



**NV ELD STANDARDS AND
INSTRUCTIONAL SUPPORTS FOR
DEVELOPING THE LANGUAGE OF
LANGUAGE ARTS GRADES 9-12**

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SECTION 1: INTRODUCTION TO ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 9-12

1A. Purpose and Organization

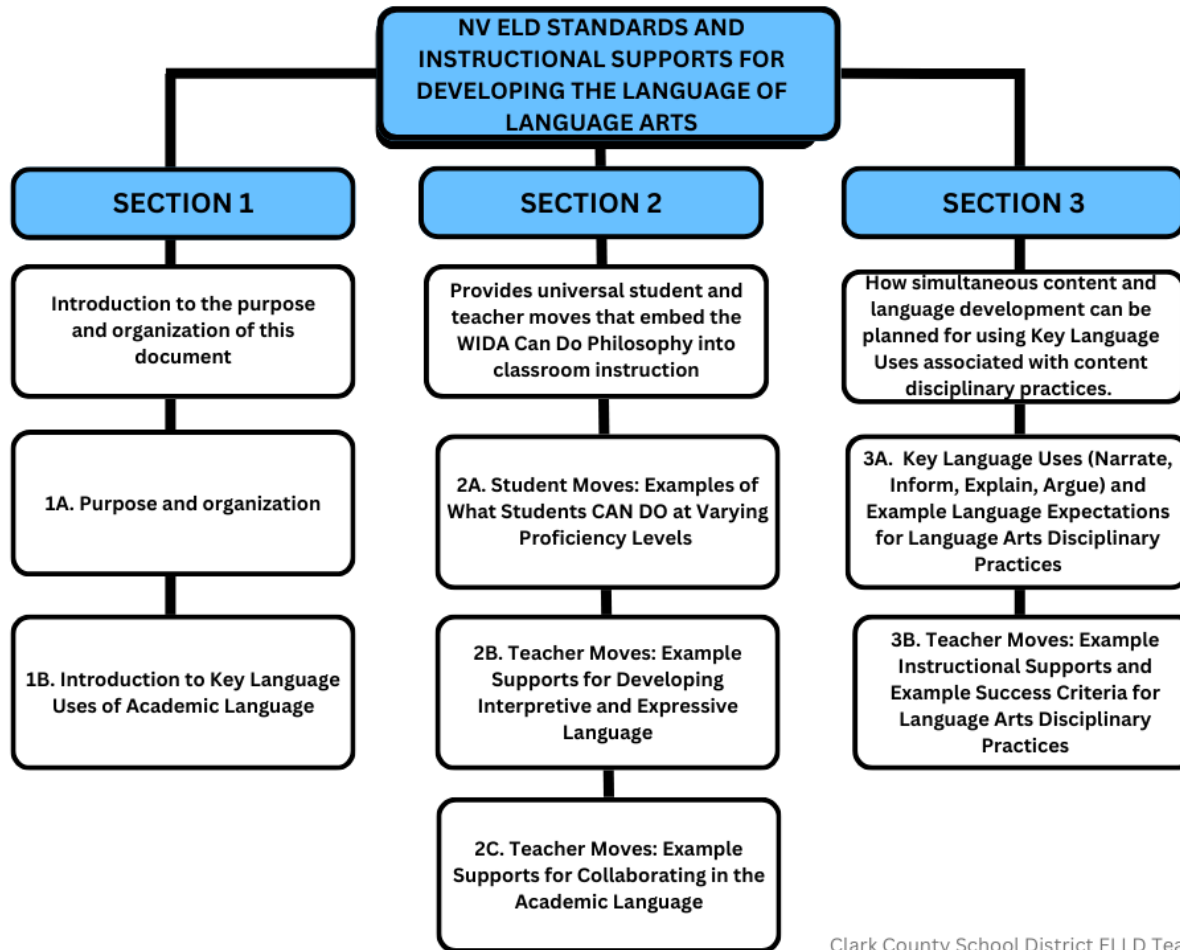
Purpose

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 Nevada ELD Standards and Instructional Supports for Developing the Language of Language Arts Grades 9-12 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 9-12

- 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 9-12

- 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 9-12 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 9-12

- 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 9-12
- 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 9-12

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

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

With appropriate instructional supports, multilingual learners can...

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Interpretive: Listening, Reading, & Viewing	<ul style="list-style-type: none"> ● match oral descriptions to literal visual depictions (e.g., idioms as in literal depiction of ‘honeymoon’). ● identify examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner table, Table of contents). ● pair examples of use of words or phrases with multiple meanings from visuals (e.g., “Which one shows what the table means in math class? Which one shows what the table means in English class?”). ● associate people with their acts or contributions using visual and word or phrase level text. ● identify words and phrases related to the author's perspective in illustrated sentences. ● match key content-related terms and ideas to images, graphs, icons, or diagrams. 	<ul style="list-style-type: none"> ● apply oral descriptions that contain double meanings to visual representations. ● identify content-related elements from oral discourse and visuals (e.g., use of hyperbole, irony or satire). ● sort examples of words, phrases or sentences with multiple meanings from visuals according to context. ● distinguish between examples of words, phrases or sentences with multiple meanings from oral input with visual support. ● connect causes and effects using visuals and multi-sentence text. ● identify main ideas and supporting details related to the author's perspective in illustrated paragraphs. ● interpret the author's perspective in visually supported literary text. ● recognize relationships in a series of oral statements. 	<ul style="list-style-type: none"> ● infer nuances from oral discourse containing multiple meanings. ● make predictions around content-based themes in grade-level text. ● apply the author's perspective in literary text to other contexts. ● identify effects and consequences of events and phenomena from class discussions. ● identify interdependence of content related themes from multimedia presentations. ● identify how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 9-12

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
	<ul style="list-style-type: none"> ● sequence illustrated text of narrative or informational events. ● order events or stages of content-related phenomena from oral statements. ● identify words and phrases related to content-related topics. 	<ul style="list-style-type: none"> ● identify causes for particular events or phenomena in brief oral presentations. ● summarize information with diagrams, models, flow charts, or illustrations. 	

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>Expressive: Speaking, Writing, & Representing</p>	<ul style="list-style-type: none"> ● produce short responses to questions using word/phrase banks. ● label charts, graphs, timelines, or cycles to describe phenomena. ● order events or stages of content-related phenomena with sequential language (e.g., first, next, Step 1). ● use words and phrases to identify visually supported phenomena. ● use transitions and connectors to show causal relationships or procedures. ● name properties, characteristics or features of illustrated content-related topics. ● pose and respond to content-related Wh-questions. ● produce short responses to questions using word/phrase banks. ● label charts, graphs, timelines, or cycles to describe content-related phenomena. 	<ul style="list-style-type: none"> ● compare/contrast features of similar story lines (e.g., characters, events) using visual or graphic organizers. ● compare authors' points of view of similar story lines using visuals or graphic organizers. ● relate analogies or symbolism using visual support (e.g., cartoons) to personal experiences. ● summarize critical commentaries on issues from illustrated models or outlines. ● respond to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines. ● use examples of literal and figurative language in context from illustrations or word/phrase banks. ● elaborate on examples of literal and figurative language with or without illustrations. ● describe components of content-related topics in small groups and class discussions. ● use content-precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects. ● integrate images, diagrams, formulas, or charts in brief presentations to describe content-related phenomena. 	<ul style="list-style-type: none"> ● provide precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of verb tenses. ● present information using an objective, neutral tone in extended discourse. ● Explain meaning of literary concepts within familiar contexts. ● provide critical commentary on a wide range of issues commensurate with proficient peers. ● compose narratives using literal and figurative language. ● trace the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples. ● follow discipline-specific organization (e.g., orienting the reader, details, conclusion) and supporting presentations with graphs, formulas, quotes or other media. ● develop ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, and quotations. ● organize information and details logically and cohesively.

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● 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. ● Check comprehension of all students frequently. ● Use Wait Time. ● Give two-step contextualized directions. ● Restate/rephrase and use Patterned Oral Language routines. ● Use Shared Reading <p>LANGUAGE</p> <ul style="list-style-type: none"> ● 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. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Pair students to read one text together. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide a list of important concepts on a graphic organizer with non-linguistic 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● 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. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Model orally the academic language and specific vocabulary. ● Provide explicit instruction and practice for students to construct the language using sentence and discourse starters. ● Continue use of cognates to aid comprehension. ● Encourage full sentence responses by asking open ended questions with response sentence stem provided. <ul style="list-style-type: none"> ❖ Example: What would you do if you were the main character? If I were the main character, I would _____. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● 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. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Use complex sentence and discourse starters. ● Extend content vocabulary with multiple examples and non-examples. ● Provide opportunities for translanguaging during the task. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Use Reciprocal Teaching to scaffold independent reading. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● 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. ● Provide a graphic organizer for students to use to analyze and summarize text per content objective(s).

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Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>representations as a support.</p> <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide explicit instruction and practice for students to construct the language using visual aids. ● Use physical gestures to accompany directions. ● Provide a content vocabulary Word Bank with non-linguistic representations. ● Preview the text content with pictures, demos, charts, or experiences. ● Annotate text with non-linguistic representations to scaffold comprehension. 	<p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide explicit instruction and practice using Jigsaw Reading to scaffold independent reading. ● Use Shared Reading. ● Design assignments to be completed in pairs or small groups <p>GRAPHIC</p> <ul style="list-style-type: none"> ● 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. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Preview the text content with pictures, demos, charts, or experiences. 	<p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use Video Observation Guides.

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Prior to reading, writing, and discussion, the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> ● engage in pair work (in L1 if possible) to prepare questions for discussion using graphic, interactive, and/or language supports. ● participate in pair/triad/small group discussions using graphic, interactive, and/or language supports (including L1 as appropriate). ● use Clock Buddies. ● use Numbered Heads Together. ● use Think-Pair-Share Squared. ● use key sentence frames for pair interactions. ● participate with Strategic Partners at a higher English proficiency level and/or with same primary language peer(s). ● use a Roving Chart in small group work. ● use Interactive Journals. ● use Think-Write-Pair-Share. ● use Cloze sentences with a Word Bank. ● use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups. 	<p>Prior to reading, writing, and discussion, the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> ● engage pair work to prepare questions for discussion using graphic, interactive, and/or language supports as needed. ● contribute to pair/triad/small group discussions by supporting with examples, asking clarifying questions, and using graphic, interactive, and/or language supports as needed. ● engage with whole/large group discussions by connecting ideas with supporting details, generating original questions, and using graphic, interactive, and/or language supports as needed. ● use graphic organizers or notes to scaffold oral retelling. ● use Think-Pair-Share. ● repeat and expand their responses and other students' responses in a Collaborative Dialogue. ● use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups. 	<p>Prior to reading, writing, and discussion, the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> ● engage in structured pair work to process. ● 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 9-12

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 9-12.

Snapshots of Key Language Uses in Grades 9 12	
Narrate	<ul style="list-style-type: none"> • Interpret and construct narratives with complex plots, themes, and developments • Identify perspectives in historical narratives and discern authors' intent in presenting history in a particular light • Develop characters in their own stories and connect themes to issues in past and present
Inform	<ul style="list-style-type: none"> • Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Use available new information to construct and revise research reports that incorporate multiple sources of information
Explain	<ul style="list-style-type: none"> • Analyze and evaluate data in explanations • Identify multilayered causal or consequential relationships in social or scientific phenomena • Apply reasoning or theory to link evidence to the claims in explanations • Construct and revise explanations based on evidence from multiple sources
Argue	<ul style="list-style-type: none"> • Construct claims that offer objective stance using less polarized language so that claims appear more "balanced" • Anticipate what evidence audiences will need and adjust evidence and reasoning accordingly • Adjust arguments based on new data from experiments • Discern what types of arguments are needed, when they are needed, and what purposes they meet in different content areas

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 9-12				
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 \(wisc.edu\)](https://wisc.edu) pp. 184-189.)

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 developing and describing characters and their relationships over a progression of experiences or events using complex sentences to establish context and characters (<i>He stayed with the job because the merchant, although he was an old grouch, treated him fairly</i>).	Multilingual learners support analyses of grade level text with evidence by adding precision details, and clarity about complex attributes, qualities, characteristics and conceptual relationships using visual representations (illustrations, graphs, data, diagrams) to support key details.	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>The author presents positive and negative aspects of the main character; There are three reasons for the arising conflict.</i>)	Multilingual learners support analyses of grade level text with evidence by using comparing/ contrasting connectors to differentiate between claims and counterclaims (<i>unlike, as opposed to, contrasted with, conversely, similarly, in spite of</i>).
2. Produce clear and coherent writing in which the development,	Multilingual learners produce clear and coherent writing appropriate to task, purpose,	Multilingual learners produce clear and coherent writing appropriate to task,	Multilingual learners produce clear and coherent writing appropriate to task,	Multilingual learners produce clear and coherent writing appropriate to task, purpose,

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Language Arts Practices	KEY LANGUAGE USES			
	Narrate	Inform	Explain	Argue
organization, and style are appropriate to task, purpose, and audience.	and audience by engaging and adjusting for the reader through word choices to advance mood (e.g., surprise, tension, humor, reflection) and to further the author's purpose (contemptuous eyes, his voice softened).	purpose, and audience using cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference subjects between paragraphs and throughout the text.	purpose and audience using opening statements to identify type of information (e.g., describing, comparing/contrasting, classifying).	and audience by logically organizing claims with clear reasons and relevant evidence using connectors to sequence points in the argument and maintain logical progression (<i>one way, another point, as mentioned previously, in addition</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 effects versus the devastating effects</i>) and generalized nouns to maintain neutral authoritative voice (<i>artists, scientists, prominent figures</i>).	Multilingual learners construct valid arguments from evidence and critique the reasoning of others by supporting claims and refuting counterclaims with valid reasoning and sufficient relevant evidence using quotes, references, detailed descriptions, examples, and data to elaborate on an issue.	Multilingual learners construct valid arguments from evidence and critique the reasoning of others by formulating questions (<i>what, how, why, do</i>) and making requests (<i>could, would</i>) to gather information and clarify understanding (<i>Could you explain further?</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 draw them in (<i>Listen while I tell you the most amazing story.</i>).	Multilingual learners build and present knowledge through research by introducing and defining a topic developed from various digital and print sources using reporting devices, e.g. saying verbs and direct quotes (<i>said, reported, claimed, predicted, according to</i>), to acknowledge outside	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 (<i>unlike, as opposed to, however,</i>	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 quotes, references, detailed descriptions, examples, or other sources of

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Language Arts Practices	KEY LANGUAGE USES			
	Narrate	Inform	Explain	Argue
		sources and integrate information into the report.	<i>conversely, similarly).</i>	data (<i>according to X, the author’s claim, for example, other data from XX suggests).</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 information about one’s own and other’s lived experiences and previous learning and restating others’ ideas (<i>what I hear you say, if I understand correctly</i>) to demonstrate understanding.	Multilingual learners build upon the ideas of others and articulate their own when working collaboratively by introducing and defining a topic and/or entity for others using expanded noun groups to define key concepts, add details, or classify information (<i>economic development that changed a nation, 200 years of occupation, extinct species</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, leading one to believe, a way to think about this</i>).	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 modality to express obligation or certainty (<i>might, could, must, need to</i>), to open up to other possibilities (<i>possibly, apparently, perhaps, definitely, absolutely</i>), or to temper space for negotiation (<i>most would agree, could be a consideration</i>).
6. Use English structures to communicate content-specific messages.	Multilingual learners use language structures to develop and describe characters and their relationships over a progression of experiences or events using cohesive devices (e.g., pronouns, demonstratives, renaming, and synonyms) to reference characters across the text.	Multilingual learners communicate content-specific messages using adjectives and adverbs to answer questions about quantity, size, shape, manner (<i>abundant, colossal, amorphous, rightfully</i>).	Multilingual learners add precision, details, and clarity to content-specific information using a variety of verb structures, including timeless present to indicate generalizability nature (<i>It chases and scavenges for food</i>) and passive voice to provide focus on action (<i>when the food is prepared</i>).	Multilingual learners organize claims, counterclaims, reasons and evidence using a variety of structures (e.g., embedded clauses, active and passive voice, nominalizations) and concluding with a summary statement to reiterate a claim, call to action, encourage a response, or suggest next steps.

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>INSTRUCTION</p> <ul style="list-style-type: none"> ● 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. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide a word bank 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. ● Have students record academic vocabulary in a vocabulary notebook with L1 (primary language) translation and/or non-linguistic representation. ● 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 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● 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. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Explicitly model orally the academic language and structure 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. ● Enable students to comprehend and respond to complex text by making explicit the language 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● 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. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● 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

<p style="text-align: center;">Entering/Emerging (Levels 1-2)</p>	<p style="text-align: center;">Developing/Expanding (Levels 3-4)</p>	<p style="text-align: center;">Bridging/Reaching (Levels 5-6)</p>
<p>to respond to complex text.</p> <p>❖ Examples: I think the main idea is _____. The main points of this section are _____. This idea is related to _____.</p> <ul style="list-style-type: none"> ● 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. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers such as story maps, character charts, or plot diagrams to visually represent the structure and content of the text. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● 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. 	<p>functions employed throughout the text, including purpose, content, and tone.</p> <ul style="list-style-type: none"> ● 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. <p>❖ Examples: I agree that _____ because _____. It reminded me of _____ because _____. I think the (purpose, tone) of this language is _____ because _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● 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 practice 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. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● 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. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide visuals and multimedia to teach literary structures and concepts. 	<p>reading text.</p> <ul style="list-style-type: none"> ● Enable students to comprehend and respond to complex text by making explicit the language functions employed throughout the text, including purpose, content, and tone. <p>❖ Examples: I do not think that the evidence supports _____ because of _____. Others may say _____ however, _____. I was thinking more along the lines of _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● 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. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● 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)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> ● support analyses of grade level text with evidence by generating and conveying initial thinking using authoritative declarative statements to provide objective, factual information (<i>The author presents positive and negative aspects of the main character; There are three reasons for the arising conflict.</i>) in order to generate the central idea of the text in one or two words with the aid of a picture/drawing, a word bank, and sentence frame. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> ● support analyses of grade level text with evidence by generating and conveying initial thinking using authoritative declarative statements to provide objective, factual information (<i>The author presents positive and negative aspects of the main character; There are three reasons for the arising conflict.</i>) 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 a word bank, anchor chart, and compound sentence frames. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> ● support analyses of grade level text with evidence by generating and conveying initial thinking using authoritative declarative statements to provide objective, factual information (<i>The author presents positive and negative aspects of the main character; There are three reasons for the arising conflict.</i>) in order to generate the central idea of the text in their own words in three to five compound or complex sentences with supports as necessary.

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)
<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Provide students with a translated (L1) color-coded template that matches the color-coded exemplar argumentative essay. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● 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. ● Engage students in structured writing activities such as sentence combining exercises and guided paragraphs to practice language and sentence construction. ● Provide sentence and paragraph frames that structure the language needed to communicate the academic language related to the content task. <p>❖ Examples: I think/believe _____. An example that supports _____ is _____. This idea reminds me of _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Have students read aloud their paper to their partner who has a higher proficiency level in English. 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Provide explicit instruction on writing strategies such as brainstorming, outlining, drafting, and revising, tailored to different writing genres and purposes. ● Analyze mentor texts together as a class, focusing on organization, style, and rhetorical devices used to achieve the intended purpose. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary and structure required to produce grade-level written, text-structure genres. ● Offer targeted feedback on language use, including grammar, vocabulary, and sentence structure, with a focus on improving clarity and coherence. ● Use sentence starters or sentence stems to help students organize and revise their writing. ● Use dialogue structures for students to participate in peer discussions. <p>❖ Examples: The primary reason for _____ is _____. Experts agree that _____. I agree/disagree because _____ and _____.</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Provide writing exemplars specific to the purpose. ● Teach advanced writing techniques such as varied sentence structures, transitions, figurative language, and rhetorical strategies for persuasion and argumentation. ● Assign authentic writing tasks that require critical thinking, analysis, and creativity, such as research papers, literary analyses, and persuasive essays. ● Teach advanced revision and editing skills, including self-editing strategies and techniques for polishing writing for publication or presentation. ● Discuss with students' considerations of audience in preparation for writing to possibly include defining and gathering information about the target audience and identifying what the audience wants and/or needs to know about the topic, the means/format that information is usually communicated to this audience. ● Integrate literature study with writing instruction to expose students to diverse writing styles, genres, and authors, providing inspiration and models for their own writing.

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<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> ● 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. ● Use dialogue frames with L1 support for students to participate in peer review discussions. <ul style="list-style-type: none"> ❖ Examples: I think/ believe _____. A piece of evidence that supports _____ is _____. This idea reminds me of _____. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide and model graphic organizers such as story maps, flowcharts, and outlines to help students organize their thoughts before writing. ● 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. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide and model realia. ● Provide visual aids with L1 and L2 support to include pictures, diagrams, and videos to support understanding of writing topics and prompt comprehension. 	<p>because _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide structures for students to edit and revise their writing e.g., shared writing, 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 partners using sentence/discourse frames and visual aids from the texts. ● Facilitate peer collaboration for brainstorming, peer editing, and peer review sessions to provide multiple perspectives and support language development. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● 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). <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Incorporate visual aids such as pictures, diagrams, and videos to support understanding of writing topics and prompt comprehension. 	<p>LANGUAGE</p> <ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, and structure required to produce a grade-level essay of a specific genre type (e.g., argumentative essay). ● Use dialogue structures, as needed, for students to participate in peer review discussions. <ul style="list-style-type: none"> ❖ Examples: To support the main claims, the author provides evidence that suggests _____. Based on the synthesis of the documents I believe that _____. _____; consequently, _____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide structures for students to edit and revise their writing e.g., partners, teacher conferencing with specific feedback. ● Design real-world group projects that require students to employ one or more writing genres for real purposes. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers during group writing discussions to guide students through the peer review process. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Incorporate visual aids such as pictures, diagrams, and videos to support understanding of writing topics and prompt comprehension.

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

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> produce clear and coherent writing appropriate to task, purpose, and audience by logically organizing claims with clear reasons and relevant evidence using connectors that sequence points in the argument and maintain logical progression (<i>one way, another point, as mentioned previously, in addition</i>) in order to generate a paragraph-length argumentative piece with the support of a word bank, sentence frames and a mix of L1 and L2 words and phrases. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> produce clear and coherent writing appropriate to task, purpose, and audience by logically organizing claims with clear reasons and relevant evidence using connectors that sequence points in the argument and maintain logical progression (<i>one way, another point, as mentioned previously, in addition</i>) in order to generate a multi-paragraph argumentative essay with the support of a mentor text model, discourse frame, word bank, and anchor chart. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> produce clear and coherent writing appropriate to task, purpose, and audience by logically organizing claims with clear reasons and relevant evidence using connectors that sequence points in the argument and maintain logical progression (<i>one way, another point, as mentioned previously, in addition</i>) 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)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Model/provide examples of valid arguments supported by evidence with L1 support. Model/provide examples of appropriate ways to critique the reasoning of others with L1 support. Scaffold argument construction using visuals and collaborative guided practice activities where students are provided with a claim and supporting evidence, and are guided through the process of organizing them into a coherent argument. <p>LANGUAGE</p> <ul style="list-style-type: none"> Explicitly model orally and visually the academic language, specific vocabulary and discourse structure required to construct valid arguments using visuals which may include bilingual labels and words. Provide and model sentence and paragraph frames, word banks and language structures, e.g., transition words, that are used to make a valid argument with evidence and critique the reasoning of others. Utilize L1 resources (spoken, written, and viewed) to build schema. <p>INTERACTIVE</p> <ul style="list-style-type: none"> Provide a discussion partner who has a higher proficiency level in English to facilitate the conversation utilizing sentence frames. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Model/provide examples of valid arguments supported by evidence. Model/provide examples of appropriate ways to critique the reasoning of others. Provide explicit instruction on argumentative structures, including claim, evidence, and reasoning, and teach students how to analyze and identify these components in written and oral arguments. Guide students in analyzing texts to identify the author's arguments, evidence, and reasoning, and teach them how to evaluate the strength and validity of these elements. <p>LANGUAGE</p> <ul style="list-style-type: none"> Teach students how to combine simple sentences into more complex ones to express nuanced arguments and relationships between ideas. Explicitly model orally and visually the academic language, specific vocabulary and discourse structure required to construct valid arguments using visuals. Provide and model sentence and paragraph frames, word banks and language structures, e.g., transition words, that are used to make a valid argument with evidence and critique the reasoning of others. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Guide students in developing counterarguments to anticipate and address opposing viewpoints, and teach them how to integrate counterarguments into their own arguments effectively. Provide instruction in research skills such as locating, evaluating, and synthesizing evidence from multiple sources to support arguments, and guide students in integrating research findings into their own arguments. <p>LANGUAGE</p> <ul style="list-style-type: none"> Explicitly model the academic language, specific vocabulary, phrasal patterns and discourse structure required to construct valid arguments from evidence and critique the reasoning of others. Provide discourse frames for students to argue and critique the reasoning of peers by means of role plays, Socratic seminar protocols. <p>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 _____.</p>

<p style="text-align: center;">Entering/Emerging (Levels 1-2)</p>	<p style="text-align: center;">Developing/Expanding (Levels 3-4)</p>	<p style="text-align: center;">Bridging/Reaching (Levels 5-6)</p>
<p>❖ Example: I think _____ is _____ because _____. I believe _____ because _____. It is clear that _____.</p> <ul style="list-style-type: none"> ● Use a scripted discussion protocol with L1 support for students to state and clarify their reasoning to the group, listen to and agree/disagree in a debate, or argue the ideas of others with reasons. ● Provide students with a dialogue frame to engage in students in role play activities where they take on different perspectives and practice expressing opinions and supporting them with reasons. ● Encourage peer modeling by pairing students with more proficient English speakers who can model how to construct arguments and critique reasoning in a supportive environment. ● Utilize cooperative structures for work in pairs and small groups with L1 support. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide and model visual supports such as diagrams, charts, and graphic organizers to illustrate the structure of arguments and the relationship between claims and evidence. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide visuals which may include bilingual labels. ● Provide and model the use of realia. ● Provide multimedia in L1 and L2 to model and scaffold the comprehension of argumentation. 	<p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide a discussion protocol for students to state and clarify their reasoning to the group, listen to a debate and agree/disagree, or argue the ideas of others with reasons. <p>❖ Example: I heard you say _____. I agree/disagree with you because _____. I think this is what you meant by _____. In addition to _____, I'd like to add _____.</p> <ul style="list-style-type: none"> ● Utilize cooperative structures for work in pairs and small groups. ● Facilitate debates and discussions where students can practice constructing arguments, presenting evidence, and critiquing the reasoning of their peers in real-time. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide a note catcher for students to capture salient points contrary to their own. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide multimedia to model and scaffold the comprehension of argumentation. 	<p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide a discussion protocol for students to state and clarify their reasoning to the group, listen to a debate and agree/disagree, or argue the ideas of others with reasons. <p>❖ Example: Based on the writing by author _____, who is an expert in _____, I believe that _____. From this perspective the primary justification would be _____. _____ can be justified by _____.</p> <ul style="list-style-type: none"> ● Utilize cooperative structures for work in pairs and small groups. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Introduce students to multimodal forms of argumentation such as visual arguments, multimedia presentations, and digital storytelling, and teach them how to analyze and critique these forms.

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

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, multilingual learners will</p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> construct valid arguments from evidence and critique the reasoning of others by supporting claims and refuting counterclaims with valid reasoning and sufficient relevant evidence using quotes, references, detailed descriptions, examples, and data in order to elaborate on an issue and orally summarize their argument with the aid of a teacher-generated, fill in the blank paragraph template and L1 support. <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> construct valid arguments from evidence and critique the reasoning of others by formulating questions (<i>what, how, why, do</i>) and making requests (<i>could, would</i>) to gather information and clarify understanding (<i>Could you explain further?</i>) in order to acknowledge the arguments of others, with the aid of a teacher-generated, fill in the blank paragraph template, word bank, and L1 support. 	<p>With appropriate supports, multilingual learners will</p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> construct valid arguments from evidence and critique the reasoning of others by supporting claims and refuting counterclaims with valid reasoning and sufficient relevant evidence using quotes, references, detailed descriptions, examples, and data in order to elaborate on an issue using complex sentences with dependent (<i>Because the constitution is so important, it is studied by students of all ages.</i>) and independent (<i>The constitution explains the role of government, and it gives rights to the people.</i>) clauses to orally summarize their argument with the aid of complex sentence and discourse frames. <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> construct valid arguments from evidence and critique the reasoning of others by formulating questions (<i>what, how, why, do</i>) and making requests (<i>could, would</i>) to gather information and clarify understanding (<i>Could you explain further?</i>) in order to orally summarize and defend their argument and acknowledge the counter claims of others with the aid of compound and complex sentence frames. 	<p>With appropriate supports, multilingual learners will</p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> construct valid arguments from evidence and critique the reasoning of others by supporting claims and refuting counterclaims with valid reasoning and sufficient relevant evidence using quotes, references, detailed descriptions, examples, and data in order to elaborate on an issue using complex sentences with dependent (<i>Because the constitution is so important, it is studied by students of all ages.</i>) and independent (<i>The constitution explains the role of government, and it gives rights to the people.</i>) clauses to orally summarize their argument with the aid of discourse frames as needed. <p>Key Language Use - Argue</p> <ul style="list-style-type: none"> construct valid arguments from evidence and critique the reasoning of others by formulating questions (<i>what, how, why, do</i>) and making requests (<i>could, would</i>) to gather information and clarify understanding (<i>Could you explain further?</i>) in order to orally summarize and defend their argument and acknowledge the counter claims of others, with the aid of 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)
<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● provide opportunities to practice their presentations in a low-risk environment. ● Provide step-by-step research guides with clear instructions and templates to help students navigate the research process. ● Teach students how to take concise notes by focusing on key information, using bullet points or graphic organizers to organize ideas. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide sentence and dialogue frames for students to organize and revise their writing and participate in peer review discussions. ❖ Example: Both _____ and _____ are _____. They both have _____. They are similar because of _____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Pair students to work with a partner with a higher proficiency in English to identify the central idea and the features of a text selection by completing a graphic organizer. ● Have students read aloud their paper to their partner who has a higher proficiency level in English. 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Model/provide exemplars of research methods and presentations from the research. ● Provide opportunities for students to explain to a partner what the intended learning goal of the lesson is and what successful performance looks like. ● Provide opportunities to practice their presentations in a low-risk environment. ● Provide guided practice with specific feedback. ● Teach advanced research skills such as evaluating sources, synthesizing information, and integrating ideas from multiple texts. ● Guide students in creating annotated bibliographies where they summarize and evaluate sources, highlighting key ideas and evidence. ● Provide structured outlines or templates to help students organize their research findings and develop coherent arguments or presentations. ● Teach students how to compare and contrast ideas from different texts, identifying similarities, differences, and patterns across sources. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. ● Integrate language development activities such as vocabulary expansion, grammar instruction, and academic language practice to support students' ability to express complex ideas. 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Provide opportunities for independent research projects where students can explore topics of interest in-depth, integrating ideas from multiple texts and sources. ● Encourage students to reflect on their research process, identifying strengths, challenges, and areas for improvement, and setting goals for future research projects. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide a word bank and anchor charts to support the language structures used in the lesson. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide a “Text to graphic and back again” dialogue structure for students. ● Organize debates or group discussions where students can present and defend their research findings, engaging in critical dialogue with peers. ● Organize research conferences or presentations where students can showcase their research projects to their peers, teachers, and community members. ● Provide discourse frames.

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> ● Have students deliver their presentation to a small group with L1 support as needed. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide and model graphic organizers that scaffold the structures for students to research and develop their presentations. ● Incorporate visual aids such as diagrams, charts, or concept maps to help students visualize connections between ideas and texts. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide visuals which may include bilingual labels. ● Provide and model the use of realia. ● Provide a variety of sources for research in multimedia format, visual, print, and digital, in L1 and L2. ● Provide multimedia in L1 and L2 to model and scaffold the construction of a presentation. 	<ul style="list-style-type: none"> ● Provide structured opportunities for students to work in small groups or with partners to synthesize and summarize content-related information from various sources on their research topics. ● Provide sentence and dialogue frames for students to organize and revise their writing and participate in peer review discussions. <p>❖ Example: Both _____ and _____ are _____. They are similar because they _____. Important differences, however, are _____ and _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide structured opportunities for students to work in small groups or with partners to synthesize and summarize content-related information from various sources on their research topics. ● Facilitate peer review sessions where students can exchange feedback on their research projects, providing suggestions for improvement and revision. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide and model graphic organizers that scaffold the structures for students to research and develop their presentations. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide a variety of sources for research in multimedia format, visual, print, and digital which may include L1. ● Provide multimedia to model and scaffold the construction of a presentation. 	<p>❖ Example: Based upon my analysis of _____ and _____, I conclude that _____. Although some believe _____, the author claims _____. In comparison to _____, _____ is _____.</p> <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use a graphic organizer to help students identify the central idea and the features in text. ● Provide models of the graphical features of informational text (e.g. labels, boldfaced and italicized vocabulary, timelines, diagrams, illustrations or photographs, tables, insets) and ask students to select relevant features to include in their own informational writing. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide a variety of sources for research in multimedia format, visual, print, and digital. ● Encourage students to create multimodal presentations such as posters, slideshows, or digital videos to effectively communicate their research findings.

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

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> ● build and present knowledge through research by introducing and defining a topic developed from various digital and print sources using reporting devices, e.g. saying verbs and direct quotes (<i>said, reported, claimed, predicted, according to</i>), in order to acknowledge reliable sources and integrate information into a written summary with the aid of simple sentence frames, word banks/anchor charts, visuals, and L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> ● build and present knowledge through research by introducing and defining a topic developed from various digital and print sources using reporting devices, e.g. saying verbs and direct quotes (<i>said, reported, claimed, predicted, according to</i>), in order to acknowledge reliable sources and integrate a central idea and details into a written summary with the aid of a teacher-made graphic organizer, word bank/anchor chart and sentence frames. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> ● build and present knowledge through research by introducing and defining a topic developed from various digital and print sources using reporting devices, e.g. saying verbs and direct quotes (<i>said, reported, claimed, predicted, according to</i>), in order to acknowledge reliable sources and integrate a central idea and details in a written objective summary with the aid of a graphic organizer and complex language frames.

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

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Provide opportunities to practice dialogue structures in a low-risk environment and receive specific feedback. ● Model collaborative discussions by demonstrating how to listen to others, ask 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Provide opportunities to practice dialogue structures in a low-risk environment and receive specific feedback. 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Assign tasks that require students to analyze and evaluate information, encouraging them to express nuanced perspectives collaboratively.

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p>questions, and contribute to the conversation.</p> <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Pre-teach key vocabulary and provide visuals or gestures to help students understand and use new words in discussions. ● Provide simple sentence and discourse frames in teacher-guided small collaborative groups for students to use to synthesize and summarize content-related information. <p>❖ Examples: I would add that _____. I think it means _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Pair students with a partner of the same primary language but a higher English language performance level to provide language modeling and peer support. ● Provide a dialogue structure (e.g., pairs, triads) and/or sentence frames to scaffold student responses and help them articulate their ideas. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide anchor charts that list transition words and rhetorical devices in both L1 and L2 for the students to reference. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide and model realia. ● Provide multimedia in L1 and L2 to model and scaffold the comprehension of the language and structure of collaborative discussions. 	<p>LANGUAGE</p> <ul style="list-style-type: none"> ● Explicitly model the language functions such as agreeing, disagreeing, and paraphrasing required to help students engage in collaborative discussions effectively. ● Provide anchor charts that list transition words and rhetorical devices for the students to reference. ● 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. <p>❖ Examples: I want to expand upon your point about _____. In my opinion, _____ should be _____ because _____. The _____ can further be described as _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide structures for students to practice working collaboratively in teacher-guided small groups and partners allowing them to share ideas and support each other’s learning. ● Pair students with more proficient English speakers to provide peer support and guidance during collaborative activities. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide graphic organizers that guide students through a structured discussion protocol. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide multimedia to model and scaffold comprehension of the language and structure of collaborative discussions. 	<p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide anchor charts that list transition words and rhetorical devices for the students to reference. ● Provide discourse frames in teacher-guided Socratic seminars for students to synthesize and summarize content-related information. <p>❖ Examples: _____ is widely acknowledged as _____ and _____. Then again, I think that _____. Moreover, the author states _____. I agree with _____, and would like to add _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Engage students in role-playing scenarios that simulate real-world interactions, helping them practice negotiation, persuasion, and collaboration skills. ● Encourage opportunities for students to provide feedback to their peers on language use and content, promoting peer learning and collaboration. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use authentic materials such as news articles, podcasts, and videos to stimulate discussion and expose students to a variety of viewpoints and registers.

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

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> ● 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 that elaborate an idea/interpretation (<i>so, this means, therefore, leading one to believe, a way to think about this</i>) in order to engage in a collaborative discussion in which they identify differences among students' ideas about point of view in a text with the aid of simple sentence frames, word bank, and L1 support. 	<p>With appropriate supports, multilingual learners will</p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> ● 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 that elaborate an idea/interpretation (<i>so, this means, therefore, leading one to believe, a way to think about this</i>) in order to engage in a collaborative discussion in which they acknowledge the ideas of others in relation to point of view based on textual evidence with the aid of complex sentence frames and word bank/anchor chart. 	<p>With appropriate supports, multilingual learners will</p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> ● 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 that elaborate an idea/interpretation (<i>so, this means, therefore, leading one to believe, a way to think about this</i>) in order to engage in a collaborative discussion in which they build on the ideas of others in relation to point of view based on textual evidence with the aid of discourse frames.

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>INSTRUCTION</p> <ul style="list-style-type: none"> ● Model how to use language to communicate specific messages related to the content. Use gestures, facial expressions, and realia to enhance understanding. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide word banks for students to reference for content-related English structures with L1 support. ● Pre-teach key vocabulary and provide visuals or gestures to help students understand and use new words in discussions. ● Provide appropriate language structures within question stems for students to ask and answer questions about key details in a text regarding content-specific concepts. <p>❖ Examples: Can you tell me more about _____? I think _____ because _____. One example is _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Pair students with a partner of the same primary language but a higher English language performance level to provide language modeling and peer support. 	<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Explicitly model and provide guided practice using graphic organizers, tables, graphs, anchor charts or timelines. ● Model structure 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. ● Assign collaborative projects that require students to work together to research, analyze, and present content-specific information, allowing them to practice using language in meaningful contexts. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide word banks for students to reference for content-related English structures. ● Provide appropriate language structures within question stems for students to ask and answer questions about key details in a text regarding content-specific concepts. <p>❖ Examples: Can you tell me more about _____? I think _____ because _____. One example is _____. I agree/disagree because _____. The main reason for _____ is _____.</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Implement performance-based assessments such as presentations, debates, and research papers to assess students' ability to communicate content-specific messages effectively. Provide a rubric so that students may self-assess their performance and progress. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide appropriate language structures (as needed) for students to ask and answer questions about key details in a text regarding content-specific concepts. <p>❖ 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 _____.</p> <ul style="list-style-type: none"> ● Provide explicit instruction and practice in academic language features such as formal register, complex sentence structures, and academic vocabulary relevant to the content area. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Encourage students to collaborate with

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Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide a chart or a content-related text structure organizer to facilitate identifying a text structure with peer and/or L1 support. ● Provide graphic organizers or structured templates to help students organize their thoughts and communicate their ideas visually. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use visual aids such as pictures, diagrams, and charts to support understanding of content-specific concepts. ● Provide and model realia. ● Provide multimedia with L1 support to model and scaffold content-specific use of language and text structure. 	<p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Pair students with a partner of the same primary language but a higher English language performance level to identify content-related text structure with the support of a graphic organizer. ● Utilize cooperative structures for work in pairs and small groups. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide graphic organizers and/or anchor charts for students to reference for content-related English structures. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide multimedia to model and scaffold content-specific use of language and text structure. ● Teach and reinforce subject-specific vocabulary through context-based activities, visual aids, and hands-on experiences. 	<p>peers on challenging content-related projects and discussions, fostering peer learning and language development.</p> <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide (as needed) graphic organizers, tables, graphs, timelines and/or anchor charts for students to reference for content-related English structures. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use authentic materials such as academic articles, research papers, and multimedia resources to engage students in content-specific discussions and activities.

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

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, multilingual learners will</p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> ● add precision, details, and clarity to content-specific information using a variety of verb structures, including timeless present verbs to indicate generalizable nature (<i>It chases and scavenges for food.</i>) and passive voice to provide focus on action (<i>when the food is prepared</i>) 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 simple sentence and discourse frames and L1 support. 	<p>With appropriate supports, multilingual learners will</p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> ● add precision, details, and clarity to content-specific information using a variety of verb structures, including timeless present verbs to indicate generalizable nature (<i>It chases and scavenges for food</i>) and passive voice to provide focus on action (<i>when the food is prepared</i>) 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 complex sentence and discourse frames. 	<p>With appropriate supports, multilingual learners will</p> <p>Key Language Use - Explain</p> <ul style="list-style-type: none"> ● add precision, details, and clarity to content-specific information using a variety of verb structures, including timeless present verbs to indicate generalizable nature (<i>It chases and scavenges for food</i>) and passive voice to provide focus on action (<i>when the food is prepared</i>) to engage in 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 a discourse frame.