



**ELD STANDARDS AND
INSTRUCTIONAL SUPPORTS FOR
DEVELOPING THE LANGUAGE OF
LANGUAGE ARTS GRADES K-1**

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

1A. Purpose and Organization

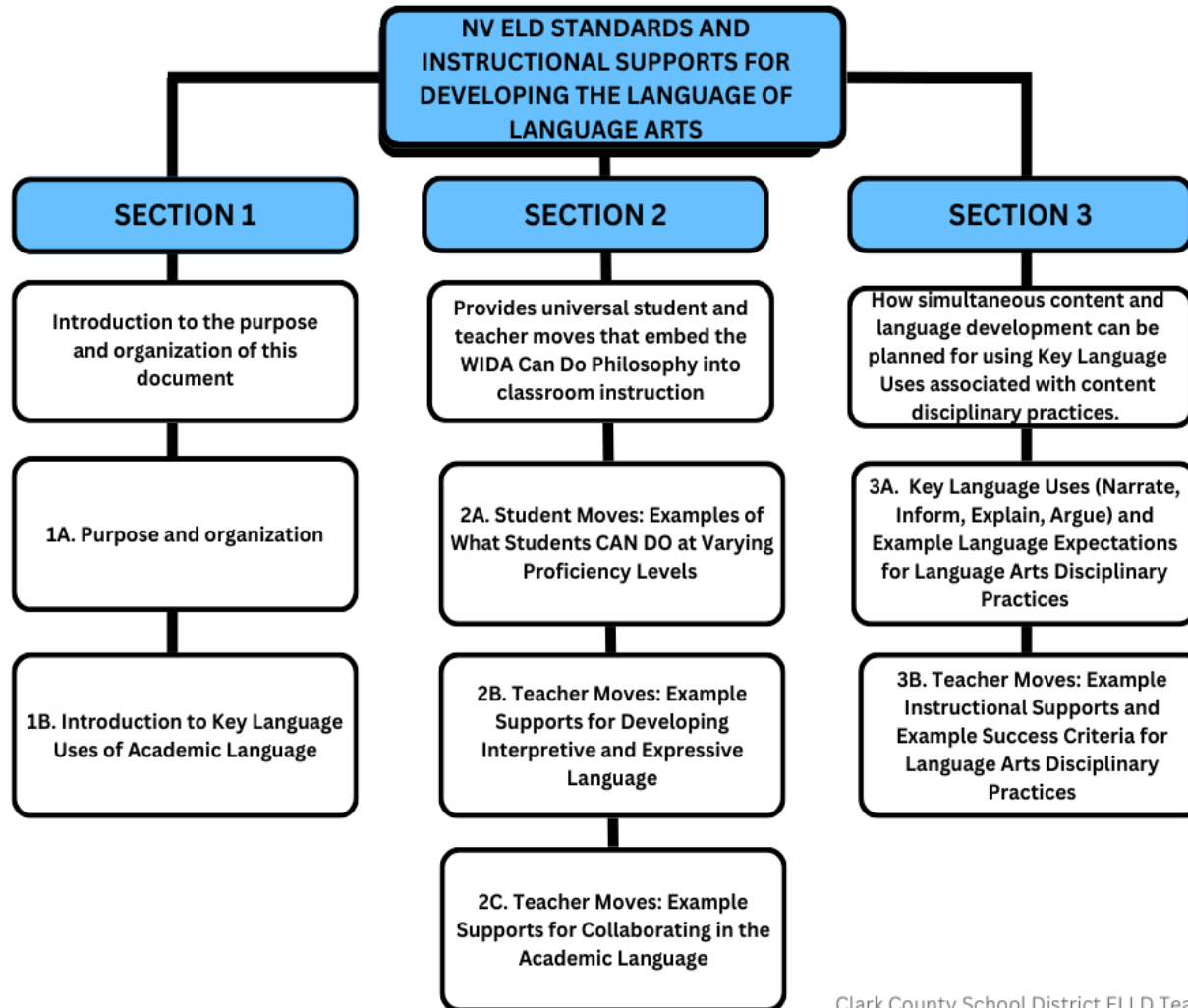
Purpose

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 K-1 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 K-1

- 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 K-1

- 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 K-1 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 K-1

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

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

- Prominent Key Language Uses for Language Arts Grades K-1
- 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 K-1

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 make-believe pictures of animals or persons to oral statements. ● identify pictures of make-believe animals or persons as modeled orally. ● match illustrated examples of the same form of print (e.g., two signs, two magazines). ● describe characters or settings of stories from picture books. ● complete tasks with two-to three- step oral commands. ● locate objects described orally. ● search for pictures associated with word patterns. ● identify and interpret pre-taught labeled diagrams. 	<ul style="list-style-type: none"> ● match make-believe pictures of animals or persons to oral statements. ● identify pictures of make-believe animals or persons as modeled orally. ● match illustrated examples of the same form of print (e.g., two signs, two magazines). ● describe characters or settings of stories from picture books. ● complete tasks with two-to three-step oral commands. ● locate objects described orally. ● search for pictures associated with word patterns. ● identify and interpret pre-taught labeled diagrams. 	<ul style="list-style-type: none"> ● organize pictures to create make-believe stories (e.g., beginning, middle, and end) according to descriptive oral discourse. ● order pictures of events according to sequential language. ● arrange pictures or objects according to descriptive oral discourse. ● identify pictures/realia associated with grade level academic concepts from oral descriptions. ● interpret visual connections between characters, places or objects in pages read aloud from illustrated patterns or predictable books. ● give examples of environmental print in illustrated scenes using phrases or short sentences with invented spellings. ● blend sounds together to make words, shown visually.

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)
Expressive: Speaking, Writing, & Representing	<ul style="list-style-type: none"> ● complete phrases from rhymes supported by illustrated models. ● repeat words or phrases from rhymes supported by illustrations. ● copy examples of environmental print from labeled icons or objects. ● select and copy words related to setting or characters in illustrated books from word banks. ● sort words into word families. ● follow directions using diagrams or pictures. 	<ul style="list-style-type: none"> ● discuss what happens (plot or events) in rhymes supported by illustrations. ● describe persons or events in rhymes supported by illustrations. ● produce names of objects or icons represented in environmental print using invented spellings (e.g., sun). ● predict ideas in storylines based on titles and illustrated covers of fictional stories. ● state main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories. ● retell stories with details. 	<ul style="list-style-type: none"> ● paraphrase rhymes supported by illustrations. ● give examples of environmental print in illustrated scenes using phrases or short sentences with invented spellings. ● categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books. ● segment illustrated sentences into words or phrases. ● tell original stories with emerging detail. ● explain situations (e.g., involving feelings). ● express likes, dislikes, or preferences with reasons. ● produce words/phrases independently.

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Build background in key language and concepts. ● Give two-step contextualized directions. ● Restate/rephrase and use Patterned Oral Language routines. ● Preview the text content with pictures, demos, charts, or experiences. ● Thoroughly model all lesson expectations. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide explicit instruction and practice in key social and instructional vocabulary. ● Model orally the academic language. ● Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. ● Label visuals and objects with target vocabulary. ● Introduce cognates to aid comprehension. ● Provide a content vocabulary Word Bank with non-linguistic representations. ● Provide opportunities for translanguageing and multilingual support during the task. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Pair students to read one text together or simplify the text. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use K-W-L charts before reading. ● Provide a list of important concepts on a graphic organizer. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Build background in key language and concepts. ● Provide a system for students to record and process key academic and content-specific vocabulary. ● Check comprehension of all students frequently. ● Use Wait Time. ● Require full sentence responses by asking open ended questions. ● Use Varied Presentation Formats such as role plays. ● Scaffold oral reports with note cards and provide time for prior practice. ● Provide opportunities for oral reporting for summarizing group work. ● Thoroughly model all lesson expectations. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Model orally the academic language and specific vocabulary. ● Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. ● Require the use of academic language. ● Provide a content vocabulary Word Bank with non-linguistic representations. ● Provide opportunities for translanguageing and multilingual support during the task. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Pair students to read one text together. ● Use Jigsaw Reading to scaffold independent reading. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use K-W-L charts before reading. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Build background in key language and concepts. ● Confirm students’ prior knowledge of content topics. ● Thoroughly model all lesson expectations. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Use complex sentence and discourse starters. ● Model orally the academic language and specific vocabulary. ● Extend content vocabulary with multiple examples and non-examples. ● Provide opportunities for translanguageing during the task. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Use Reciprocal Teaching to scaffold independent reading. ● Provide tasks that encourage discourse and then facilitate and support discourse between and among students. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Ask students to analyze text structure and select an appropriate graphic organizer for summarizing. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use Video Observation Guides.

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Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p><i>SENSORY/MEDIA</i></p> <ul style="list-style-type: none"> ● Use physical gestures to accompany oral directives. ● Preview text with a Picture Walk. 	<ul style="list-style-type: none"> ● Provide a list of important concepts on a graphic organizer. 	

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.

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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 K-1.

Snapshots of Key Language Uses in Kindergarten	
Narrate	<ul style="list-style-type: none"> • Reflect on their lived experiences • Retell personal experiences • Create imaginative new stories through multimodal text, combining drawings and spelling approximations
Inform	<ul style="list-style-type: none"> • Describe observations about the world around them • Share observations about experiences and topics they know well • Compare and contrast information about individual entities • Categorize objects
Explain	<ul style="list-style-type: none"> • Wonder and ask questions about natural observable phenomena, such how caterpillars become butterflies • Construct pictorial representations of their emerging understandings of phenomena • Ask and answer how things work or why things are the way they are
Argue	<ul style="list-style-type: none"> • Express likes and dislikes on familiar topics, such as food and games • Express emotions stemming from personal experiences • Share opinions about issues from their own lives

Snapshots of Key Language Uses in Grade 1	
Narrate	<ul style="list-style-type: none"> • Imagine and create new stories • Begin to develop a sense of story structures • Interpret narratives read aloud with predictable structures and language patterns
Inform	<ul style="list-style-type: none"> • Describe and define familiar concepts or topics • Categorize and classify information • Interpret and construct brief descriptions or reports on familiar, concrete entities, such as animals, objects, places, or people
Explain	<ul style="list-style-type: none"> • Describe their observations in relation to concrete phenomena in their immediate environment • Ask and answer questions about how things work or why things are the way they are • Interpret and construct multimodal representations of their emerging understandings of observed relationships
Argue	<ul style="list-style-type: none"> • Formulate opinions • Give reasons for their opinions • Interpret persuasive texts

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

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

Distribution of Language Arts Key Language Uses in Kindergarten and Grade 1				
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) Kindergarten pp. 48-49 and Grade 1 pp. 68-69.)

Language Arts Practices	KEY LANGUAGE USES		
	Narrate	Inform	Argue
1. Support analyses of a range of grade-level complex texts with evidence.	<p>Kindergarten Multilingual learners support analyses of grade level text with evidence by describing story events using connectors to establish sequence (<i>then, after, and</i>).</p> <p>Grade 1 Multilingual learners support analyses of grade level text with evidence by developing story events using connectors to sequence time (<i>first, next, and then</i>), and events (<i>before, after, later</i>), and to combine and link event details (<i>and, but, so</i>).</p>	<p>Kindergarten Multilingual learners support analyses of grade level text with evidence by adding details and facts using a single noun to represent a class of things (colors, shapes, patterns).</p> <p>Grade 1 Multilingual learners support analyses of grade level text with evidence by describing attributes and characteristics with facts, definitions, and relevant details using noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size (<i>red and yellow feathers</i>).</p>	See ELA Practice 3. Construct valid arguments from evidence and critique the reasoning of others.

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Language Arts Practices	KEY LANGUAGE USES		
	Narrate	Inform	Argue
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Kindergarten Multilingual learners produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by orienting the audience to a story using pictures, words, title, simple statements, or common story expressions to introduce context.</p> <p>Grade 1 Multilingual learners produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by orienting the audience to a story using pictures, words, title, statements or common story expressions (<i>Once upon a time</i>) to introduce context.</p>	<p>Kindergarten Multilingual learners produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by introducing a topic for the audience using oral recounting to share information (<i>The farmers grow food.</i>)</p> <p>Grade 1 Multilingual learners produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by introducing and defining a topic and/or entity for the audience using relating verbs (<i>have, be, belong to</i>) to define the topic (<i>Lizards are reptiles.</i>) or state of entity (<i>The river is long.</i>).</p>	See ELA Practice 3. Construct valid arguments from evidence and critique the reasoning of others.
3. Construct valid arguments from evidence and critique the reasoning of others.		<p>Kindergarten Multilingual learners construct valid arguments from evidence and critique the reasoning of others by supporting their own opinions with reasons using oral recounting to share information (<i>The farmers grow food.</i>).</p> <p>Grade 1 Multilingual learners construct valid arguments from evidence and critique the reasoning of others by supporting their own opinions with reasons using relating verbs (<i>have, be, belong to</i>) to define the topic (<i>Lizards are reptiles.</i>) or state of entity (<i>The river is long.</i>).</p>	<p>Kindergarten Multilingual learners construct valid arguments from evidence and critique the reasoning of others by clarifying and elaborating ideas based on feedback using a variety of sentences using connectors (<i>because, and, so</i>) to link claim and reasoning.</p> <p>Grade 1 Multilingual learners construct valid arguments from</p>

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Language Arts Practices	KEY LANGUAGE USES		
	Narrate	Inform	Argue
			evidence and critique the reasoning of others by clarifying and elaborating ideas based on feedback using causal connectors (<i>because, so, that means</i>), and declarative statements (<i>I disagree because...</i>).
4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.	<p>Kindergarten Multilingual learners build and present knowledge through research by connecting stories with images and representations to add meaning using pictures, words, title, simple statements, or common story expressions to introduce context.</p> <p>Grade 1 Multilingual learners build and present knowledge through research by connecting stories with images and representations to add meaning using title, generalized nouns to introduce the topic (<i>The desert, Lizards</i>).</p>	<p>Kindergarten Multilingual learners build and present knowledge through research by summarizing information from interaction with others and from learning experiences using oral recounting to share information (<i>The farmers grow food.</i>)</p> <p>Grade 1 Multilingual learners build and present knowledge through research by summarizing information from interaction with others and from learning experiences using compound sentences to add details (<i>Birds like fruit and seeds. The river is long and deep.</i>).</p>	See ELA Practice 3. Construct valid arguments from evidence and critique the reasoning of others.
5. Build upon the ideas of others and articulate their own when working collaboratively.	<p>Kindergarten Multilingual learners build upon the ideas of others and articulate their own when working collaboratively by sharing ideas about one’s own and others’ lived experiences and previous learning using noun groups to state who or what the story is about (<i>tall man, baby bear</i>).</p>	<p>Kindergarten Multilingual learners build upon the ideas of others and articulate their own when working collaboratively by summarizing information from interaction with others and from learning experiences using prepositional phrases to tell about where (<i>on the farm, in the trees</i>).</p>	See ELA Practice 3. Construct valid arguments from evidence and critique the reasoning of others.

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Language Arts Practices	KEY LANGUAGE USES		
	Narrate	Inform	Argue
	<p>Grade 1 Multilingual learners build upon the ideas of others and articulate their own when working collaboratively by sharing ideas about one’s own and others’ lived experiences and previous learning using noun groups to state who or what the story is about (<i>the white swans, Joey’s big family</i>).</p>	<p>Grade 1 Multilingual learners build upon the ideas of others and articulate their own when working collaboratively by summarizing information from interaction with others and from learning experiences using prepositional phrases to describe place or location (<i>on the ground, in Antarctica</i>).</p>	
6. Use English structures to communicate content-specific messages.	<p>Kindergarten Multilingual learners compose narratives using sequential language with beginning, middle and end using connectors to establish sequence (<i>then, after, and</i>).</p> <p>Grade 1 Multilingual learners compose narratives using sequential language with beginning, middle and end using introductory and closure statements, and connectors to sequence time and events (<i>first, next, then, before, after, later</i>) in order to develop cohesive text.</p>	<p>Kindergarten Multilingual learners define and classify objects or concepts using pronouns to reference an entity (<i>farmers= they</i>).</p> <p>Grade 1 Multilingual learners define and classify objects or concepts, using relating verbs (<i>have, be, belong to</i>) to define the topic (<i>Lizards are reptiles.</i>) or state of entity (<i>The river is long.</i>).</p>	See ELA Practice 3. Construct valid arguments from evidence and critique the reasoning of others.

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

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model orally the academic and descriptive language and specific vocabulary required to analyze a story and find the beginning, middle and end, using visuals, which may include bilingual labels and words. Provide processing time for students by asking a question, posing a problem or prompting students to discuss the oral input. Enable students to comprehend and respond to complex text by making explicit the language and visual supports. Provide specific, timely feedback during student practice time. <p>LANGUAGE</p> <ul style="list-style-type: none"> Provide sentence frames, discourse starters and visuals for students to explain beginning, middle, and end. ❖ Example: I think _____ because _____. Provide academic sentence frames such as: _____ is similar to _____ in that both _____. The characteristics of _____ include _____, _____ and _____. Provide and model specific sentence starters and frames, and a word bank. <p>INTERACTIVE</p> <ul style="list-style-type: none"> Provide a dialogue structure: My turn/your turn; Partner A/Partner B. Identify details and examples from complex 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model orally the academic language and specific vocabulary required to analyze a story and find the beginning, middle and end, in small group conversations. Use sentence and discourse starters: <ul style="list-style-type: none"> ✓ Explain - Justify Provide text and visual supports from 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 specific, timely feedback during student practice time. <p>LANGUAGE</p> <ul style="list-style-type: none"> Provide transition words with visuals for students to explain beginning, middle and end. ❖ Example: First _____. Then _____. Finally, _____. Provide academic sentence frames such as: _____ is similar to _____ in that both _____. The characteristics of _____ include _____, _____ and _____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> Provide dialogue structures throughout the lesson, e.g. My turn/your turn; Partner A/Partner B; Collaborative groups. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model orally the academic language and specific vocabulary required to analyze a story and find the beginning, middle and end. Provide text and visual supports from the text. Use complex sentence and discourse starters: <ul style="list-style-type: none"> ✓ Explain -Justify 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 specific, timely feedback during student practice time. <p>LANGUAGE</p> <ul style="list-style-type: none"> Use details and transition words to explain beginning, middle and end. ❖ Example: First _____. Then _____. Finally, _____. Provide academic sentence frames such as: _____ is similar to _____ in that both _____. The characteristics of _____ include _____, _____ and _____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> Provide dialogue structures throughout the lesson, e.g. My turn/your turn; Partner A/Partner B; Collaborative groups.

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>text in a structured group or with a partner with L1 support.</p> <p>GRAPHIC</p> <ul style="list-style-type: none"> • Provide graphic organizers to provide details, transition words and visuals that help students to identify and describe events in a range of grade-level complex texts. 	<ul style="list-style-type: none"> • Identify and elaborate on events from complex text in small groups or with a partner. <p>GRAPHIC</p> <ul style="list-style-type: none"> • Provide graphic organizers to provide details, transition words and visuals that help students to draw inferences and/or identify and describe events in a range of grade-level complex texts. 	<ul style="list-style-type: none"> • Identify and elaborate on events from complex text in small groups or with a partner. <p>GRAPHIC</p> <ul style="list-style-type: none"> • Provide graphic organizers to provide details, transition words and visuals that help students to draw inferences and/or identify and describe events in a range of grade-level complex texts.

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

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use – Inform</p> <p>Kindergarten</p> <ul style="list-style-type: none"> • support analyses of grade level text with evidence by adding details and facts using a single noun to represent a class of things (colors, shapes, patterns) in order to orally explain their opinion with supporting details from the text with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <p>Kindergarten</p> <ul style="list-style-type: none"> • support analyses of grade level text with evidence by describing details and facts using a single noun to represent class of things (colors, shapes, patterns) in order to orally explain their opinion with supporting details from the text with the aid of compound and complex sentence frames, and/or visual supports. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <p>Kindergarten</p> <ul style="list-style-type: none"> • support analyses of grade level text with evidence by describing details and facts using a single noun to represent class of things (colors, shapes, patterns) in order to orally explain their opinion with supporting details from the text with the aid of complex language frames and other supports as needed.

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> support analyses of grade level text with evidence by describing attributes and characteristics with facts, definitions, and relevant details using noun groups to add description and precision that answer questions about what something is like or its color, shape, or size (<i>red and yellow feathers</i>) in order to orally explain their opinion with supporting details from the text with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. 	<p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> support analyses of grade level text with evidence by describing attributes and characteristics with facts, definitions, and relevant details using noun groups to add description and precision that answer questions about what something is like or its color, shape, or size (<i>red and yellow feathers</i>) in order to orally explain their opinion with the aid of compound and complex sentence frames, and/or visual supports. 	<p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> support analyses of grade level text with evidence by describing attributes and characteristics with facts, definitions, and relevant details using noun groups to add description and precision that answer questions about what something is like or its color, shape, or size (<i>red and yellow feathers</i>) in order to orally explain their opinion with supporting details from the text 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)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Use guided practice with students to construct a modified exemplar-writing piece with picture support. Write the sentence stems and/or frames of the language progression across the performance levels. <p>LANGUAGE</p> <ul style="list-style-type: none"> Provide visual aids, word banks, anchor charts, and/or word walls, and simple 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Model Think Aloud to construct an exemplar-writing piece. Use simple and some expanded sentences with some complex sentences to support students’ emerging cohesion. Write the sentence stems and/or frames of the language progression across the performance levels. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Use expanded sentences with cohesion and emerging complexity. Use instructional supports as needed for students to identify and use details from complex text or visuals to produce grade-level narrative stories or reports. <p>LANGUAGE</p> <ul style="list-style-type: none"> Provide instructional supports, appropriate language structures of guiding questions for

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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>
<p>sentence frames.</p> <ul style="list-style-type: none"> ● Use words and simple sentences with pictures. ● Provide instructional supports, appropriate language structures, question starters, sentence frames and/or pictures, for students to ask and answer questions about key details in a text. <p>❖ Example: I think _____ because _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Practice and produce topical language in small groups or with strategic partners throughout the lesson, using sentence and discourse frames, visual aids from the texts, and L1 support. ● Provide structures for students to edit and revise their writing. <ul style="list-style-type: none"> ✓ Shared Writing ✓ Teacher conferencing with specific feedback. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide instructional supports such as a graphic organizer for students to reference in order to use details, transition words or labeled visual supports when producing grade-level narrative stories or reports in a structured group or with L1 support. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide and model realia. 	<p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide visual aids, word banks, anchor charts, and/or word walls, and paragraph frames. ● Provide instructional supports, appropriate language structures of guiding questions for students to ask and answer questions about key details in a text. <p>❖ Example: I think _____ because _____ so _____.</p> <ul style="list-style-type: none"> ● Use mentor texts (student or teacher generated) specific to task, purpose, and audience to serve as writing models. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Practice and produce language on topic in small groups or with partners using sentence and discourse starters and visual aids from the texts. ● Provide structures for students to edit and revise their writing: <ul style="list-style-type: none"> ✓ Shared Writing ✓ Teacher conferencing with specific feedback. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide instructional supports such as a graphic organizer for students to reference in order to incorporate details, transition words and visuals into their writing of grade-level narrative stories or reports. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide and model realia. 	<p>students to ask and answer questions about key details in a text.</p> <p>❖ Example: Why do you think _____? Can you tell me three reasons why?</p> <ul style="list-style-type: none"> ● Write the sentence stems and/or frames of the language progression across the performance levels. ● Use mentor texts (student or teacher generated) specific to task, purpose, and audience to serve as writing models. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide structures for students to edit and revise their writing: <ul style="list-style-type: none"> ✓ Partners ✓ Teacher conferencing with specific feedback. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide guided practice with specific feedback in the use of instructional supports such as a graphic organizer or chart for students to state and clarify reasoning with a partner or small group.

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... Key Language Use - Narrate</p> <p style="text-align: center;"><i>Kindergarten</i></p> <ul style="list-style-type: none"> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by orienting audience to story using pictures, words, title, simple statements, or common story expressions in order to introduce context with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. <p style="text-align: center;"><i>Grade 1</i></p> <ul style="list-style-type: none"> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by orienting audience to story using pictures, words, title, statements or common story expressions (<i>Once upon a time</i>) in order to introduce context with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. 	<p>With appropriate support, multilingual learners will... Key Language Use - Narrate</p> <p style="text-align: center;"><i>Kindergarten</i></p> <ul style="list-style-type: none"> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by orienting audience to story using pictures, words, title, simple statements, or common story expressions in order to introduce context with the aid of compound and complex sentence frames, and/or visual supports. <p style="text-align: center;"><i>Grade 1</i></p> <ul style="list-style-type: none"> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by orienting audience to story using pictures, words, title, statements or common story expressions (<i>Once upon a time</i>) in order to introduce context with the aid of compound and complex sentence frames, and/or visual supports. 	<p>With appropriate support, multilingual learners will... Key Language Use - Narrate</p> <p style="text-align: center;"><i>Kindergarten</i></p> <ul style="list-style-type: none"> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by orienting audience to story using pictures, words, title, simple statements, or common story expressions in order to introduce context with the aid of complex language frames and other supports as needed. <p style="text-align: center;"><i>Grade 1</i></p> <ul style="list-style-type: none"> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience by orienting audience to story using pictures, words, title, statements or common story expressions (<i>Once upon a time</i>) in order to introduce context with the aid of complex language frames and other supports as needed.

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

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model orally and visually the academic, descriptive language, specific vocabulary and discourse structure required to construct valid arguments from evidence and critique the reasoning of others, using visuals, which may include bilingual labels and words. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide instructional supports, question starters, sentence frames and/or pictures, for students to ask and answer questions about key details in academic context. ● Use simple sentence frames and related vocabulary. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide guided practice for students to participate in a back-and-forth conversation. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Explicitly model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, anchor charts, timelines, and realia. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, phrasal patterns, and discourse structure required to construct valid arguments from evidence. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide structures and practice opportunities with specific feedback for students to argue and critique their reasoning: <ul style="list-style-type: none"> ✓ Strategic partners ✓ Role-play the vocabulary necessary to argue and critique. ✓ Phrasal patterns: “I heard you say”; “I agree with you.” <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Model interactions or role-play. ● Practice using cooperative group structures. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Explicitly model and provide guided practice with specific feedback using graphic organizers, Venn diagrams, tables, charts, visual aids, anchor charts, sentence frames, and timelines. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model the academic language, specific vocabulary, phrasal patterns and discourse structure required to construct valid arguments from evidence and critique the reasoning of others. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide discourse structures. ● Provide structures for students to argue and critique their reasoning with opportunity for specific feedback: <ul style="list-style-type: none"> ✓ Strategic partners ✓ Role-play the vocabulary necessary to argue and critique. ✓ Phrasal patterns: “I heard you say”; “I agree with you because”; “I wonder what you meant by.” <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Model interactions or role-play. ● Practice using cooperative group structures. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide graphic organizers, Venn diagrams, tables, charts, visual aids, anchor charts, sentence frames, and timelines.

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... Key Language Use - Inform</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> construct valid arguments from evidence and critique the reasoning of others by supporting their own opinions with reasons using oral recounting to share information (<i>The farmers grow food.</i>) in order to persuade an audience with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. <p>Key Language Use - Argue</p> <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> construct valid arguments from evidence and critique the reasoning of others by clarifying and elaborating ideas based on feedback using causal connectors (<i>because, so, that means</i>), and declarative statements (<i>I disagree because...</i>) in order to persuade an audience with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. 	<p>With appropriate supports, multilinguals learners will... Key Language Use - Inform</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> support their own opinions with reasons using oral recounting to share information (<i>The farmers grow food.</i>) to persuade an audience with the aid of compound and complex sentence starters, frames, and/or visual supports. <p>Key Language Use - Argue</p> <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> construct valid arguments from evidence and critique the reasoning of others by clarifying and elaborating ideas based on feedback using causal connectors (<i>because, so, that means</i>), and declarative statements (<i>I disagree because...</i>) in order to persuade an audience with the aid of compound and complex sentence frames, and/or visual supports. 	<p>With appropriate supports, multilingual learners will... Key Language Use - Inform</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> support their own opinions with reasons using oral recounting to share information (<i>The farmers grow food.</i>) to persuade an audience with the aid of complex language frames and other supports as needed. <p>Key Language Use - Argue</p> <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> construct valid arguments from evidence and critique the reasoning of others by clarifying and elaborating ideas based on feedback using causal connectors (<i>because, so, that means</i>), and declarative statements (<i>I disagree because...</i>) in order to persuade an audience with the aid of complex language frames and other supports as needed.

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

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

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

<p align="center">Entering/Emerging (Levels 1-2)</p>	<p align="center">Developing/Expanding (Levels 3-4)</p>	<p align="center">Bridging/Reaching (Levels 5-6)</p>
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. <p>LANGUAGE</p> <ul style="list-style-type: none"> Use words and simple sentences with pictures. Provide instructional supports, question starters, sentence frames and/or pictures, for students to ask and answer questions about key details in academic context. ❖ Example: The fact is, _____ (facts or details), so _____. Provide a variety of sources for research, including multilingual sources. <p>INTERACTIVE</p> <ul style="list-style-type: none"> Provide opportunities to practice presentation skills with guided practice and specific feedback to participate in a back-and-forth conversation with simple sentence frames and related vocabulary. <p>GRAPHIC</p> <ul style="list-style-type: none"> Model and provide guided practice using graphic organizers, Venn diagrams, tables, charts, realia, and time lines. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. Model/provide exemplars of research methods and presentations from the research. Provide opportunities to practice their presentations in a low-risk environment and receive specific feedback. Provide structures for students to research and develop their presentations, e.g. partners or small groups; technical support; informational texts and resources. <p>LANGUAGE</p> <ul style="list-style-type: none"> Provide a variety of sources for research, including multilingual sources. Provide instructional supports, question starters or sentence stems for students to ask and answer questions about key details in academic context. ❖ Example: My research shows, _____ (facts or details). It tells me that _____, therefore _____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> Model interactions or role-play. Practice using cooperative group structures. <p>GRAPHIC</p> <ul style="list-style-type: none"> Model, provide and practice using graphic organizers, Venn diagrams, tables, charts, sentence frames, visual aids, and time lines. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. Model/provide exemplars of research methods and presentations from the research. Provide structures for students to research and develop their presentations, e.g. partners or small groups; technical support; informational texts and resources; specific feedback. <p>LANGUAGE</p> <ul style="list-style-type: none"> Provide a variety of sources for research, including multilingual sources. Provide instructional supports, question starters or sentence stems for students to ask and answer questions about key details in academic context. ❖ Example: According to research, _____ (facts or details). I conclude that _____, therefore _____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> Model interactions or role-play. Provide discourse structures. Practice using cooperative group structures. <p>GRAPHIC</p> <ul style="list-style-type: none"> Model, provide and practice using graphic organizers, Venn diagrams, tables, charts, visual aids, and time lines.

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... Key Language Use - Narrate</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> • build and present knowledge through research by connecting stories with images and representations to add meaning using pictures, words, title, simple statements, or common story expressions in order to introduce context and connect ideas with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> • build and present knowledge through research by connecting stories with images and representations using title, generalized nouns to introduce the topic (<i>The desert, Lizards</i>) and connect ideas with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. 	<p>With appropriate supports, multilingual learners will... Key Language Use - Narrate</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> • build and present knowledge through research by connecting stories with images and representations to add meaning using pictures, words, title, simple statements, or common story expressions in order to introduce context and connect ideas with the aid of compound and complex sentence frames, and/or visual supports. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> • build and present knowledge through research by connecting stories with images and representations using title, generalized nouns to introduce the topic (<i>The desert, Lizards</i>) and connect ideas with the aid of compound and complex sentence frames, and/or visual supports. 	<p>With appropriate supports, multilingual learners will... Key Language Use - Narrate</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> • build and present knowledge through research by connecting stories with images and representations using title, generalized nouns to introduce the topic (<i>The desert, Lizards</i>) and connect ideas with the aid of complex language frames and other supports as needed. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> • build and present knowledge through research by connecting stories with images and representations using title, generalized nouns to introduce the topic (<i>The desert, Lizards</i>) and connect ideas with the aid of complex language frames and other supports as needed.

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

Practice 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:

<p style="text-align: center;">Entering/Emerging (Levels 1-2)</p>	<p style="text-align: center;">Developing/Expanding (Levels 3-4)</p>	<p style="text-align: center;">Bridging/Reaching (Levels 5-6)</p>
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others’ ideas. Explicitly model, provide and practice group interactions for collaboration to build on each other’s ideas and create a finished product. <p>LANGUAGE</p> <ul style="list-style-type: none"> Provide instructional supports, question starters, sentence frames and/or pictures, for students to ask and answer questions about key details in academic context. <p>❖ Example: The fact is, _____ (facts or details), so _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> Provide opportunities to practice their presentations and receive feedback in a low-risk environment. Provide structures for students to practice working collaboratively in teacher-guided small groups and partners utilizing back and forth conversations and building on each other’s ideas. <p>❖ Example: 1st student: _____ happened because of _____. 2nd student: What happened next?</p> <p>GRAPHIC</p> <ul style="list-style-type: none"> Provide graphic organizers and language supports. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others’ ideas. Explicitly model, provide and practice group interactions for collaboration to build on each other’s ideas and create a finished product. <p>LANGUAGE</p> <ul style="list-style-type: none"> Provide instructional supports, question starters or sentence stems for students to ask and answer questions about key details in academic context. <p>❖ Example: My research shows, _____ (facts or details). It tells me that _____, therefore _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> Provide opportunities to practice their presentations and receive feedback in a low-risk environment. Provide structures for students to practice working collaboratively in small groups utilizing back and forth conversations and building on each other’s ideas. <p>❖ Example: 1st student: In my opinion _____ caused _____. 2nd student: What would happen if _____?</p> <p>GRAPHIC</p> <ul style="list-style-type: none"> Provide graphic organizers, visual aids and language supports. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model and provide graphic organizers, tables, anchor charts or timelines, and interactive support. Explicitly model and practice group interactions for collaboration to build on each other’s ideas and create a finished product. <p>LANGUAGE</p> <ul style="list-style-type: none"> Use expanded sentences with emerging complexity. Provide instructional supports, question starters or sentence stems, for students to ask and answer questions about key details in academic context. <p>❖ Example: According to research, _____ (facts or details). I conclude that _____, therefore _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> Provide structures for students to practice working collaboratively in small groups utilizing back and forth conversations and building on each other’s ideas. <p>❖ Example: 1st student: In my opinion _____ caused _____. 2nd student: What would happen if _____?</p> <p>GRAPHIC</p> <ul style="list-style-type: none"> Provide graphic organizers and language supports.

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p><i>SENSORY/MEDIA</i></p> <ul style="list-style-type: none"> • Provide and model realia. 	<p><i>SENSORY/MEDIA</i></p> <ul style="list-style-type: none"> • Provide and model realia. 	

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

Practice 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 - Inform</p> <p style="text-align: center;"><i>Kindergarten</i></p> <ul style="list-style-type: none"> • build upon the ideas of others and articulate their own when working collaboratively by summarizing information from interaction with others and from learning experiences using prepositional phrases to tell <i>where</i> (<i>on the farm, in the trees</i>) in order to share information with a partner aided by visuals, sentence frames, and L1 support. <p style="text-align: center;"><i>Grade 1</i></p> <ul style="list-style-type: none"> • build upon the ideas of others and articulate their own when working collaboratively by summarizing information from interaction with others and from learning experiences using prepositional phrases to describe place or location (<i>on the ground, in Antarctica</i>) in order to share information with a partner aided by visuals, sentence frames, and L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <p style="text-align: center;"><i>Kindergarten</i></p> <ul style="list-style-type: none"> • build upon the ideas of others and articulate their own when working collaboratively by summarizing information from interaction with others and from learning experiences using prepositional phrases to tell <i>where</i> (<i>on the farm, in the trees</i>) in order to share information with a partner aided by visuals and sentence frames. <p style="text-align: center;"><i>Grade 1</i></p> <ul style="list-style-type: none"> • build upon the ideas of others and articulate their own when working collaboratively by summarizing information from interaction with others and from learning experiences using prepositional phrases to describe place or location (<i>on the ground, in Antarctica</i>) in order to share information with a partner aided by visuals and sentence frames. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Inform</p> <p style="text-align: center;"><i>Kindergarten</i></p> <ul style="list-style-type: none"> • build upon the ideas of others and articulate their own when working collaboratively by summarizing information from interaction with others and from learning experiences using prepositional phrases to tell <i>where</i> (<i>on the farm, in the trees</i>) in order to share information with a partner aided by language supports as necessary. <p style="text-align: center;"><i>Grade 1</i></p> <ul style="list-style-type: none"> • build upon the ideas of others and articulate their own when working collaboratively by summarizing information from interaction with others and from learning experiences using prepositional phrases to describe place or location (<i>on the ground, in Antarctica</i>) in order to share information with a partner aided by language supports as necessary.

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>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model and provide guided practice using graphic organizers, Venn diagrams, tables, realia, charts and time lines. ● Model participation in a two-way conversation and provide guided practice with specific feedback. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Simple sentence frames and related vocabulary. ● Use instructional supports, using labeled pictures and single words or simple sentences, for students to state and clarify reasoning with a partner or small group. ● Provide instructional supports, question starters, sentence frames and/or pictures, for students to ask and answer questions about key details in academic context. ❖ Example: I think ____ because _____. ● Provide content-specific word banks and/or word walls. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● 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. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model and provide graphic organizers, Venn diagrams, visual aids, tables, charts and time lines. ● Explicitly model interactions or role-play and provide guided practice with specific feedback. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Use instructional supports, using guiding questions, for students to state and clarify reasoning with a partner or small group. ● Provide instructional supports, question starters or sentence stems for students to ask and answer questions about key details in academic context. ❖ Example: I think ____ because ____, so ____. ● Use simple and some expanded sentences with some complex sentences. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● 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. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model interactions or role-play and provide guided practice with specific feedback. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Use expanded sentences with emerging complexity. ● Use instructional supports, using guiding questions, for students to state and clarify reasoning with a partner or small group. ● Provide instructional supports, question starters or sentence stems for students to ask and answer questions about key details in academic context. ❖ Example: Why do you think ____? Can you tell me three reasons why? <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide discourse structures. ● Practice using cooperative group structures. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide graphic organizers, Venn diagrams, tables, charts, visual aids, and timelines.

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... Key Language Use - Narrate</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> compose narratives with beginning, middle, and end using connectors to establish sequence (<i>then, after, and</i>) in order to produce an emerging expression of sequential, connected ideas at the word, phrase, and simple sentence levels related to theme and audience with the aid of sentence frames, word banks/anchor charts, visuals, drawings, and/or L1 support. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> compose narratives with beginning, middle and end using introductory and closure statements and connectors to sequence time and events (<i>first, next, then, before, after, later</i>) in order to produce an emerging expression of cohesive text related to theme, purpose, and audience at the word, phrase, and simple sentence levels with the aid of visuals, drawings, sentence frames, word banks/anchor charts, and/or L1 support. 	<p>With appropriate supports, multilingual learners will... Key Language Use - Narrate</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> compose narratives with beginning, middle, and end using connectors to establish sequence (<i>then, after, and</i>) in order to produce an emerging expression of sequential, connected ideas at the word, phrase, and simple sentence levels related to theme and audience with the aid of visual supports and compound/complex sentence frames. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> compose narratives with beginning, middle and end using introductory and closure statements and connectors to sequence time and events (<i>first, next, then, before, after, later</i>) in order to produce an emerging expression of cohesive text related to theme, purpose, and audience with the aid of visuals and compound/complex sentence frames. 	<p>With appropriate supports, multilingual learners will... Key Language Use - Narrate</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> compose narratives with beginning, middle, and end using connectors to establish sequence (<i>then, after, and</i>) in order to produce an emerging expression of sequential, connected ideas at the word, phrase, and simple sentence levels related to theme and audience with the aid of complex language frames and other supports as needed. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> compose narratives with beginning, middle and end using introductory and closure statements and connectors to sequence time and events (<i>first, next, then, before, after, later</i>) in order to produce an emerging expression of cohesive text related to theme, purpose, and audience with the aid of complex language frames and other supports as needed.