• Provide structures for students to edit and revise their writing.                             <ul style="list-style-type: none"> <li>✓ Partners</li> <li>✓ Teacher conferencing with specific feedback.</li> </ul> </li> <li>• Provide opportunities for students to write in various genres and for real-world audiences (e.g., letters to the editor, blog posts, reports).</li> <li>• Use peer review sessions to develop critical thinking and editing skills.</li> </ul> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Provide instructional supports (as needed) such as a graphic organizer for students to</li> </ul>

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 4-5

<b>Entering/Emerging (Levels 1-2)</b>	<b>Developing/Expanding (Levels 3-4)</b>	<b>Bridging/Reaching (Levels 5-6)</b>
<p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Provide and model graphic organizers, language supports and anchor charts.</li> <li>• Use instructional supports such as a graphic organizer or chart for students to reference in order to use details, transition words or labeled visual supports when producing grade-level narrative stories or reports in a structured group or with L1 support.</li> </ul> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>• Use realia to provide a shared experience that brings focus to the writing task.</li> </ul>	<p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>• Provide multimedia that deepens understanding of the assigned writing topic.</li> <li>• Incorporate technology, like word processing tools with built-in supports (spell check, grammar suggestions).</li> </ul>	<p>reference in order to incorporate details, transition words and visuals into their writing of grade-level narrative or informative/explanatory texts.</p> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>• Provide multimedia that deepens understanding of the assigned writing topic.</li> <li>• Incorporate technology, like word processing tools with built-in supports (spell check, grammar suggestions).</li> </ul>

**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:

<b>Entering/Emerging (Levels 1-2)</b>	<b>Developing/Expanding (Levels 3-4)</b>	<b>Bridging/Reaching (Levels 5-6)</b>
<p><b>With prompting and supports, multilingual learners will...</b></p> <p>Key Language Use - Narrate</p> <ul style="list-style-type: none"> <li>produce clear and coherent writing appropriate to task and purpose by engaging and adjusting for audience using evaluative word choices to describe author’s attitudes (<i>awesome, scared, mean, enjoyed the time, most people</i>) and statements to provide closure or summarize narrative (<i>finally, it was over, there are some things that can’t be seen but only felt</i>) in order to explain story elements with the aid of simple sentence frames, word banks/anchor charts, visuals, and L1 support.</li> </ul> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> <li>produce clear and coherent writing appropriate to task, purpose, and audience by adding precision and details in writing to define, describe, compare, and classify topic using expanded noun groups and adjectives to add details to the concept or entity (<i>spherical ball of rocks or gas</i>), and to classify or qualify information (<i>environmental threats, greenhouse gasses</i>) in order to explain story elements with the aid of simple sentence frames, word banks/anchor charts, visuals, and L1 support.</li> </ul>	<p><b>With appropriate supports, multilingual learners will...</b></p> <p>Key Language Use - Narrate</p> <ul style="list-style-type: none"> <li>produce clear and coherent writing appropriate to task and purpose by engaging and adjusting for audience using evaluative word choices to describe author’s attitudes (<i>awesome, scared, mean, enjoyed the time, most people</i>) and statements to provide closure or summarize narrative (<i>finally, it was over, there are some things that can’t be seen but only felt</i>) in order to explain story elements with the aid of graphic supports, compound and complex sentence frames, and visual supports.</li> </ul> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> <li>produce clear and coherent writing appropriate to task, purpose, and audience by adding precision to define, describe, compare, and classify topic using expanded noun groups and adjectives to add details to the concept (<i>spherical ball of rocks or gas</i>) and classify or qualify information (<i>environmental threats, greenhouse gasses</i>) in order to explain story elements with the aid of compound and complex sentence frames and visual supports.</li> </ul>	<p><b>With appropriate supports, multilingual learners will...</b></p> <p>Key Language Use - Narrate</p> <ul style="list-style-type: none"> <li>produce clear and coherent writing appropriate to task and purpose by engaging and adjusting for audience using evaluative word choices to describe author’s attitudes (<i>awesome, scared, mean, enjoyed the time, most people</i>) and statements to provide closure or summarize narrative (<i>finally, it was over, there are some things that can’t be seen but only felt</i>) in order to explain story elements with the aid of complex language frames and other supports as needed.</li> </ul> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> <li>produce clear and coherent writing appropriate to task, purpose, and audience by adding precision and details to define, describe, compare, and classify topic using expanded noun groups and adjectives to add details to the concept (<i>spherical ball of rocks or gas</i>), and to classify or qualify information (<i>environmental threats, greenhouse gasses</i>) in order to explain story elements with the aid of complex language frames and other supports as needed.</li> </ul>

### 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><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others.</li> <li>• Use language and visual supports for students to identify different perspectives, stances or points of view in written or spoken context with L1 support.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Provide phrasal patterns: “I heard you say”; “I agree with you because”; “I think”.</li> <li>• Provide content-specific word banks, anchor charts and/or word walls.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Provide phrasal patterns: “I heard you say”; “I agree with you because”; “I think this is what you meant by”; “In addition to _____, I’d like to add _____.”</li> <li>• Provide content-specific word banks, anchor charts and/or word walls.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Provide more detailed frameworks for constructing arguments, including</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Provide mentor texts to model the academic language, specific vocabulary, phrasal patterns and discourse structure required to construct valid arguments from evidence and critique the reasoning of others.</li> <li>• Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others.</li> <li>• Gradually reduce the level of support as students become more comfortable with the process.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Provide phrasal patterns: “I heard you say”; “I agree with you because”; “I’m wondering what you meant by”; “In addition to _____, I’d like to add _____.”; “Based on _____, it seems to me _____.”</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>• Provide structures for students to argue/critique their reasoning – e.g., Partners; Role play the vocabulary necessary to argue and critique; Socratic seminar.</li> </ul> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Provide an anchor chart or graphic organizer for students to identify different perspectives,</li> </ul>

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Provide and model use of graphic organizers and anchor charts for students to identify different perspectives, stances, or points of view.</li> <li>• Provide templates for argument construction that include sections for claim, evidence, and reasoning.</li> </ul> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>• Use multimedia in L1 to model argumentation.</li> </ul>	<p>sections for multiple pieces of evidence and explanations.</p> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>• Provide multimedia that deepens understanding of the assigned topic.</li> <li>• Incorporate technology, like word processing tools and immersive reader with built-in supports (spell check, grammar suggestions).</li> </ul>	<p>stances or points of view.</p> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>• Provide multimedia that deepens understanding of the assigned topic.</li> <li>• Incorporate technology, like word processing tools and immersive reader with built-in supports (spell check, grammar suggestions).</li> </ul>

### 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><b>With prompting and supports, multilingual learners will...</b></p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> <li>• construct valid arguments from evidence and critique the reasoning of others by stating an opinion using first person (<i>I think, In my opinion</i>) or third person (<i>this book provides, the author believes</i>) in order to orally argue their perspective and persuade an audience with the aid of simple sentence frames, word banks/anchor charts, visuals, and L1 support.</li> </ul>	<p><b>With appropriate supports, multilingual learners will...</b></p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> <li>• introduce construct valid arguments from evidence and critique the reasoning of others by stating an opinion using first person (<i>I think, In my opinion</i>) or third person (<i>this book provides, the author believes</i>) in order to orally argue their perspective and persuade an audience with the aid of compound and complex sentence frames, and visual supports.</li> </ul>	<p><b>With appropriate supports, multilingual learners will...</b></p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> <li>• construct valid arguments from evidence and critique the reasoning of others by stating an opinion using first person (<i>I think, In my opinion</i>) or third person (<i>this book provides, the author believes</i>) in order to orally argue their perspective and persuade an audience with the aid of complex language frames and other supports as needed.</li> </ul>



### 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><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of sources for research including multilingual sources.</li> <li>● Provide opportunities to practice presentations in a low-risk environment and receive specific feedback.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation using visuals which may include bilingual labels and words.</li> <li>● Provide content-specific word banks and/or anchor charts.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Have students read their paper aloud to their partner who has a higher proficiency in English to orally compare and synthesize information from the texts.</li> <li>❖ <b>Example stems:</b> Both ____ and ____ are _____. They both have _____ and _____ are similar because of _____.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>● Model/provide exemplars of research methods and presentations from the research.</li> <li>● Provide a variety of sources for research including multilingual sources.</li> <li>● Provide opportunities to practice presentations in a low-risk environment and receive specific feedback.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation.</li> <li>● Provide content-specific word banks and/or anchor charts.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● Have students read their paper aloud to their partner and receive structured peer feedback.</li> <li>❖ <b>Example stems:</b> There are several major differences between ____ and _____. The most notable is _____. While ____ has _____, _____ is _____er than _____, but _____er than _____.</li> <li>● Provide structures for students to research and develop their presentations: Partners or small groups; Technical support; Informational texts and resources.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>● Model/provide exemplars of research methods and presentations from the research.</li> <li>● Provide a variety of sources for research including multilingual sources.</li> <li>● Provide structures for students to research and develop presentations: Partners or small groups; Technical support; Informational texts and resources.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation.</li> <li>● Provide content-specific word banks and/or anchor charts.</li> </ul> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● Provide opportunities for students to present their research to authentic audiences, such as classmates, parents, or community members.</li> <li>● Encourage students to publish their research findings in class newsletters, blogs, or school publications.</li> <li>● Have students read their paper aloud to</li> </ul>

<p style="text-align: center;"><b>Entering/Emerging (Levels 1-2)</b></p>	<p style="text-align: center;"><b>Developing/Expanding (Levels 3-4)</b></p>	<p style="text-align: center;"><b>Bridging/Reaching (Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>● Provide structures for students to research and develop their presentations: Teacher-guided; Strategic partners or small groups; Technical support; Info texts &amp; resources.</li> </ul> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>● Use graphic organizers like KWL charts (Know, Want to Know, Learned), Venn diagrams, and concept maps to help students organize information from different texts.</li> </ul> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>● Provide realia for students to use in presenting knowledge to peers.</li> <li>● Use visual aids such as pictures, diagrams, and videos to support understanding of the material.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>● Provide more detailed research frameworks and graphic organizers to help students gather, compare, and synthesize information from multiple sources.</li> <li>● Use research logs to help students track their sources and notes systematically.</li> </ul> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>● Use interactive tools like digital graphic organizers, online research databases, and multimedia resources to engage students in the research process.</li> <li>● Encourage the use of annotation tools to highlight and make notes on key information in texts.</li> </ul>	<p>their partner and receive structured peer feedback.</p> <p>❖ <b>Example stems:</b> Based upon my analysis of _____ and _____. Although some believe _____, the author claims _____. In comparison to _____.</p> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>● Use advanced graphic organizers such as synthesis matrices and comparative analysis charts to help students organize their thoughts.</li> </ul> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>● Introduce students to academic research tools and databases for finding credible sources.</li> </ul>

### 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><b>With prompting and supports, multilingual learners will...</b></p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> <li>• build and present knowledge through research by adding precision to define, describe, compare, and classify the topic using relating verbs (<i>have, be, belong to, means, represents, is called; Marsupials are mammals that carry their babies in a pouch.</i>) in order to present sourced information supported by facts and details in a written report and/or oral presentation with the aid of simple sentence frames, word banks/anchor charts, visuals, and L1 support.</li> </ul>	<p><b>With appropriate supports, multilingual learners will...</b></p> <p>Key Language Use – Explain</p> <ul style="list-style-type: none"> <li>• build and present knowledge through research by adding precision and details to define, describe, compare, and classify the topic using relating verbs (<i>have, be, belong to, means, represents, is called; Marsupials are mammals that carry their babies in a pouch.</i>) in order to present sourced information supported by facts and details in a written report and/or oral presentation with the aid of compound and complex sentence frames, word banks/anchor charts, and visuals.</li> </ul>	<p><b>With appropriate supports, multilingual learners will...</b></p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> <li>• build and present knowledge through research by adding precision and details to define, describe, compare, and classify the topic using relating verbs (<i>have, be, belong to, means, represents, is called; Marsupials are mammals that carry their babies in a pouch.</i>) in order to present sourced information supported by facts and details in a written report and/or oral presentation with the aid of complex language frames and other supports as needed.</li> </ul>

### 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 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:

<p style="text-align: center;"><b>Entering/Emerging (Levels 1-2)</b></p>	<p style="text-align: center;"><b>Developing/Expanding (Levels 3-4)</b></p>	<p style="text-align: center;"><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>● Establish clear turn-taking rules and use visual cues (like talking sticks) to ensure everyone has a chance to speak.</li> <li>● Provide opportunities to practice their presentations in a low-risk environment and receive specific feedback.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Provide varied sentence frames and discourse structures in teacher-guided small collaborative groups for students to synthesize and summarize content-related information.</li> </ul> <p>❖ <b>Examples:</b> I would add that _____. I think it means that _____.</p> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● Model, provide, and practice group interactions for collaboration to build on each other’s ideas and create a finished product.</li> <li>● Provide structures for students to practice working collaboratively in teacher-guided small groups and partnerships.</li> </ul> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>● Provide graphic organizers and anchor charts.</li> </ul> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>● Use visual aids such as pictures and diagrams to help students understand and contribute to group discussions.</li> <li>● Incorporate hands-on activities like building models or creating posters to facilitate participation.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>● Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others’ ideas.</li> <li>● Provide opportunities to practice their presentations in a low-risk environment and receive specific feedback.</li> <li>● Use reflection prompts to encourage students to think about how they built on others’ ideas and articulated their own.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Provide varied sentence frames and discourse structures in teacher-guided small collaborative groups for students to synthesize and summarize content-related information.</li> </ul> <p>❖ <b>Examples:</b> I want to expand upon your point about _____. In my opinion, _____ should be _____ because _____.</p> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● Model, provide, and practice group interactions for collaboration to build on each other’s ideas and create a finished product.</li> <li>● Provide structures for students to practice working collaboratively in teacher-guided small groups and partnerships.</li> <li>● Use role cards with specific discussion roles and sentence frames (e.g., facilitator, summarizer, questioner) to structure collaborative interactions.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>● Use mentor text to model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others’ ideas.</li> <li>● Provide opportunities to practice their presentations in a low-risk environment and receive specific feedback.</li> <li>● Encourage the use of advanced collaborative strategies such as Socratic seminars, debates, and roundtable discussions.</li> <li>● Teach students facilitation and leadership skills to help them guide group discussions and ensure everyone’s ideas are considered.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Encourage the use of precise and varied vocabulary to express nuanced ideas.</li> <li>● Provide varied sentence frames and discourse structures in teacher-guided small collaborative groups for students to synthesize and summarize content-related information.</li> </ul> <p>❖ <b>Examples:</b> I want to expand upon your point about _____. In my opinion, _____ should be _____ because _____. The _____ can further be described as _____.</p> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>● Model, provide, and practice group interactions for collaboration to build on each other’s ideas and create a finished product.</li> <li>● Provide structures for students to practice working collaboratively in teacher-guided small groups and partnerships.</li> </ul>

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
	<p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Use graphic organizers like mind maps, idea webs, and T-charts to help students organize their thoughts and track group discussions.</li> </ul> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>• Provide and model realia.</li> </ul>	<p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Use graphic organizers like mind maps, idea webs, and T-charts to help students organize their thoughts and track group discussions.</li> </ul>

**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 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><b>With prompting and supports, multilingual learners will...</b></p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> <li>• build upon the ideas of others and articulate their own when working collaboratively by supporting or challenging an opinion, premise, or interpretation using connectors to sequence points in the argument (<i>first, furthermore, as evidenced by</i>) in order to engage in basic conversations to share information with the team with the aid of simple sentence frames, word banks, and L1 support.</li> </ul>	<p><b>With appropriate supports, multilingual learners will...</b></p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> <li>• build upon the ideas of others and articulate their own when working collaboratively by supporting or challenging an opinion, premise, or interpretation using connectors to sequence points in the argument (<i>first, furthermore, as evidenced by</i>) in order to engage in conversations to share information with the team with the aid of sentence frames and word banks.</li> </ul>	<p><b>With appropriate supports, multilingual learners will...</b></p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> <li>• build upon the ideas of others and articulate their own when working collaboratively by supporting or challenging an opinion, premise, or interpretation using connectors to sequence points in the argument (<i>first, furthermore, as evidenced by</i>) in order to engage in conversations to share information with the team with the aid of complex language frames and additional supports as needed.</li> </ul>

### 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:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Explicitly model and provide guided practice using graphic organizers, tables, graphs, anchor charts or timelines and visuals which may include bilingual labels and words.</li> <li>• Model using Think Aloud to construct an exemplar content-related writing piece using appropriate language structures that includes logical outcomes or endings.</li> <li>• Provide guided practice to construct a modified exemplar writing piece using appropriate language structures that includes logical outcomes or endings with picture support.</li> <li>• Explicitly model interactive structures and provide guided practice with feedback.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Conduct mini-lessons on specific grammar points and language structures relevant to the content area.</li> <li>• Provide content-specific word banks, anchor charts and/or word walls.</li> <li>• Provide question starters, sentence frames and/or pictures for students to reference to ask and answer questions about key details in a text regarding content-specific concepts.</li> </ul> <p>❖ <b>Example:</b> I think _____ because _____.</p>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Explicitly model and provide guided practice using graphic organizers, tables, graphs, anchor charts or timelines.</li> <li>• Model using Think Aloud to construct an exemplar content-related writing piece with appropriate language structures that includes logical outcomes or endings.</li> <li>• Provide guided practice to construct a modified exemplar writing piece using appropriate language structures that includes logical outcomes or endings.</li> <li>• Explicitly model interactive structures and provide guided practice with feedback.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Provide sentence stems for students to use simple, expanded and some complex sentences for emerging cohesion.</li> <li>• Provide content-specific word banks, anchor charts and/or word walls.</li> <li>• Provide feedback on writing tasks that focuses on both content and language objectives, offering suggestions for improvement.</li> <li>• Provide appropriate language structures within question stems for students to ask and answer questions about key details in a text regarding content-specific concepts.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Explicitly model and provide guided practice using graphic organizers, tables, graphs, anchor charts or timelines.</li> <li>• Model using Think Aloud to construct an exemplar content-related writing piece with appropriate language structures that includes logical outcomes or endings.</li> <li>• Provide guided practice to construct an exemplar writing piece using appropriate language structures that includes logical outcomes or endings.</li> <li>• Provide guided practice with feedback of interactive structures.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate language structures (as needed) for students to ask and answer questions about key details in a text regarding content-specific concepts.</li> </ul> <p>❖ <b>Examples:</b> Why do you think _____? Can you tell me three reasons why?</p> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>• Provide sentence stems and/or paragraph frames for students to use with a partner or small group to justify, clarify and inquire about reasoning.</li> <li>• Provide opportunities for students to present their</li> </ul>

<p style="text-align: center;"><b>Entering/Emerging (Levels 1-2)</b></p>	<p style="text-align: center;"><b>Developing/Expanding (Levels 3-4)</b></p>	<p style="text-align: center;"><b>Bridging/Reaching (Levels 5-6)</b></p>
<p>One example is _____.</p> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>• Pair beginning learners with more proficient peers for collaborative tasks to provide additional language support and modeling.</li> <li>• Use small group work to create a supportive environment for practicing English structures.</li> </ul> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Provide graphic organizers, tables, graphs and timelines for students to reference for content-related English structures when justifying, clarifying, and inquiring about reasoning in content-specific contexts.</li> </ul> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>• Use visual aids such as pictures, charts, and diagrams to help students understand and communicate content-specific messages.</li> <li>• Incorporate realia (real-life objects) to make abstract concepts more concrete and understandable.</li> </ul>	<p>❖ <b>Example:</b> Can you give me an example of _____?</p> <p><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>• Provide sentence stems or paragraph frames for students to use with a partner or small group to practice speaking in complete sentences using content-specific vocabulary.</li> </ul> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Incorporate graphic organizers such as Venn diagrams, cause-and-effect charts, and flowcharts to help students organize their thoughts and use appropriate language structures.</li> </ul> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>• Use multimedia (TED Talks, podcasts) as exemplars that build students’ ability to understand and communicate content-related information.</li> </ul>	<p>work to authentic audiences, such as classmates, teachers, or community members.</p> <p><b>GRAPHIC</b></p> <ul style="list-style-type: none"> <li>• Provide (as needed) graphic organizers, tables, graphs and timelines for students to reference for content-related English structures.</li> </ul> <p><b>SENSORY/MEDIA</b></p> <ul style="list-style-type: none"> <li>• Use multimedia (TED Talks, podcasts) as exemplars that build students’ ability to understand and communicate content-related information.</li> </ul>

**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><b>With prompting and supports, multilingual learners will...</b></p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> <li>introduce and define a topic for the audience using timeless present verbs (<i>carries, travels, swims</i>) to indicate generalizable nature of information in phrases and simple sentences in order to create an organized expression of content-specific ideas expressed in words, phrases, and simple sentences with the aid of sentence frames, word banks/anchor charts, visuals, and L1 support.</li> </ul>	<p><b>With appropriate supports, multilingual learners will...</b></p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> <li>introduce and define a topic for the audience using timeless present verbs (<i>carries, travels, swims</i>) to indicate generalizable nature of information in simple, expanded, and some complex sentences in order to create an organized expression of content-specific ideas with the aid of simple, compound, and complex sentence frames, word banks/anchor charts, and visual supports.</li> </ul>	<p><b>With appropriate supports, multilingual learners will...</b></p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> <li>introduce and define a topic for the audience using timeless present verbs (<i>carries, travels, swims</i>) to indicate generalizable nature of information in order to create an organized, cohesive, and coherent expression of content-specific ideas with the aid of complex language frames and other supports as needed.</li> </ul>