NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 6-8

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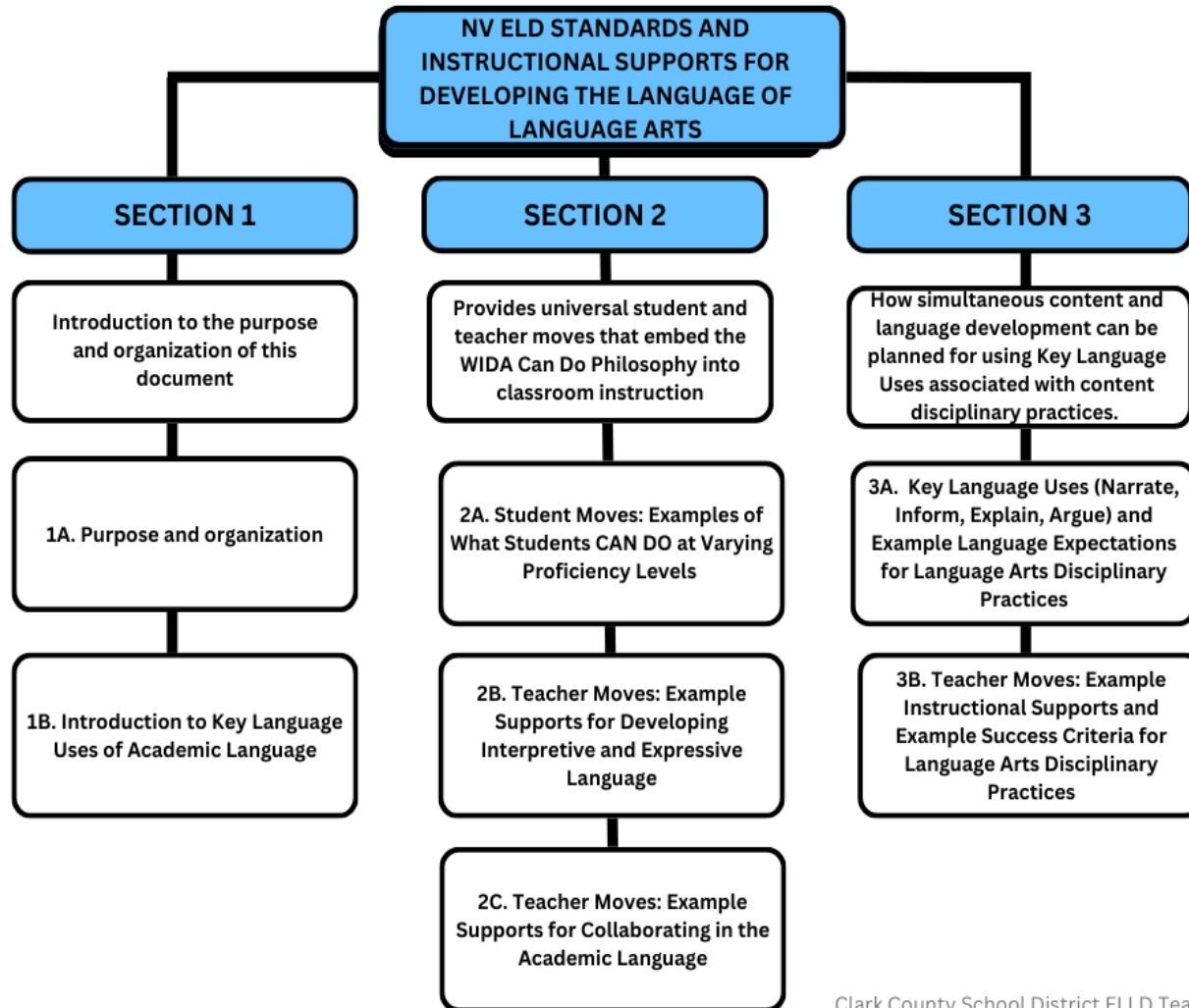
1A. Purpose and Organization

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 6-8 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 6-8**
>
>   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 6-8**
>
>   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 6-8 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 6-8
- 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 6-8
  - 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 6-8

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 support, multilingual learners can...

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Interpretive: Listening, Reading, & Viewing	• point to content-related objects, pictures, or media to written words and phrases or oral statements. • respond to Wh-questions about illustrated text or charts using sentence frames. • signal agreement or disagreement of short oral statements or questions. • list in written form or orally state in sequential order a series of events from illustrated text using sentence frames. • locate main ideas in a series of simple sentences. • match oral sentences of cause and effect to illustrations. • select words and phrases to represent points of view using facts from illustrated text or posters.	• match main ideas of familiar text read aloud to visuals. • identify topic sentences, main ideas, and details in paragraphs. • identify opposing perspectives from oral text. • identify claims and the reasons for each claim. • identify main ideas and details in oral discourse. • evaluate oral presentations of peers based on criteria for success. • identify summaries of passages in a variety of genres. • match content-related cause to effect in graphically-supported text. • formulate opinions based on evidence presented within oral discourse using graphic organizers. • identify evidence to support analysis of what texts say using graphic organizers.	• categorize details of content-related main ideas seen and heard in videos or other technologies. • sequence main ideas, events, and conclusions in narrative and informational text. • connect details to main ideas based on extended oral discourse. • sequence events based on cause and effect. • compare opposing points-of-view presented within oral discourse. • evaluate evidence presented in support of claims. • identify and evaluate new information expressed by others. • identify a central idea of a text and how it is conveyed through particular details. • evaluate main ideas and supporting details presented in diverse media and oral formats. • evaluate the soundness of opposing claims presented orally. • identify specific evidence to support analyses of content area text.

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)
Expressive: Speaking, Writing, & Representing	- answer select Wh-questions. - produce labeled illustrations of conclusions reached in problem-solving with a partner. - generate words and phrases that represent opinions (*e.g. "I think…"*). - reproduce words and phrases related to topics (e.g., including cognates.) - connect ideas to one's experiences. - respond yes or no to short statements or questions related to a claim. - express personal points of view (in home language and English) in support of or against a claim. - complete sentences using word banks. - describe situations from modeled sentences. - respond with yes or no to short statements or questions related to a claim. - answer simple questions related to claims using sentence frames. - connect simple sentences to form content-related ideas.	- relate a series of events by expressing time in multiple tenses. - state the next event in a series based on clues from narrative or informational oral texts. - connect ideas in content-related discourse using transitions with graphic and visual supports. - produce short paragraphs with main ideas and some details with graphic, visual, or peer supports. - state why events occur and explain phenomena with graphic, visual, or peer supports. - produce descriptive paragraphs around a central idea with graphic, visual, or peer supports. - compare and contrast information, events, or characters with graphic, visual, or peer supports. - critique opposing claims with graphic, visual, or peer supports. - substantiate opinions with content-related examples and evidence with graphic, visual, or peer supports. - generate new questions to maintain conversations using models. - paraphrase and summarize content-related ideas presented orally using graphic supports. - reproduce a sequence of events or experiences using transitional words. - craft persuasive pieces (e.g. editorials) with a series of substantiated content-related claims using graphic supports.	- evaluate in written form the significance of events, people, or phenomena in oral presentations. - compare content-related ideas from multiple sources in essays, reports, and narratives. - justify ideas in essays using multiple sources. - build on the ideas of others in discussions. - restate new information expressed by others in extended speech. - pose questions that elicit elaboration and respond to others' questions and comments. - evaluate in written form the interactions between individuals, events, and ideas in text (*e.g. how ideas influence individuals or events and the converse*). - craft reports or persuasive essays that introduce claims and opposing claims, along with their associated reasons and evidence. - persuade with evidence, examples, and ideas during discussions.

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)
INSTRUCTIONAL ● Confirm students' prior knowledge of content topics. ● Build background in key language and concepts using visual aids, simplified language, gestures and body language and interactive activities, e.g. (hands-on, role playing, games) and L1 support. ● 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. ● Give two-step contextualized directions. ● Restate/rephrase and use Patterned Oral Language routines. ● Annotate text with non-linguistic representations to scaffold comprehension. ● Check comprehension of all students frequently. ● Use Wait Time. *LANGUAGE* ● Model orally the academic language and specific vocabulary. ● Label visuals and objects with target vocabulary. ● Introduce cognates to aid comprehension. ● Provide opportunities for translanguaging and multilingual support during the task. *INTERACTIVE* ● Provide explicit instruction and practice using Jigsaw Reading to scaffold independent reading.	*INSTRUCTIONAL* ● Confirm students' prior knowledge of content topics. ● Build background in key language and concepts using contextualized vocabulary, collaborative learning, visual that introduce more complex texts with accompanying audio. ● Provide explicit instruction and practice in key social and instructional vocabulary. ● Check comprehension of all students frequently. ● Use Wait Time. ● Use varied presentation formats such as role plays. ● Model processes with Think Alouds. ● Scaffold oral reporting and oral reports with student use of note cards and provide time for prior practice with feedback. *LANGUAGE* ● Model orally the academic language and specific vocabulary. ● Provide explicit instruction and practice for students to construct the language using sentence and discourse starters. ● Encourage full sentence responses by asking open ended questions with response sentence stem provided. ❖ **Example:** What would you do if you were the main character? If I were the main character, I would _____. ● Require and support the use of academic language with anchor charts and word banks	*INSTRUCTIONAL* ● Confirm students' prior knowledge of content topics. ● Build background in key language and concepts focusing on academic vocabulary and idiomatic expressions. Use content specific texts to build subject knowledge. ● Use Reciprocal Teaching to scaffold independent reading. *LANGUAGE* ● Use complex sentence and discourse starters. ● Extend content vocabulary with multiple examples and non-examples. ● Provide opportunities for translanguaging during the task. *INTERACTIVE* ● Structure writing tasks to include opportunity for peer feedback. *GRAPHIC* ● Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. ● 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. *SENSORY/MEDIA* ● Use Video Observation Guides.

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
• Pair students to read one text together. • Use Shared Reading. *GRAPHIC* • Use K-W-L charts before reading. • Provide a list of important concepts on a graphic organizer. *SENSORY/MEDIA* • Provide explicit instruction and practice for students to construct the language using visual aids. • Use physical gestures to accompany directions. • Preview the text content with pictures, demos, charts, or experiences. • Preview text with a Picture Walk. • Provide a vocabulary Word Bank with non-linguistic representations. • Annotate text with non-linguistic representations to scaffold comprehension	for students to reference. • Provide opportunities for translanguaging and multilingual support during the task. *INTERACTIVE* • Provide explicit instruction and practice using Jigsaw Reading to scaffold independent reading. • Pair students to read one text together. • Use Shared Reading. *GRAPHIC* • Provide a graphic organizer system for students to regularly record and process key academic and content-specific vocabulary. • Provide a list of important concepts on a graphic organizer. • Use K-W-L charts before reading. *SENSORY/MEDIA* • Preview the text content with pictures, demos, charts, or experiences.	

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)
Prior to reading, writing, and discussion, the teacher prepares collaborative discourse structures for students to…	**Prior to reading, writing, and discussion**, the teacher prepares collaborative discourse structures for students to…	**Prior to reading, writing, and discussion**, the teacher prepares collaborative discourse structures for students to…
●engage in pair work (in L1 if possible) to prepare questions for discussion using graphic, interactive, and/or language supports. ●participate in pair/triad/small group discussions using graphic, interactive, and/or language supports (including L1 as appropriate). ●use Clock Buddies. ●use Numbered Heads Together. ●use Think-Pair-Share Squared. ●use key sentence frames for pair interactions. ●participate with Strategic Partners at a higher English proficiency level and/or with same primary language peer(s). ●use 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.	●engage in 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.	●engage in structured pair work to process a content task. ●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 6-8

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 6-8.

Snapshots of Key Language Uses in Grades 6-8	
Narrate	• Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices • Manipulate pace to bring attention to key points in the narrative • Underscore the significance of events • Create tension and suspense • Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Interpret multiple sources of information to develop knowledge before reporting on topics • Construct research reports that require multiple sources of factual information
Explain	• Identify, analyze, and give account for causal, consequential, or systems relationships • Apply scientific reasoning to show how or why something works • Construct explanations using models or representations • Use evidence in the construction of scientific explanations
Argue	• Interpret multiple sources of information to develop claims and counterclaims • Construct claims and offer them for debate • Respond to counterclaims • Contextualize and evaluate primary and secondary sources • Analyze literary techniques, such as the development of theme and characterization in works of fiction

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 6-8				
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. 146-151.)

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 a theme or central idea that develops over the course of a text using past tense verbs to describe character behaviors (*raced, explored*), thoughts (*wondered, believed*), feelings (*hoped, longed for*), and speech (*mumbled, screamed, questioned*).	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 (*spherical ball of rocks or gas*), and classify or qualify information (*environmental threats, greenhouse gasses*).	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 (*The author presents positive and negative aspects of the main character; There are three reasons for the arising conflict.*).	Multilingual learners support analyses of grade level text with evidence by using nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message (*somewhat powerful* versus *incredibly powerful; ugly* versus *grotesque*) to substantiate claims.

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, purpose, and audience using evaluative word choices to describe author's attitudes (*with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching*) and statements to provide closure or summarize narrative (*finally, it was over, there are some things that can't be seen but only felt*).	Multilingual learners produce clear and coherent writing appropriate to task, purpose, and audience using cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference subjects between paragraphs and throughout the text.	Multilingual learners develop coherence and cohesion in writing that is appropriate to task, purpose, and audience using referential devices (pronoun reference, synonyms, renaming) to link ideas across sections of text.	Multilingual learners produce clear and coherent writing appropriate to task, purpose, and audience by logically organizing claims with clear reasons and relevant evidence using connectors to sequence points in the argument and maintain logical progression (*one way, another point, as mentioned previously, in addition*).
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 (*the effects* versus *the devastating effects*).	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 (*so, this means, therefore, a way to think about this*).	Multilingual learners construct valid arguments from evidence and critique the reasoning of others by formulating questions (*what, how, why, do*) and making requests (*could, would*) to gather information and clarify understanding (*Could you explain further?*).
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 draw them in (*Listen while I tell you the most amazing story.*).	Multilingual learners build and present knowledge through research by introducing and defining the topic developed from various digital and print sources using timeless present verbs (*rises, shapes, determines*) to indicate generalizable nature of information.	Multilingual learners build and present knowledge through research by analyzing the development of the central idea from various digital and print sources using contrasting connectors to differentiate between entities or components (*unlike, as opposed to, however, conversely,*	Multilingual learners build and present knowledge through research by integrating, comparing, and synthesizing ideas from various digital and print sources to determine evidence and take stances using a variety of clauses such as quotes, references,

Language Arts Practices	KEY LANGUAGE USES			
	Narrate	**Inform**	**Explain**	**Argue**
			similarly).	detailed descriptions, examples, or other sources of data (*according to X; the author's claim; for example; other data from XX suggests*).
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 information about one's own and others' lived experiences and previous learning and restating others' ideas (*what I hear you say, if I understand correctly*) to demonstrate understanding.	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 (*have, be, belong to, means, represents, is called*) to define or describe the topic (*The pros are more input and buy-in from community members, but the cons are less time and money available for the project.*)	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 (*so, this means, therefore, a way to think about this*).	Multilingual learners build upon the ideas of others and articulate their own when working collaboratively by supporting their ideas with evidence from the text and building upon the ideas of others using connectors to link claims to evidence and reasoning (*so, this means, therefore, leading one to believe, a way to think about this*).
6. Use English structures to communicate content-specific messages.	Multilingual learners use language structures to describe complication and resolution and time/event sequences using connectors to develop and link sections of text for time (*meanwhile, later*) and/or ideas (*in the first place, at this point*).	Multilingual learners use reporting devices, e.g. saying verbs (*said, reported, claims*), to integrate sourced information direct/indirect quotes.	Multilingual learners use authoritative declarative sentences to evaluate and interpret content-specific events (*The author's use of this graphic layout presents a unique way of using the graphic novel format*).	Multilingual learners organize claims with clear reasons and relevant evidence using a variety of verb structures to present content-specific information (past - *wrote*; timeless present - *writes*); passive voice - *was written*).

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)
INSTRUCTION ● Provide adequate time for students to process the language and content. ● Provide guided practice with specific feedback. ● Pose questions with accompanying sentence response frames and L1 support that prompt reflective thinking in students. ● Provide structured reading guides with guiding questions and prompts to help students navigate complex texts and identify key information. *LANGUAGE* ● Provide a word bank, anchor chart and sentence frames to support the language structures used in the lesson. ● Use language supports, such as anchor charts, to provide details, transition words, and visuals that help students identify and describe events in a range of grade-level complex texts and draw inferences supported by details and examples from the text. ● Utilize L1 resources (spoken, written, and viewed) to build schema. ● Have students record academic vocabulary in their vocabulary notebook with L1 (primary language) translation or non-linguistic representation. ● Provide sentence frames to enable students to respond to complex text.	*INSTRUCTION* ● Model thinking to draw inferences supported by details and examples from the text. ● Provide adequate time for students to process the language and content. ● Provide specific, timely feedback during student practice time. ● Pose questions with accompanying sentence response frames, as needed, that prompt reflective thinking in students. ● Have students judge how well they applied learning strategies and the effectiveness of those strategies in learning the material (e.g. personalize/contextualize; inference; asking clarifying questions; notetaking). ● Teach close reading strategies such as annotating the text, identifying main ideas, and analyzing textual evidence to deepen comprehension. ● Break down analysis tasks into smaller steps, providing support and guidance as students work through the process of analyzing complex texts. *LANGUAGE* ● Explicitly model orally the academic language and structures required to analyze a range of grade-level complex texts. ● Provide academic sentence frames or sentence stems for language structures used in the lesson. ● Pose questions with accompanying sentence response frames that prompt reflective thinking in students.	*INSTRUCTION* ● Teach metacognitive strategies such as self-monitoring, self-reflection, and goal-setting to help students become more aware of their own thinking processes and improve their analysis skills. ● Assign tasks that require students to engage in higher-order thinking skills such as evaluating arguments, making connections, and synthesizing information from multiple sources. ● Provide opportunities for independent research projects where students can investigate topics related to the text, analyze additional sources, and develop their own interpretations. ● Provide constructive feedback on students' analyses, focusing on strengths and areas for improvement, and encourage students to revise and refine their work based on feedback. *LANGUAGE* ● Read a mentor text aloud and engage students in discussion about the author's use of literary devices. Have students try these literary devices during shared writing. ● Use prediction and verification through summarizing to prepare for and check understanding of a reading text.

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

❖ **Examples:** I think the main idea is _____. The main points of this section are _____. This idea is related to _____.
 	
INTERACTIVE
● Allow time for students to write their ideas in L1 or L2 and then share with a partner or small group.
● Encourage peer discussions and collaborative activities where students can share their interpretations of the text and support each other's understanding.
 	
GRAPHIC
● Use graphic organizers such as story maps, character charts, or plot diagrams to visually represent the structure and content of the text.
 	
SENSORY/MEDIA
● Provide visuals and multimedia in L1 and L2 to teach literary structures and concepts.
● Incorporate visual aids such as images, videos, or multimedia presentations to enhance understanding and engagement with the text.
	● Enable students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone.
	● Provide sentence frames to help students clarify an understanding, interpret information, or provide a rationale that demonstrates their processing of the task as modeled by the teacher.
	  ❖ **Examples**: I agree that _____because _____. It reminded me of _____ because _____. I think the (purpose, tone) of this language is _____ because _____.
	
	INTERACTIVE
	● Provide a dialogue structure (e.g., pairs, triads) with interactive supports to orally answer text dependent questions.
	● Use structured peer grouping where students can negotiate the meaning of complex text using provided language supports and visuals.
	● Guide students to and produce language on topic in small groups or with a partner using sentence and discourse frames.
	● Encourage the use of paraphrasing and circumlocution by using a descriptive phrase or synonym for unknown words.
	
	GRAPHIC
	● Use graphic organizers to scaffold students' comprehension of complex text.
	● Use graphic organizers to help students draw inferences that are supported by details and examples from the text with peer support.
	
	SENSORY/MEDIA
	● Provide visuals and multimedia to teach literary structures and concepts.
		● Enable students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone.
		  ❖ **Examples:** I do not think that the evidence supports _____ because of _____. Others may say _____; however, _____. I was thinking more along the lines of _____.
		
		INTERACTIVE
		● Have small groups of students examine an author's literary style and share their findings with the class.
		● Have students work in groups to plan and carry out complex tasks against a provided rubric with the opportunity to give and receive feedback.
		
		GRAPHIC
		● Have students use a T-Chart, semantic webs, idea maps, flow charts, and/or outlines to take notes around essential questions.

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)
With prompting and supports, multilingual learners will…	**With appropriate supports, multilingual learners will…**	**With appropriate supports, multilingual learners will…**
Key Language Use - Inform	Key Language Use - Inform	Key Language Use - Inform
●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 (*spherical ball of rocks or gas*)-and classify or qualify information (*environmental threats, greenhouse gasses*) in order to generate the central idea of the text in a simple sentence with the aid of visual supports, word bank, sentence frame and L1 support.	●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 (*spherical ball of rocks or gas*) and classify or qualify information (*environmental threats, greenhouse gasses*) in order to generate the central idea of the text in their own words in one to two simple sentences or a compound sentence with the aid of visual supports, word bank, and sentence frames.	● 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 (*spherical ball of rocks or gas*) and classify or qualify information (*environmental threats, greenhouse gasses*) in order to generate the central idea of the text in their own words in one to two compound or complex sentences 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:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
INSTRUCTION ● Use student or teacher generated mentor text and visuals, which may include bilingual labels and words, to model writing tasks. ● Provide adequate time for students to process the language and content to write their ideas and then share with a partner. ● Provide guided practice with specific feedback. **LANGUAGE** ● Explicitly model orally and visually the academic language, specific vocabulary and structure required to produce grade-level written, text-structure genres, using visuals which may include bilingual labels and words. ● Utilize L1 resources (spoken, written, and viewed) to build schema. ● Provide content-based word banks and anchor charts. ● Provide sentence and paragraph frames that structure the language needed to communicate the academic language related to the content task. ❖ **Examples:** (Students first think about what the selected text may mean) I think/believe _____. An example that supports _____ is _____. This idea reminds me of _____.	**INSTRUCTION** ● Use student or teacher generated mentor text and visuals, which may include bilingual labels and words, to model the writing task. ● Provide adequate time for students to process the language and content to write their ideas and then share with a partner. ● Provide specific, timely feedback during student practice time. **LANGUAGE** ● Explicitly model orally and visually the academic language, specific vocabulary and structure required to produce grade-level written, text-structure genres, using visuals which may include bilingual labels and words. ● Provide content-based word banks and anchor charts. ● Provide sentence and paragraph frames that structure the language needed to communicate the academic language related to the content task. **INTERACTIVE** ● Provide structures for students to edit and revise their writing, including Strategic Partners to read and respond to writing and teacher conferencing to receive specific feedback.	**INSTRUCTION** ● Model Think Alouds with mentor texts as exemplars of writing specific to the purpose. **LANGUAGE** ● Explicitly model the academic language, specific vocabulary and structure required to produce grade-level written, text-structure genres. ● Provide examples of advanced academic language specific to the essay genre (e.g., argumentative essay). **INTERACTIVE** ● Provide interactive structures for students to edit and revise their writing, including shared writing, teacher conferencing with specific feedback and peer response discussion. ❖ **Examples:** To support the main claims, the author provides evidence that suggests _____. Based on the evidence I believe that the claims are _____; consequently _____. **GRAPHIC** ● Provide graphic organizers and templates that assist students with the language structures needed to successfully carry

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
INTERACTIVE ●Provide structures for students to edit and revise their writing, including Strategic Partners to read and respond to writing and teacher conferencing to receive specific feedback. ●Provide sufficient time for students to practice and produce language on a topic in small groups or with strategic partners throughout the lesson, using sentence and discourse **frames**, visual aids from the texts and **L1 support**. **GRAPHIC** ●Provide and model graphic organizers. ●Provide a graphic organizer and anchor charts with relevant academic language and language structures for student partnerships to use to produce a grade-level essay of a specific genre type (e.g., argumentative) with L1 support. **SENSORY/MEDIA** ●Provide visual supports. ●Provide and model realia.	●Provide sufficient time for students to practice and produce language on a topic in small groups or with strategic partners throughout the lesson, using sentence and discourse starters and visual aids from the texts. ●Use dialogue structures for students to participate in peer review discussions. ❖ **Examples:** The primary reason for _____is _____. Experts agree that _____. I agree/disagree because _____ and because _____. **GRAPHIC** ●Provide graphic organizers and templates that assist students with the language structures needed to successfully carry out the content-based task. ●Provide a graphic organizer and anchor charts with relevant academic language and language structures for student partnerships to use to produce a grade-level essay of a specific genre type (e.g., argumentative essay). ●Provide a model of an exemplar essay annotated with the structural components of the specific essay genre (e.g., argumentative essay). **SENSORY/MEDIA** ●Provide visual supports.	out the content-based task. ●Provide a model of an exemplar argumentative essay annotated with the structural components of the specific essay genre. ●Provide a graphic organizer and anchor charts with relevant academic language and language structures for students to use to produce a grade-level essay of a particular genre type (e.g., argumentative essay).

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)
With prompting and supports, multilingual learners will…	**With appropriate supports, multilingual learners will…**	**With appropriate supports, multilingual learners will…**
Key Language Use - Argue	Key Language Use - Argue	Key Language Use - Argue
●produce clear and coherent writing appropriate to task, purpose, and audience by logically organizing claims with clear reasons and relevant evidence using connectors to sequence points in the argument and maintain logical progression (*one way, another point, as mentioned previously, in addition*) in order to generate a paragraph-length argumentative piece with the aid of a word bank, sentence frames and L1 support.	●produce clear and coherent writing appropriate to task, purpose, and audience by logically organizing claims with clear reasons and relevant evidence using connectors to sequence points in the argument and maintain logical progression (*one way, another point, as mentioned previously, in addition*) in order to generate a multi-paragraph argumentative piece with the aid of a word bank and graphic organizer.	●logically clear and coherent writing appropriate to task, purpose, and audience by logically organizing claims with clear reasons and relevant evidence using connectors to sequence points in the argument and maintain logical progression (*one way, another point, as mentioned previously, in addition*) in order to generate an argumentative essay with the support of a mentor text model.

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)
INSTRUCTION ● Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others, e.g., a color-coded model of an exemplar Socratic process, with L1 support. *LANGUAGE* ● 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 and model sentence and paragraph frames and word/phrase banks. ❖ **Examples:** I think _____ is _____ because _____. I believe _____ because _____. It is clear that _____. ● Utilize L1 resources (spoken, written, and viewed) to build schema. *INTERACTIVE* ● Use a scripted discussion protocol for students to state and clarify their reasoning to the group and listen to agree/disagree with the ideas of others with L1 support. ● Utilize cooperative structures for work in pairs and small groups.	*INSTRUCTION* ● Model/provide exemplars of valid arguments from evidence and appropriate way to critique the reasoning of others, e.g. Socratic process. *LANGUAGE* ● 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 dialogue stems. ❖ **Examples:** 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 _____. *INTERACTIVE* ● Utilize cooperative structures for work in pairs and small groups. ● Provide structures and practice opportunities for students to argue and critique their reasoning e.g., Strategic Partners; Socratic Seminar. ❖ **Example:** In my opinion, _____ should be _____ because _____. It is apparent that _____.	*INSTRUCTION* ● Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others. *LANGUAGE* ● 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 dialogue stems. ❖ **Examples:** 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 _____. *INTERACTIVE* ● Utilize cooperative structures for work in pairs and small groups. ● Provide structures and practice opportunities for students to argue and critique their reasoning e.g., Strategic Partners; Socratic Seminar. ❖ **Example:** Based on the writing by _____ who is an expert in _____, I believe that _____. From this perspective the primary justification

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
● Provide a discussion partner who has a higher proficiency level in English to facilitate the conversation. **GRAPHIC** ● Provide and model graphic organizers. ● Provide a Cloze note catcher for students to capture salient points contrary to their own. **SENSORY/MEDIA** ● Provide media exemplars of discussion protocols in action.	**GRAPHIC** ● Provide and model graphic organizers. ● Provide a Cloze note catcher for students to capture salient points contrary to their own. **SENSORY/MEDIA** ● Provide media exemplars of discussion protocols in action.	would be _____. **GRAPHIC** ● Provide and model graphic organizers. **SENSORY/MEDIA** ● Provide media exemplars of discussion protocols in action.

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)
With prompting and supports, multilingual learners will… Key Language Use - Argue ● construct valid arguments from evidence and critique the reasoning of others by formulating questions (*what, how, why, do*) and making requests (*could, would*) to gather information and clarify understanding (*Could you explain further?*) in order to orally summarize their own argument and the arguments of others with the aid of a teacher-generated, fill-in-the-blank paragraph template, word bank and L1 support.	**With appropriate supports, multilingual learners will…** Key Language Use - Argue ● construct valid arguments from evidence and critique the reasoning of others by formulating questions (*what, how, why, do*) and making requests (*could, would*) to gather information and clarify understanding (*Could you explain further?*) in order to summarize their argument and the arguments of others with the aid of complex sentence frames and word bank.	**With appropriate supports, multilingual learners will…** Key Language Use - Argue ● construct valid arguments from evidence and critique the reasoning of others by formulating questions (*what, how, why, do*) and making requests (*could, would*) to gather information and clarify understanding (*Could you explain further?*) in order to summarize their argument and the arguments of others with the aid of a graphic organizer, 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)

INSTRUCTION
● Model/provide exemplars of research methods and presentations from the research with L1 supports.
● Provide opportunities to practice their presentations in a low-risk environment.
● Provide a variety of sources for research with L1 support.
● Provide guided practice with specific feedback.
 	
LANGUAGE
● Explicitly model the academic language, specific vocabulary and discourse structure required to construct a presentation.
● Provide word banks and/or word walls.
 	
INTERACTIVE
●Provide opportunities for students to explain to a partner what the intended learning goal of the lesson is and what successful performance looks like in L1 and L2.
●Pair students to work with a partner with a higher proficiency in English to identify the central ideas and features by completing a graphic organizer.
●Have students read aloud their paper to their partner who has a higher proficiency level in English.
●Provide structured opportunities for students
	INSTRUCTION
	● Model/provide exemplars of research methods and presentations from the research.
	● Provide a variety of sources for research.
	●Provide opportunities to practice their presentations in a low-risk environment.
	● Provide guided practice with specific feedback.
	
	LANGUAGE
	● Explicitly model the academic language, specific vocabulary and discourse structure required to construct a presentation.
	● Provide word banks and/or word walls.
	● Provide and model the use of a dialogue frame for students to use to organize and revise writing.
	  ❖ **Example:**
	    There are several major differences between _____ and _____. The most notable is _____. While _____ has _____, _____ has _____. _____ is _____ -er than _____ but _____ -er than _____.
	
	INTERACTIVE
	● Pair students to work with a partner with a higher proficiency in English to identify the central ideas and the features by completing a
		INSTRUCTION
		●Provide a variety of sources for research.
		●Provide guided practice with specific feedback.
		
		LANGUAGE
		● Explicitly model the academic language, specific vocabulary and discourse structure required to construct a presentation.
		● Provide and model exemplars of research methods and presentations from the research.
		
		INTERACTIVE
		●Provide structured opportunities for students to work in small groups or with partners to synthesize and summarize content-related information relevant to the research topic from various sources.
		  ❖ **Example:**
		    Based upon my analysis of _____, I can determine _____. Although some believe _____, the author claims _____. In comparison to _____, _____ is _____.
		
		GRAPHIC
		●Use a graphic organizer to help students identify the central idea and the features in text.

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
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. **GRAPHIC** ● Provide graphic organizers for students to use to collect research and develop their presentations. **SENSORY/MEDIA** ● Provide and model realia. ● Provide presentation exemplars by means of visual media.	graphic organizer. ● Provide structured opportunities for students to work in small groups or with partners to synthesize and summarize content-related information relevant to their research topic from various sources. ● Have students read aloud their paper to their partner who has a higher proficiency level in English. ● Provide dialogue structures for students to participate in peer review discussions **GRAPHIC** ●Provide graphic organizers for students to use to collect research and develop their presentations. **SENSORY/MEDIA** ● Provide and model realia. ● Provide presentation exemplars by means of visual media.	● Provide graphic organizers for students to use to collect research and develop their presentations. ● Provide graphic organizers along with group discussions for students to organize and revise their writing. ● Provide a "Text to graphic and back again" structure for students. **SENSORY/MEDIA** ● Provide presentation exemplars by means of visual media.

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)
With Prompting and supports, multilingual learners will… Key Language Use - Inform ● build and present knowledge through research by introducing and defining the topic developed from various digital and print sources using timeless present verbs (*rises, shapes, determines*) to indicate generalizable nature of information in order to present an oral summary of a research topic that is supported by facts and details with the aid of simple sentence frames, word banks/anchor charts, visuals, and L1 support.	**With appropriate supports, multilingual learners will…** Key Language Use - Inform ● build and present knowledge through research by introducing and defining the topic developed from various digital and print sources using timeless present verbs (*rises, shapes, determines*) to indicate generalizable nature of information in order to present an oral summary of a research topic that includes the central idea supported by facts and details with the aid of sentence and discourse frames, word banks/anchor charts, and visuals.	**With appropriate supports, multilingual learners will…** Key Language Use - Inform ● build and present knowledge through research by introducing and defining the topic developed from various digital and print sources using timeless present verbs (*rises, shapes, determines*) to indicate generalizable nature of information in order to present an oral summary of a research topic that includes the central idea supported by facts and details with the aid of a graphic organizer, complex language frames, and additional 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)
INSTRUCTION ● Provide opportunities to practice dialogue structures in a low-risk environment and receive specific feedback. *LANGUAGE* ● Explicitly model the academic language,	*INSTRUCTION* ● Provide opportunities to practice dialogue structures in a low-risk environment and receive specific feedback. *LANGUAGE* ● Explicitly model the academic language,	*INSTRUCTION* ● Provide opportunities to practice dialogue structures in a low-risk environment and receive specific feedback. *LANGUAGE* ● Explicitly model the academic language,

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

specific vocabulary, and discourse structure required to work collaboratively and build upon others' ideas.
● Provide varied sentence and discourse frames in teacher-guided small collaborative groups for students to use to synthesize and summarize content-related information.
   ❖ **Example:**
   I would add that _____. I think it means that _____.
 	
INTERACTIVE
● Provide structures for students to practice working collaboratively in teacher-guided small groups and partners.
● Pair students with a partner of the same primary language but a higher English language performance level.
● Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks) for students to use to discuss and respond to text dependent questions with L1 support.
 	
GRAPHIC
● Provide graphic organizers with L1 support.
● Provide anchor charts that list transition words and rhetorical devices in both L1 and L2 for the students to reference.
 	
SENSORY/MEDIA
● Provide and model realia.
● Provide multimedia in L1 and L2 to model and scaffold the comprehension of the language and structure of collaborative discussions.
 	
.
	specific vocabulary, and discourse structure required to work collaboratively and build upon others' ideas.
	● Provide varied sentence and discourse frames in teacher-guided small collaborative groups and/or Socratic seminars for students to synthesize and summarize content-related information.
	   ❖ **Example:**
	   I want to expand upon your point about _____. In my opinion, _____ should be _____ because _____. The _____ can further be described as _____.
	
	INTERACTIVE
	● Provide structures for students to practice working collaboratively in teacher-guided small groups and partners.
	● Pair students with a partner of the same primary language but a higher English language performance level.
	● Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks) for students to use to discuss and respond to text dependent questions.
	
	GRAPHIC
	● Provide graphic organizers with L1 support.
	● Provide anchor charts that list transition words and rhetorical devices for the students to reference.
	
	SENSORY/MEDIA
	● Provide and model realia.
	● Provide multimedia to model and scaffold comprehension of the language and structure of collaborative discussions.
		specific vocabulary, and discourse structure required to work collaboratively and build upon others' ideas.
		● Provide varied sentence stems or sentence starters and discourse structures in teacher-guided small collaborative groups and/or Socratic seminars for students to synthesize and summarize content-related information.
		   ❖ **Examples:**
		   I want to expand upon your point about _____. In my opinion, _____ should be _____ because _____. The _____ can further be described as _____. _____ is widely acknowledged as _____ and _____. Then again, I think that _____. Moreover, the author states _____.
		
		INTERACTIVE
		● Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks) for students to use to discuss and respond to text dependent questions.
		
		GRAPHIC
		● Provide graphic organizers.
		● Provide anchor charts that list transition words and rhetorical devices for the students to reference.
		
		SENSORY/MEDIA
		● Provide multimedia to model the structure of collaborative discussions.

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)
With prompting and supports, multilingual learners will… Key Language Use - Argue • build upon the ideas of others and articulate their own when working collaboratively by supporting their ideas with evidence from the text and building upon the ideas of others using connectors to link claims to evidence and reasoning (*so, this means, therefore, leading one to believe, a way to think about this*) in order to engage in a collaborative discussion in which they identify differences in students' point of view around a shared text with the aid of sentence frames and L1 support.	**With appropriate supports, multilingual learners will…** Key Language Use – Argue • use upon the ideas of others and articulate their own when working collaboratively by supporting their ideas with evidence from the text and building upon the ideas of others using connectors to link claims to evidence and reasoning (*so, this means, therefore, leading one to believe, a way to think about this*) in order to engage in a collaborative discussion in which they acknowledge the ideas of others as they relate to point of view based on textual evidence with the aid of complex sentence frames.	**With appropriate supports, multilingual learners will…** Key Language Use – Argue • build upon the ideas of others and articulate their own when working collaboratively by supporting their ideas with evidence from the text and building upon the ideas of others using connectors to link claims to evidence and reasoning (*so, this means, therefore, leading one to believe, a way to think about this*) in order to engage in a collaborative discussion in which they build on the ideas of others as they relate to point of view based on textual evidence with the aid of complex discourse frames and other supports as needed.

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)
INSTRUCTIONAL • Explicitly model and provide guided practice using graphic organizers, tables, graphs,	*INSTRUCTIONAL* • Explicitly model and provide guided practice using graphic organizers, tables, graphs, anchor charts or	*INSTRUCTIONAL* • Explicitly model and provide guided practice using graphic organizers, tables,

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
anchor charts or timelines using visuals which may include bilingual labels and words. ● Model using Think Aloud to construct an exemplar content-related writing piece using appropriate language structures. ● Provide guided practice to construct a modified exemplar writing piece using appropriate language structures. ● Explicitly model interactive structures and provide guided practice with feedback. *LANGUAGE* ● Explicitly model the academic language, specific vocabulary, sentence and discourse structure required to communicate content-specific messages. ● Provide labeled pictures and single words or simple sentence frames for students to use with a partner or small group to justify, clarify and inquire about reasoning. ● Provide content-specific word banks and/or word walls. ● Provide appropriate language structures within question and sentence stems and/or visuals for students to ask and answer questions about key details in a text regarding content-specific concepts. ❖ **Examples:** Can you tell me more about _____? I think _____ because _____. One example is _____. *INTERACTIVE* ● Pair students with a partner of the same primary language but a higher English language performance level to identify text structure with the support of a graphic	timelines. ● Model using Think Aloud to construct an exemplar content-related writing piece using appropriate language structures. ● 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. *LANGUAGE* ● Explicitly model the academic language, specific vocabulary, sentence and discourse structure required to communicate content-specific messages. ● Provide sentence stems and/or paragraph frames for students to use with a partner or small group to justify, clarify and inquire about reasoning. ● Provide sentence stems for students to use simple, expanded and some complex sentences for emerging cohesion. ● Provide content-specific word banks and/or word walls. ● Provide appropriate language structures within question stems for students to ask and answer questions about key details in a text regarding content-specific concepts. ❖ **Examples:** Can you give me an example of _____? Can you tell me more about _____? I disagree/ agree because _____. I think _____ means _____. The main reason for _____ is _____. *INTERACTIVE* ● Pair students with a partner of the same primary language but a higher English language	graphs, anchor charts or timelines. ● Model using Think Aloud to construct an exemplar content-related writing piece using appropriate language structures. ● 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. *LANGUAGE* ● Explicitly model the academic language, specific vocabulary, sentence and discourse structure required to communicate content-specific messages. ● Provide appropriate language structures (as needed) for students to ask and answer questions about key details in a text regarding content-specific concepts. ❖ **Examples:** Why do you think _____? How did you determine _____? The author's use of _____ detracts from the central claim that _____. The author's use of _____ leads me to question _____; thus, we can see that _____. *INTERACTIVE* ● Use cooperative learning structures. *GRAPHIC* ● Provide (as needed) graphic organizers, tables, graphs, timelines and/or anchor charts for students to reference for

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
organizer. **GRAPHIC** ● Provide graphic organizers, tables, graphs, timelines and/or anchor charts for students to reference for content-related English structures when justifying, clarifying, and inquiring about reasoning in content-specific contexts.	performance level to identify text structure with the support of a graphic organizer. **GRAPHIC** ● Provide graphic organizers, tables, graphs, timelines and / or anchor charts for students to reference for content-related English structures when justifying, clarifying, and inquiring about reasoning in content-specific contexts.	content-related English structures when justifying, clarifying, and inquiring about reasoning in content-specific contexts.

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)
With prompting and supports, multilingual learners will… Key Language Use – Explain ● use authoritative declarative sentences (*The author's use of graphic layout presents a unique way of using the graphic novel format.*) to evaluate and interpret content-specific events in order to engage in a structured, collaborative discussion around the effective use of text structure (e.g., cause and effect; compare and contrast, sequence, problem and solution) with the aid of sentence and discourse frames and L1 support.	**With appropriate supports, multilingual learners will…** Key Language Use - Explain ● use authoritative declarative sentences (*The author's use of graphic layout presents a unique way of using the graphic novel format.*) to evaluate and interpret content-specific events in order to engage in a structured, collaborative discussion around the effective use of text structure (e.g., cause and effect; compare and contrast, sequence, problem and solution) with the aid of sentence and discourse frames.	**With appropriate supports, multilingual learners will…** Key Language Use – Explain ● use authoritative declarative sentences (*The author's use of graphic layout presents a unique way of using the graphic novel format.*) to evaluate and interpret content-specific events in order to engage in a structured, collaborative discussion around the effective use of text structure (e.g., cause and effect; compare and contrast, sequence, problem and solution) with the aid of discourse frames and additional supports as needed.