



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

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

1A. Purpose and Organization

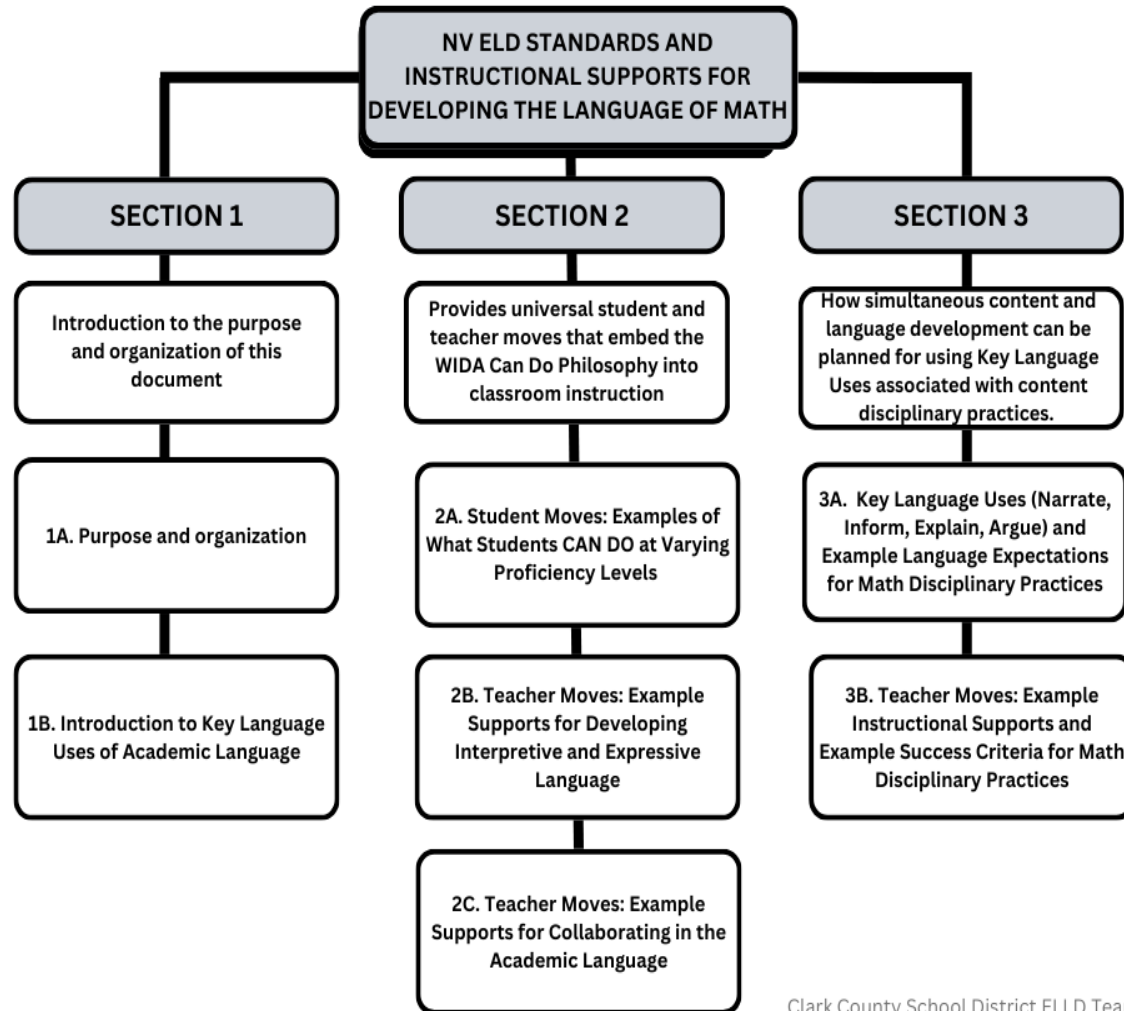
Purpose

The purpose of this document is to provide instructional resources for educators to engage their students in *English Language Development Standard 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 K-1 document is organized into 3 sections.



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 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 MATH 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 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 K-1

- 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 K-1
 - 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
 - Practice 2: Reason abstractly and quantitatively
 - 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
 - Practice 7: Look for and make use of structure
 - 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 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"> ● listen to oral directions to select “What comes first, next or last?” in illustrated patterns. ● imitate sound patterns with physical movement from modeling. ● match pictures of real-life objects with figures of geometric shapes. ● listen to oral descriptions of illustrations to identify two-or three-dimensional shapes. ● match labeled pictures with general words related to estimation to pictures of varying quantities. | <ul style="list-style-type: none"> ● listen to oral directions to identify patterns from pictures. ● find pairs of matching words and diagrams of geometric shapes. ● identify language associated with estimation in illustrated phrases or sentences (e.g., “I see close to 100 nickels.”). | <ul style="list-style-type: none"> ● form patterns from pictures from detailed oral directions. ● identify words for geometric shapes from labeled diagrams. ● construct and identify two-or-three dimensional figures described orally. ● distinguish between language of estimation sentences (e.g., “I have almost one dollar.”) and language of precision (“I have one dollar.”) in illustrated sentences. |

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

With appropriate instructional supports, multilingual learners can...

| Communication Modes | Entering/Emerging (Levels 1-2) | Developing/Expanding (Levels 3-4) | Bridging/Reaching (Levels 5-6) |
|---|--|--|--|
| <p>Expressive: Speaking, Writing, & Representing</p> | <ul style="list-style-type: none"> ● depict times from illustrated scenes and models using words with invented spellings. ● recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements. ● find and reproduce number words (e.g., from 1-100) from an assortment of labeled visuals. | <ul style="list-style-type: none"> ● describe representations of basic operations from pictures of everyday objects and oral descriptions. ● express times of day from illustrated scenes and models using words with invented spellings. ● compare the size of two objects in pictures using phrases (e.g., “the smaller ball”). | <ul style="list-style-type: none"> ● make up related sentences or “stories” about differences in size using comparative language from illustrated scenes. ● produce “stories” about time of day related to events or actions using phrases or short sentences with invented spellings. ● compare/contrast language of basic operations from pictures and oral descriptions. ● compare numbers in graphs or visuals using sentences (e.g., “85 is greater than 75. It goes up higher in the table.”). |

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 in all language domains?

| 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. <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 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. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Pair students to read one text together. ● Use Shared Reading and/or simplify the text. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Preview the text content with pictures, demos, charts, or experiences. ● Use K-W-L charts before reading. | <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. ● 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. <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 and scaffold the use of academic language. ● Provide opportunities for translanguaging and multilingual supports 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>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Build background in key language and concepts. ● Confirm students’ prior knowledge of content topics. <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 translanguaging during the task. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Use Reciprocal Teaching to scaffold independent reading. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● 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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| <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> |
|---|---|--|
| <ul style="list-style-type: none"> ● Provide a list of important concepts on a graphic organizer. <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. ● Provide a content vocabulary Word Bank with non-linguistic representations. | <p><i>GRAPHIC</i></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><i>SENSORY/MEDIA</i></p> <ul style="list-style-type: none"> ● 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) |
|---|---|---|
| <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 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. | <p>Prior to reading, writing, and discussion, the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> ● engage pair work to prepare questions for discussion using graphic, interactive, and/or language supports as needed. ● contribute to pair/triad/small group discussions by supporting with examples, asking clarifying questions, and using graphic, interactive, and/or language supports as needed. ● engage with whole/large group discussions by connecting ideas with supporting details, generating original questions, and using graphic, interactive, and/or language supports as needed. ● use graphic organizers or notes to scaffold oral retelling. ● use Think-Pair-Share. ● repeat and expand their responses and other students' responses in a Collaborative Dialogue. ● use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups. | <p>Prior to reading, writing, and discussion, the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> ● engage in structured pair work to process. ● inform and formulate thinking, then prepare questions for discussion. ● contribute to pair/triad/small group discussions to share individual ideas and compare with other ideas in the group, using graphic, interactive, and/or language supports as needed. ● engage with whole/large group discussions by generating original questions and/or building on the ideas of others using graphic, interactive, and/or language supports as needed. ● use oral reporting for summarizing group work. ● use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups. |

SECTION 3: INSTRUCTIONAL GUIDANCE FOR MATH DISCIPLINARY PRACTICES GRADES K-1

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

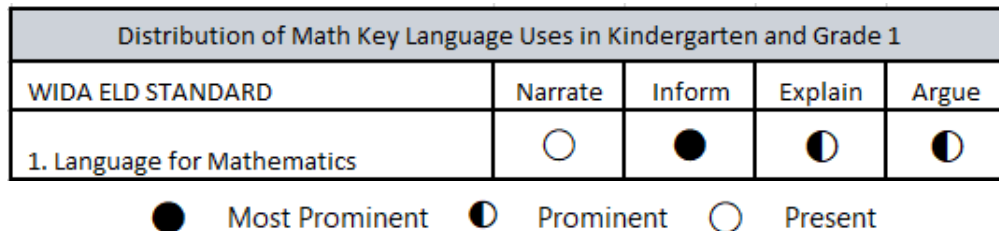
Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Determining Key Language Use is helpful in planning instructional outcomes and supports. The Snapshots table below provides descriptors of some ways students engage in each Key Language Use throughout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



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. 50; 70).

| 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, sequential signals (<i>first, second, then, last</i>), and causal connectors (<i>because, so</i>) to provide reasoning. | Multilingual learners make sense of problems and persevere in solving them by constructing mathematical explanations that introduce concepts or entities by using mathematical terms and phrases to describe reasoning, add precision and detail (e.g. <i>flat</i> or <i>solid</i> shapes). | 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 and showing their mathematical reasoning using mathematical terms to add precision and details, and use causal connectors (<i>because, so</i>) to link ideas and provide reasoning. | Multilingual learners reason abstractly and quantitatively by restating their mathematical reasoning using expanded noun groups to add specificity (<i>The red star has five points</i>), and mathematical words and phrases to add precision and detail. | See Math Practice 3. Construct viable arguments and critique the reasoning of others. |

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| 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 (<i>place value, commutative property</i>) to add precision and detail, past tense to quote (<i>said, thought, explained</i>), and causal connectors (<i>because, so</i>) 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 conditional clauses (<i>if, then</i>) to demonstrate relationships. | 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 (<i>first, second because, so that, when,</i>) to order steps and show causal relationships. | Multilingual learners' model with mathematics by explaining their thinking using technical language associated with the model to support their approach, connectors to recount steps (<i>first, next, then, because, so</i>), and conditional clauses (<i>if, then</i>) to demonstrate relationships. | 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, visuals, and connectors (<i>because, so, and</i>) to link steps taken with reasoning. | Multilingual learners explain their strategic use of tools using precise technical language (<i>operation, three equal sides</i>) associated with visuals and manipulatives and past-tense verbs to recount steps (<i>added, divided, found</i>). | 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 (<i>three equal sides</i>) to define, describe, or classify, and compare/contrast signals (<i>both, same, different</i>) to differentiate results, approaches and attributes. | See Math Practice 3. Construct viable arguments and critique the reasoning of others. |

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| Math Practices | KEY LANGUAGE USES | | |
|---|---|--|---|
| | Inform | Explain | Argue |
| 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, and compare/contrast signals (<i>both, same, different, but</i>) to differentiate attributes of objects. | Multilingual learners explain their use of mathematical structure using technical language associated with visuals and manipulatives to support approach, and conditional clauses (<i>if, then</i>) to demonstrate relationships. | See Math Practice 3. Construct viable arguments and critique the reasoning of others. |
| 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 (<i>if, then</i>) to demonstrate relationships and causal connectors (<i>because, so</i>) to link ideas and provide reasoning. | Multilingual learners look for and express regularity in repeated reasoning by explaining their mathematical thinking using expanded noun groups (<i>this has three equal sides</i>) to add specificity, technical language to add precision and detail, and conditional clauses (<i>if, then</i>) to demonstrate relationships. | 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) |
|---|--|---|
| <p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Provide tasks for students to draw a picture of their solution and label it. ● Provide adequate time for students to process the language and content. ● Recast student speech to further model 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. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Model orally the academic language and content specific vocabulary required by the lesson. ● Provide a word bank. ● 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. <p>Mathematical Practice (MP) Examples: (MP1) I count _____. (MP2) _____ is greater than/less than/equals _____.</p> | <p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Provide tasks for students to use illustrations or numbers to explain their understanding. ● Provide adequate time for students to process the language and content. ● Recast student speech to further model 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. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Model orally the academic language and content specific vocabulary required by the lesson. ● Provide a word bank. ● 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. <p>Mathematical Practice (MP) Examples: (MP1) There were _____. Now I have _____. (MP2) I started with _____. I added/subtracted _____. Now, I have _____.</p> | <p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● 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. ● Use mentor texts (student or teacher generated) to draft text-based discourse and receive feedback in preparation for lesson/unit assessment expectations. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Model orally the academic language and content specific vocabulary required by the lesson. ● Provide adequate time for students to practice the language and content with opportunity to receive specific feedback. ● Provide advanced levels of sentence starters used for the focused language structures (i.e. comparing/contrasting; explaining, justifying, etc.). ● Provide students with sentence frames from a leveled list of scaffolding statements. <p>Mathematical Practice (MP) Examples: (MP1) There are _____ in all.</p> |

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| <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>(MP3) My answer/strategy is _____.</p> <p>(MP4) I used the model _____.</p> <p>(MP5) The best tool to use is _____ because _____.</p> <p>(MP6) This picture shows _____ (math term).</p> <p>(MP7) How are _____ the same/different?</p> <p>(MP8) I see a pattern. (Point) The pattern is _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide consistent opportunities for students to share with a partner or in a small group their thinking using sentence frames to support the production and rehearsal of language. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Show students how to record academic vocabulary with pictures, words, or symbols. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use pictures, symbols, and illustrations when possible. ● Provide math manipulatives for students to model math problems. | <p>(MP3) My solution is different from yours. I think this because _____.</p> <p>(MP4) This part of the model shows ____.</p> <p>(MP5) I used the same/different tool as you. My reason is _____.</p> <p>(MP6) _____ (math term) means _____ (from word bank).</p> <p>(MP7) _____ and _____ are similar/different because _____.</p> <p>(MP8) The repeated patterns I found are _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide students the opportunity to share with a partner or in a small group their thinking using sentence frames to support the production and practice of language. ● Provide 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. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use pictures, symbols, and illustrations when possible. ● Provide math manipulatives for students to model math problems. | <p>(MP2) This is similar to/different than _____ because _____.</p> <p>(MP3) I don't understand _____. Can you tell me more about _____?</p> <p>(MP4) I decided to draw _____ because _____. In my model _____ represents _____. My model shows _____.</p> <p>(MP5) I didn't understand why/how you used _____ (tool). Please tell me more.</p> <p>(MP6) I know this is a _____ (math term) because _____.</p> <p>(MP7) I broke the problem into smaller steps by _____.</p> <p>(MP8) The pattern shows _____, so I know _____.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide dialogue structure (ex. partner A talks then partner B). ● Provide 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. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide math manipulatives for students to model math problems. |

3B. Teacher Moves: Example 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) |
|---|--|---|
| <p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use – Inform</p> <ul style="list-style-type: none"> reason abstractly and quantitatively by restating their mathematical reasoning using expanded noun groups to add specificity (<i>The red star has five points</i>), and mathematical words and phrases to add precision and detail in order to explain a preferred student problem-solving strategy with the aid of visual and L1 supports, word banks/anchor charts, and simple sentence frames. | <p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use – Inform</p> <ul style="list-style-type: none"> reason abstractly and quantitatively by restating their mathematical reasoning using expanded noun groups to add specificity (<i>The red star has five points</i>), and mathematical words and phrases to add precision and detail in order to explain and justify a preferred student problem-solving strategy with the aid of visual supports, word banks/anchor charts, and simple sentence frames. | <p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use – Inform</p> <ul style="list-style-type: none"> reason abstractly and quantitatively by restating their mathematical reasoning using expanded noun groups to add specificity (<i>The red star has five points</i>), and mathematical words and phrases to add precision and detail in order to explain and justify a preferred student problem solving strategy with the aid of language frames and other supports as needed. |