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

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

1A. Purpose and Organization

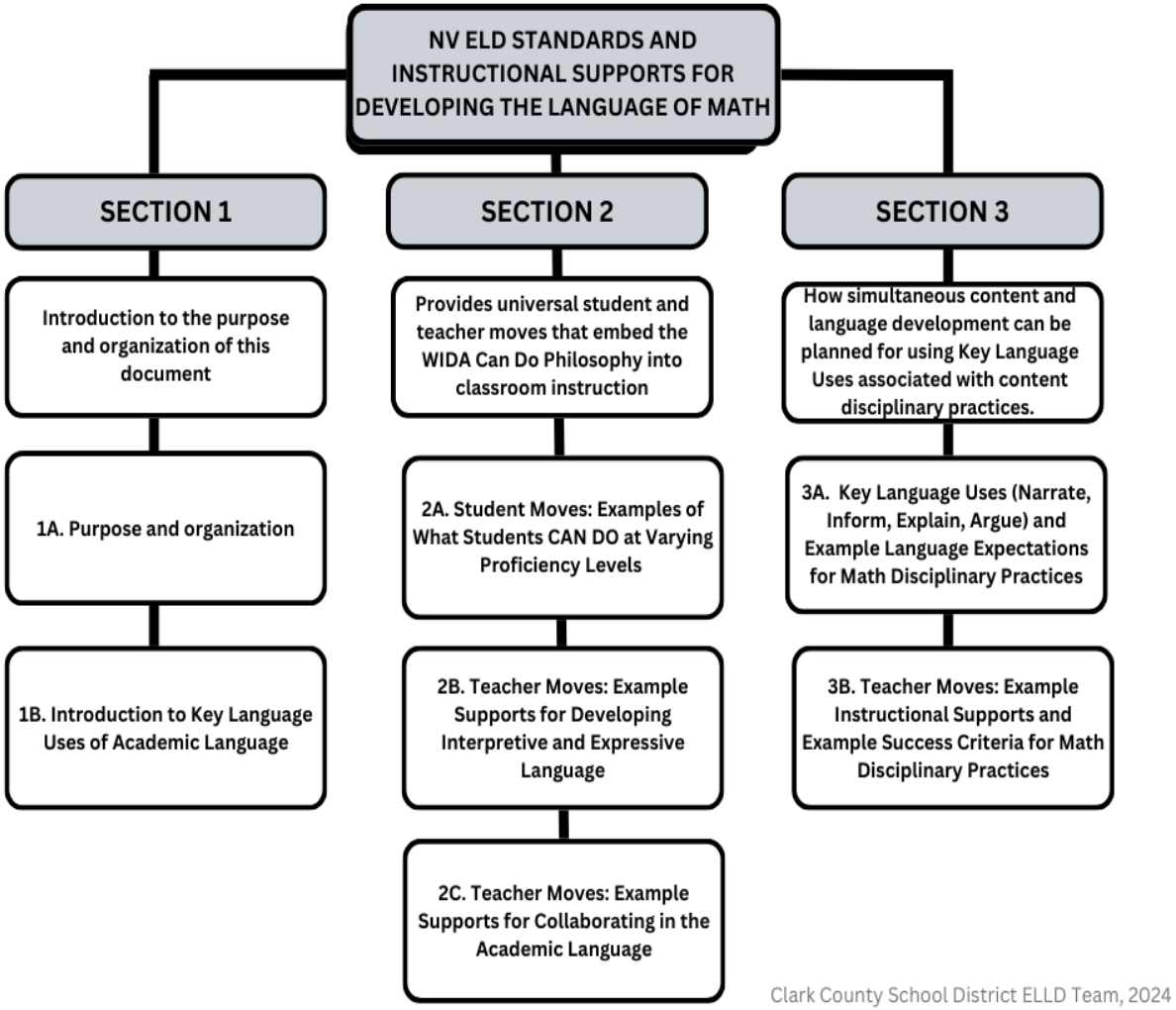
Purpose

The purpose of this document is to provide instructional resources for educators to engage their students in *English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.*

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 mathematical practices identified in this document are based on the Nevada Academic Content Standards and the Common Core State Standards (CCSS) for Mathematics. 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 Math Grades 2-3 document is organized into 3 sections:



Clark County School District ELLD Team, 2024

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

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

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

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

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

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

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

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

Section 3 provides a table containing exemplars (taken from WIDA 2020) that model for educators the connection of prominent Key Language Uses and Language Expectations to the 2-3 Content Disciplinary Practices of Math. "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 MATH DISCIPLINARY PRACTICES GRADES 2-3

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

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

B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Math Disciplinary Practices
   - Practice 1: Make sense of problems and persevere in solving them
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   - Practice 3: Construct viable arguments and critique the reasoning of others
   - Practice 4: Model with mathematics
   - Practice 5: Use appropriate tools strategically
   - Practice 6: Attend to precision
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   - Practice 8: Look for and express regularity in repeated reasoning

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) language, 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 MATH GRADES 2-3

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

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

With appropriate instructional supports, multilingual learners can…

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Interpretive: Listening, Reading, & Viewing	● listen to oral commands to complete mathematical tasks to indicate position or location (e.g. geometric shapes, place value). ● listen to teacher instruction that includes simple sentences and repetition of academic language to make meaning of academic language and understand mathematical concepts (e.g. comparative quantities of numbers). ● make meaning of pictures, models, phrases, or short sentences to understand mathematical concepts (e.g. large whole numbers). ● match words or phrases provided in a word bank to mathematical concepts (e.g. estimation).	● identify language associated with estimation. ● compare examples of large whole numbers shown in pictures and text. ● match general and some specific language associated with mathematical concepts to illustrated examples (e.g. descriptive statistics). ● make meaning of academic language from oral discourse or mentor text. ● sort examples of large whole numbers from pictures, models, or text (e.g. those more than or less than one thousand).	● apply technical language related to mathematical concepts (e.g. descriptive statistics) to grade-level oral problem-solving scenarios (e.g., three-dimensional shapes). ● from grade-level text, make connections between real-world problem-solving situations and mathematical concepts (e.g. large whole numbers).

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	● state words in figures or formulas from illustrated examples. ● use general vocabulary in math sentences from illustrated examples. ● reproduce names of three-dimensional shapes from labeled models. ● recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements. ● find and reproduce number words from an assortment of labeled visuals.	● relate multiple uses of specific vocabulary in illustrated math sentences (e.g., "How many are left when you take away?" "Which number is to the left?"). ● describe attributes of three- dimensional shapes from labeled models. ● compare/contrast language of basic operations from pictures and oral descriptions. ● compare numbers in graphs or visuals using sentences.	● explain different ways of problem-solving grade-level examples using specific or technical vocabulary. ● incorporate descriptions of three-dimensional shapes into real-world situations. ● explain basic operations involved in problem solving using pictures and grade-level oral descriptions.

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
INSTRUCTIONAL ● 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. ***LANGUAGE*** ● Provide explicit instruction and practice in key social and instructional vocabulary. ● Model orally the academic language and specific vocabulary. ● Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. ● Label visuals and objects with target vocabulary. ● Introduce cognates to aid comprehension. ● Provide opportunities for translanguaging and multilingual supports during the task. ***INTERACTIVE*** ● Pair students to read one text together. ● Use Shared Reading and/or simplify the text. ***GRAPHIC*** ● Use K-W-L charts before reading. ● Provide a list of important concepts on a graphic organizer.	***INSTRUCTIONAL*** ● 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. ● Ask open-ended questions and require full sentence responses. ● 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. ***LANGUAGE*** ● Model orally the academic language and specific vocabulary. ● Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. ● Require and scaffold the use of academic language. ● Provide opportunities for translanguaging and multilingual supports during the task. ***INTERACTIVE*** ● Pair students to read one text together. ● Use Jigsaw Reading to scaffold independent reading.	***INSTRUCTIONAL*** ● Build background in key language and concepts. ● Confirm students' prior knowledge of content topics. ***LANGUAGE*** ● 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 translanguaging during the task. ***INTERACTIVE*** ● Use Reciprocal Teaching to scaffold independent reading. ***GRAPHIC*** ● Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. ***SENSORY/MEDIA*** ● Use Video Observation Guides.

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
SENSORY/MEDIA ● Use physical gestures to accompany oral directives. ● Preview text with a Picture Walk. ● Provide a content vocabulary Word Bank with non-linguistic representations.	***GRAPHIC*** ● Use K-W-L charts before reading. ● Provide a list of important concepts on a graphic organizer. ***SENSORY/MEDIA*** ● Provide a content vocabulary Word Bank with non-linguistic representations.	

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Prior to reading, writing, and discussion, the teacher prepares collaborative discourse structures for students to… ● engage in pair work (in L1 if possible) to prepare questions for discussion using graphic, interactive, and/or language supports. ● participate in pair/triad/small group discussions using graphic, interactive, and/or language supports (including L1 as appropriate). ● use Clock Buddies. ● use Numbered Heads Together. ● use Think-Pair-Share Squared. ● use key sentence frames for pair interactions. ● participate with Strategic Partners at a higher English proficiency level and/or with a 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.	**Prior to reading, writing, and discussion**, the teacher prepares collaborative discourse structures for students to… ● 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.	**Prior to reading, writing, and discussion**, the teacher prepares collaborative discourse structures for students to… ● 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 MATH DISCIPLINARY PRACTICES GRADES 2-3

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

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

Snapshots of Key Language Uses in Grades 2-3	
Narrate	• Develop a sense of narrative structure and the purposes for which people use narratives • Structure narratives to express experiences and ideas about familiar places and people • Add interactions and reactions to characters' actions to develop characters' inner and outer worlds
Inform	• Recognize the difference between imaginative stories and nonfiction informational texts • Develop an emerging sense of text structure as they interpret and create multimodal representations of their knowledge on topics of interest • Develop emerging research skills to build knowledge for reports
Explain	• Develop a sense of some causal, sequential, and cyclical relationships by observing concrete phenomena • Report observations of phenomena to build understanding of the world around them • Interpret and construct multimodal representations, such as diagrams and drawings, to illustrate how or why things work
Argue	• State opinions or construct tentative claims and offer those in class discussions • Recognize the difference between claims with and without support • Offer observations to support opinions and claims • Develop emerging research skills to use in constructing claims • Begin to use data from observations as evidence for their claims

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

The Math 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 Math Key Language Uses in Grades 2-3				
WIDA ELD STANDARD	Narrate	Inform	Explain	Argue
1. Language for Mathematics	○	◐	●	●

● Most Prominent ◐ Prominent ○ Present

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

The table below lists the 8 Mathematical Practices from the Nevada Academic Content Standards and provides example Language Expectations for each Prominent and Most Prominent Key Language Use (KLU) of Academic Language associated with WIDA ELD Standard 3 Language for Mathematics. (For a more detailed listing of grade-level Language Expectations to support mastery of content area standards see **WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12 (wisc.edu)** pp. 92-93.)

Math Practices	KEY LANGUAGE USES		
	Inform	**Explain**	**Argue**
1. Make sense of problems and persevere in solving them.	Multilingual learners make sense of problems and persevere in solving them by describing and summarizing their implementation of strategies using mathematical terms and phrases to describe concept, process, or purpose, using connectors to recount steps and express causality (*first, next, then, because, so*).	Multilingual learners make sense of problems and persevere in solving them by constructing mathematical explanations that introduce concept or entity using mathematical terms and phrases to describe concept, process, or purpose using connectors to recount steps and sequence *(first, next, then, because, so).*	See Math Practice 3. Construct viable arguments and critique the reasoning of others.
2. Reason abstractly and quantitatively.	Multilingual learners reason abstractly and quantitatively by restating the mathematical reasoning of others using mathematical terms including technical nouns (*place value, commutative property*) and connectors to indicate order and express causality (*first, next, then, because, so*).	Multilingual learners reason abstractly and quantitatively by restating mathematical concepts using abstract, generalized noun groups to add precision (*operation, associative property, area formula*) and connectors to recount steps and express causality (*first, next, then, because, so*).	See Math Practice 3. Construct viable arguments and critique the reasoning of others.

Math Practices	KEY LANGUAGE USES		
	Inform	**Explain**	**Argue**
3. Construct viable arguments and critique the reasoning of others.	Multilingual learners construct viable arguments and critique the reasoning of others by conveying clear and precise arguments using mathematical terms including technical nouns (*place value, commutative property*) to add precision and detail, past tense to quote (*said, thought, explained*), and causal connectors (*because, so*) to link ideas and provide reasoning.	Multilingual learners construct viable arguments and critique the reasoning of others by explaining their mathematical thinking using technical language associated with visuals to support approach and connectors to recount steps (*first, next, then, because, so*).	Multilingual learners construct viable arguments and critique the reasoning of others by justifying, persuading, and rationalizing their use of strategies and communicate them to others providing evidence using visuals and models to demonstrate thinking.
4. Model with mathematics.	Multilingual learners construct a mathematical model using visuals, charts, diagrams, manipulatives, technical language and connectors (*first, second because, so that, when,*) to order steps and show causal relationships.	Multilingual learners' model with mathematics by explaining the thinking associated with the model using technical language to support approach and connectors to recount steps (*first, next, then, because, so*).	See Math Practice 3. Construct viable arguments and critique the reasoning of others.
5. Use appropriate tools strategically.	Multilingual learners select and use appropriate tools by strategically aligning to the mathematical task and describing their selection rationale using technical language associated with manipulatives and visuals and past tense verbs to recount steps (*added, divided, found*).	Multilingual learners explain their strategic use of tools using precise technical language (*operation, associative property, area formula*) associated with visuals and manipulatives and past tense verbs to recount steps (*added, divided, found*).	See Math Practice 3. Construct viable arguments and critique the reasoning of others.
6. Attend to precision.	Multilingual learners use precise mathematical language to define, classify, describe, or compare/contrast a mathematical concept, reasoning, or process.	Multilingual learners elaborate by using precise mathematical vocabulary and math specific discourse supported by adding multiple adjectives to nouns (*three equal sides*) to define, describe, or classify, and compare/contrast signals (*both, same, different*) to differentiate results, approaches, attributes.	See Math Practice 3. Construct viable arguments and critique the reasoning of others.
7. Look for and make use of structure.	Multilingual learners identify and describe mathematical structures using mathematical terms including technical language associated with manipulatives and visuals	Multilingual learners explain their use of mathematical structure using technical language associated with visuals and manipulatives to support approach and	See Math Practice 3. Construct viable arguments and critique the reasoning of others.

Math Practices	KEY LANGUAGE USES		
	Inform	**Explain**	**Argue**
	and adverbial clauses to add precision of quality, quantity and frequency (*Triangles always have 3 sides.).*	connectors to recount steps and express causality (*first, next, then, because, so*).	
8. Look for and express regularity in repeated reasoning.	Multilingual learners identify and describe repeated reasoning and evaluate the reasonableness of intermediate results using conditional clauses (*if, then*) to demonstrate relationships and causal connectors (*because, so*) to link ideas and provide reasoning.	Multilingual learners look for and express regularity in repeated reasoning by explaining their evaluation of intermediate results using past-tense doing verbs and thinking verbs (*calculated, remembered, thought, figured out*) to recount steps, technical language associated with visuals, and manipulatives to support their approach.	See Math Practice 3. Construct viable arguments and critique the reasoning of others.

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

Mathematical Practices 1-8

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
INSTRUCTIONAL ● Provide tasks for students to draw a picture of their solution and label it. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Use mentor texts (student or teacher generated) to draft text-based discourse and receive feedback in preparation for lesson/unit assessment expectations. ***LANGUAGE*** ● Provide a word bank. ● Provide students an anchor chart of patterned language frames that are simple and consistent that will be used in the lesson (i.e. explain, compare, and justify). ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Provide simple sentence frames for students to practice extended discourse in the content area. **Mathematical Practice (MP) Examples:** (MP1) I used _____ to solve the problem. (MP2) The numbers I can use to represent this problem are _____.	***INSTRUCTIONAL*** ● Provide tasks for students to use illustrations or numbers to explain their understanding. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Provide adequate time for students to process the language and content. ● Use mentor texts (student or teacher generated) to draft text-based discourse and receive feedback in preparation for lesson/unit assessment expectations. ***LANGUAGE*** ● Provide a word bank. ● Write academic sentence starters and provide an individual sheet of various language structures that will be used in the lesson (i.e. explain, compare, and justify). ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Provide students with sentence frames from a leveled list of scaffolding statements. **Mathematical Practice (MP) Examples:** (MP1) I solved the problem by _____. I first _____. Then I _____.	***INSTRUCTIONAL*** ● Provide tasks for students to use numbers and math terms to explain their understanding. ● Extend student language by modeling at an appropriately scaffolded level the use of language with content. ● Use mentor texts (student or teacher generated) to draft text-based discourse and receive feedback in preparation for lesson/unit assessment expectations. ***LANGUAGE*** ● Provide advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc.). ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Provide students with sentence frames from a leveled list of scaffolding statements. **Mathematical Practice (MP) Examples:** (MP1) Information that I need is _____ because _____. (MP2) Could you say more about that? I agree / disagree with _____'s choice

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
(MP3) My answer matches/doesn't match yours. I think you made your error here (point). (MP4) I used the _____ model to solve the problem. (MP5) The best tool to use is _____ because _____. (MP6) _____ (math term) means _____ (from word bank). (MP7) These are similar/different because they _____. (MP8) I see a pattern. (Point) The pattern is _____. ***INTERACTIVE*** ● Provide students the opportunity to share with a partner or in a small group their thinking using sentence frames to support the rehearsal and production of language. ● Model simple patterned oral sentence frames for students to use with a designated learning partner. ***GRAPHIC*** ● Show students how to record academic vocabulary using pictures, words (L1 or English), or symbols. ***SENSORY/MEDIA*** ● Use pictures, symbols, and illustrations when possible. ● Provide math manipulatives for students to model math problems.	(MP2) I struggled with _____ , and I solved it by _____. (MP3) I used the same/different strategy as you. I'd like to add _____. (or) It's different because _____. (MP4) I can prove my answer was correct using the _____ model because _____. (MP5) I used the same/different tool as you. My reason is_____. (MP6) I used the label _____ because _____. (MP7) The pattern/rule is _____. I know this because _____. (MP8) The repeated patterns I found are _____. ***INTERACTIVE*** ● Provide time for students to write down their ideas before small group tasks. Provide learning tasks for students to state and clarify their reasoning to a partner or small group and listen to the ideas of others to agree or disagree with reasons. ● Provide time for students to write down their ideas and rehearse before small group tasks. ***SENSORY/MEDIA*** ● Use pictures, symbols, and illustrations when possible. ● Provide math manipulatives for students to model math problems.	of _____tool, but I chose _____ also/instead because of _____. (MP3) I was thinking about what _____ said, and I was wondering if _____. (MP4) The problem(s) I encountered using this model were _____. I solved them by_____. (MP5) I agree / disagree with _____'s choice of _____ tool, but I chose _____ also/instead because of_____. (MP6) I used the mathematical term _____to explain _____. (MP7) There are several major differences between the patterns/data sets. The most notable is _____because _____. (MP8) Through my work I was able to identify _____ (repeated patterns, etc.). ***INTERACTIVE*** ● Provide a dialogue structure (ex. partner A talks then partner B). ● Provide learning tasks for students to state and clarify their reasoning to a partner or small group, listen to the ideas of others, and agree or disagree with justifications. ***SENSORY/MEDIA*** ● Provide math manipulatives for students to model math problems.

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

Mathematical Practices 1-8

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
With prompting and supports, multilingual learners will… Key Language Use – Explain ● model with mathematics by explaining the thinking associated with the model using technical language to support approach and connectors to recount steps (*first, next, then, because, so*) in order to explain a preferred student strategy with the aid of visual and L1 supports, word banks/anchor charts, and simple sentence frames.	**With appropriate supports, multilingual learners will…** Key Language Use – Explain ● model with mathematics by explaining the thinking associated with the model using technical language to support approach and connectors to recount steps (*first, next, then, because, so*) in order to explain and justify a preferred student strategy with the aid of visual supports, word banks/anchor charts, and simple sentence frames.	**With appropriate supports, multilingual learners will…** Key Language Use – Explain ● model with mathematics by explaining the thinking associated with the model using technical language to support approach and connectors to recount steps (*first, next, then, because, so*) in order to explain and justify a preferred student strategy with the aid of language frames and other supports as needed.