



**NV ELD STANDARDS AND
INSTRUCTIONAL SUPPORTS FOR
DEVELOPING THE LANGUAGE OF
SCIENCE GRADES K-2**

Table of Contents

SECTION 1: INTRODUCTION TO NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2	3
Section 1A. Purpose and Organization	3
Section 1B. Introduction to Key Language Uses of Academic Language.....	7
SECTION 2: CAN DOs AND EXAMPLE INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2	8
Section 2A. Student Moves: Examples of What Students Can Do at Varying Proficiency Levels	8
Section 2B. Teacher Moves: Example Supports for Developing Interpretive and Expressive Language	11
Section 2C. Teacher Moves: Example Supports for Collaborating in the Academic Language	13
SECTION 3: INSTRUCTIONAL GUIDANCE FOR SCIENCE AND ENGINEERING PRACTICES GRADES K-2	14
Section 3A. Key Language Uses (Inform, Explain, Argue) and Example Language Expectations for Science Disciplinary Practices.....	17
Section 3B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Science and Engineering Disciplinary Practices	24
Science and Engineering Practices 1-8: Teacher Moves	24
Science and Engineering Practices 1-8: Success Criteria	26

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

1A. Purpose and Organization

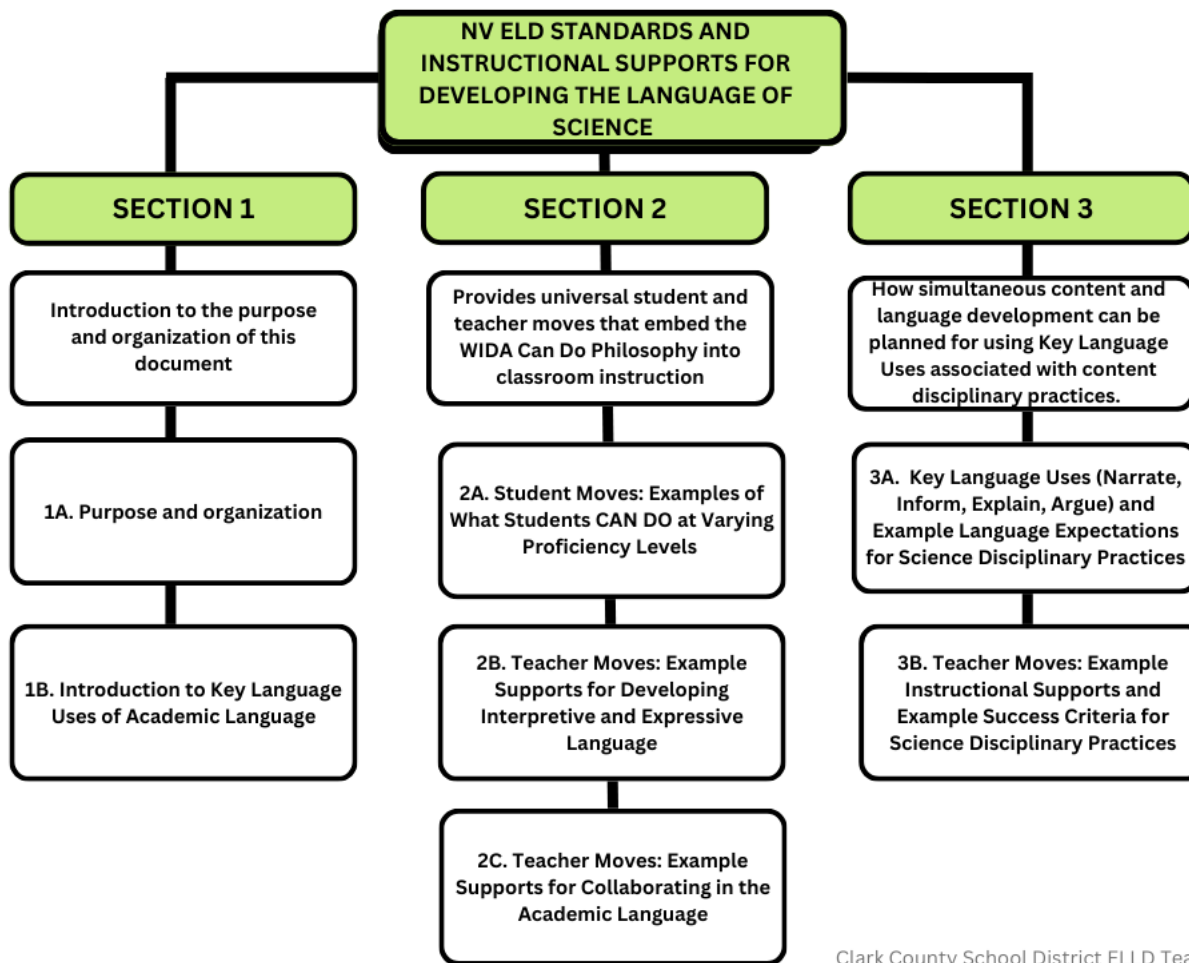
Purpose

The purpose of this document is to provide instructional resources for educators to engage their students in *English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.*

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 science practices identified in this document are based on the Nevada Academic Content Standards for Science and the Next Generation Science Standards. 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 Science Grades K-2 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 SCIENCE GRADES K-2

- 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 SCIENCE GRADES K-2

- 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-2 Content Disciplinary Practices of Science. “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 SCIENCE DISCIPLINARY PRACTICES GRADES K-2

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

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

- Prominent Key Language Uses for Science Grades K-2
- Language Expectations for Science Disciplinary Practices

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

- Practice 1: Asking questions and defining problems
- Practice 2: Developing and using models
- Practice 3: Planning and carrying out investigations
- Practice 4: Analyzing and interpreting data
- Practice 5: Using mathematics and computational thinking
- Practice 6: Constructing explanations and designing solutions
- Practice 7: Engaging in argument from evidence
- Practice 8: Obtaining, evaluating, and communicating information

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 SCIENCE GRADES K-2

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

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

With appropriate instructional support, multilingual learners can...

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Interpretive: Listening, Reading, & Viewing	<ul style="list-style-type: none"> ● identify objects according to chemical or physical properties from pictures and oral statements. ● match objects according to chemical or physical properties from pictures and oral descriptions. ● identify living organisms from labeled diagrams, pictures in graphs or charts. ● sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T-Charts). ● identify examples of states of matter, from oral statements with visual support. ● distinguish among examples of states of matter from oral statements and visual support. ● match labeled pictures representing earth materials with vocabulary (e.g., Which one is a rock?). 	<ul style="list-style-type: none"> ● group objects according to chemical or physical properties from pictures and oral statements. ● rank or compare objects according to chemical or physical properties from pictures and oral descriptions. ● transfer information on living organisms and their attributes using pictures and sentences to complete graphs or charts. ● compare living organisms according to their attributes using illustrated graphs or charts and text. ● identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid). ● hypothesize change in states of matter based on oral descriptions and visual support (e.g., “I take ice cubes out of the freezer. I put them in the sun. What will happen?”). ● interpret information on earth materials 	<ul style="list-style-type: none"> ● identify chemical or physical change in properties of objects based on oral scenarios. ● interpret graphs or charts related to living organisms and their attributes using explicit grade-level text. ● determine relationships between states of matter from oral discourse. ● apply information on earth materials to new contexts using grade level text.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
	<ul style="list-style-type: none"> • associate descriptive phrases with pictures of earth materials. 	from charts, tables, or graphic organizers.	

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

With appropriate instructional support, multilingual learners can...

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Expressive: Speaking, Writing, & Representing</p>	<ul style="list-style-type: none"> ● use words or phrases related to weather from pictures or photographs (e.g., “clouds in sky”). ● make statements about weather from pictures or photographs (e.g., “It’s raining.”). ● note difference or change by labeling drawings or copying words from word banks. ● identify change according to stages of processes or cycles (e.g. from caterpillars to butterflies) using drawings, words, or phrases. ● answer questions that name basic parts of systems depicted visually and modeled (e.g., “Your arm is a bone. What is another bone?”). ● classify or give examples of parts of systems depicted visually. ● copy names of astronomical objects from labeled diagrams (e.g., planets, stars). ● describe features of astronomical objects from labeled diagrams. 	<ul style="list-style-type: none"> ● forecast weather and provide reasons from pictures, photographs or graphs. ● compare/contrast weather conditions from pictures, photographs or graphs. ● describe change in processes or cycles depicted in visuals using phrases and short sentences. ● compare/contrast change depicted in visuals using a series of sentences. ● classify or give examples of parts of systems depicted visually (e.g., “Heart and blood go together.”). ● describe functions of systems or their parts using visual support. ● compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun). ● discuss relationships between astronomical objects from diagrams or graphs. 	<ul style="list-style-type: none"> ● validate weather forecasts against pictures, photograms or graphs. ● explain the process of change in visuals using connected sentences. ● imagine how change affects systems or their parts (e.g., “How might breaking an arm change your daily life?”). ● evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar

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. ● Use wait time. ● Give two step contextualized directions. ● Restate/rephrase and use Patterned Oral Language routines. ● Preview the text content with pictures, demos, charts, or experiences. <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. ● Provide a content vocabulary Word Bank with non-linguistic representations. ● 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"> ● 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. ● Encourage 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. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● 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. ● Encourage the use of academic language. ● Encourage oral reporting for summarizing group work. ● 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>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. ● 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.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

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 content vocabulary Word Bank with non-linguistic representations. <p><i>SENSORY/MEDIA</i></p> <ul style="list-style-type: none"> ● Use Video Observation Guides. 	

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Prior to reading, writing, and discussion, the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> ● engage in pair work (in L1 if possible) to prepare questions for discussion using graphic, interactive, and/or language supports. ● participate in pair/triad/small group discussions using graphic, interactive, and/or language supports (including L1 as appropriate). ● use Clock Buddies. ● use Numbered Heads Together. ● use Think-Pair-Share Squared. ● use key sentence frames for pair interactions. ● participate with Strategic Partners at a higher English proficiency level and/or with the 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 SCIENCE AND ENGINEERING PRACTICES GRADES K-2

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-2.

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

Snapshots of Key Language Uses in Grades 2-3	
Narrate	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 Science Disciplinary Practices

The Science 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 Science Key Language Uses in Kindergarten and Grades 1-2				
WIDA ELD STANDARD	Narrate	Inform	Explain	Argue
1. Language for Science (K-1)	○	●	●	◐
2. Language for Science Grade 2	○	◐	●	●

Most Prominent
 Prominent
 Present

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

The table below lists the 8 Science content disciplinary 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 4 Language for Science. (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. 51-52; Grade 1 pp. 71-72; Grade 2 pp. 94-95.)

Science & Engineering Practices	KEY LANGUAGE USES		
	Inform	Explain	Argue
1. Asking questions and defining problems	<p>Kindergarten Multilingual learners provide details about an entity using relating verbs (be, have) to define an entity (Butterflies are pollinators. Butterflies have antennae.)</p> <p>Grade 1 Multilingual learners define, describe, and classify a concept, topic, or entity using noun groups to add details that answer questions about what something is like, its qualities, and descriptions (floating objects,</p>	<p>Kindergarten Multilingual learners define investigable questions or simple design problems based on observations and data about a phenomenon using simple sentences to describe the phenomenon (A feather floats.)</p> <p>Grade 1 Multilingual learners define investigable questions or simple design problems based on observations and data about a phenomenon using timeless verbs to state</p>	See Science Practice 7: Engaging in argument from evidence

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

Science & Engineering Practices	KEY LANGUAGE USES		
	Inform	Explain	Argue
	<p>long, brown fur).</p> <p>Grade 2 Multilingual learners define and classify objects or concepts using comparatives to show similarities and differences.</p>	<p>on-going facts about the phenomenon (Tadpoles change into frogs.)</p> <p>Grade 2 Multilingual learners define investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon using timeless verbs to state on-going facts about the phenomenon (Rain forests create oxygen.)</p>	
2. Developing and using models	<p>Kindergarten Multilingual learners develop and use models to define or classify a concept or entity using pictures, labeled drawings, words to categorize, compare, and contrast information (moths=night, butterflies=day).</p> <p>Grade 1 Multilingual learners develop and use models to define or classify a concept or entity using visuals (labeled drawings, graphs, tables) to support information.</p> <p>Grade 2 Multilingual learners develop and use models to define or classify a concept or entity using technical terminology (food chain, biome) to add precision.</p>	<p>Kindergarten Multilingual learners develop and use models to compare multiple solutions to a problem using simple statements to represent conclusions (Heavy things float.)</p> <p>Grade 1 Multilingual learners develop and use models to compare multiple solutions to a problem using declarative statements to present conclusions (Living things grow and change.)</p> <p>Grade 2 Multilingual learners develop and use models to compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution using causal connectors to link events (because, so that, when).</p>	See Science Practice 7: Engaging in argument from evidence
3. Planning and carrying out investigations	<p>Kindergarten Multilingual learners plan and carry out</p>	<p>Kindergarten Multilingual learners plan and carry out</p>	See Science Practice 7: Engaging in argument from evidence

Science & Engineering Practices	KEY LANGUAGE USES		
	Inform	Explain	Argue
	<p>investigations by describing characteristics, patterns, or behavior using relating verbs (have, be) to state relationships or attributes</p> <p>Grade 1 Multilingual learners plan and carry out investigations by describing characteristics, patterns, or behavior using noun groups to add details that answer questions about what something is like, its qualities, and descriptions (floating objects, long, brown fur).</p> <p>Grade 2 Multilingual learners plan and carry out investigations by describing characteristics, patterns, or behavior using relating verbs to state relationships or attributes (have, be, belong to).</p>	<p>investigations by relating how a series of events causes something to happen using causal connectors to combine ideas into logical relationships (so, because, when/then).</p> <p>Grade 1 Multilingual learners plan and carry out investigations by relating how a series of events causes something to happen using timeless verbs to state on-going facts about phenomenon (Tadpoles change into frogs).</p> <p>Grade 2 Multilingual learners plan and carry out investigations by defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon using relating verbs to state relationships or attributes (have, be, belong to).</p>	
4. Analyzing and interpreting data	<p>Kindergarten Multilingual learners analyze and interpret data by summarizing observations or factual information using oral recounting to share information (The butterflies fly for a really long time.)</p> <p>Grade 1 Multilingual learners analyze and interpret</p>	<p>Kindergarten Multilingual learners analyze and interpret data by using information from observations to find patterns and to explain how or why a phenomenon occurs using causal connectors to combine ideas into logical relationships (so, because, when/then).</p> <p>Grade 1 Multilingual learners analyze and interpret</p>	See Science Practice 7: Engaging in argument from evidence.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

Science & Engineering Practices	KEY LANGUAGE USES		
	Inform	Explain	Argue
	<p>data by summarizing observations or factual information using compare/contrast signals (-er, -est, bigger than, more, both, but, different) to differentiate or summarize attributes, details or behaviors (Feathers float better than paper.)</p> <p>Grade 2 Multilingual learners analyze and interpret data by describing observations and/or data about a phenomenon using relating verbs to state relationships or attributes (have, be, belong to).</p>	<p>data by describing observations and/or data about a phenomenon using abstract and technical terms to add precision (tadpole, adapt, life cycle).</p> <p>Grade 2 Multilingual learners analyze and interpret data by describing observations and/or data about a phenomenon using visuals (drawings, labeled diagrams, graphics) to support key ideas.</p>	
5. Using mathematics and computational thinking	<p>Kindergarten Multilingual learners employ mathematics and computational thinking using sequential signals (first, second, then, last) to describe patterns (First is a green bear, then two blue bears.)</p> <p>Grade 1 Multilingual learners employ mathematics and computational thinking using relating verbs (be, have) to define, describe, or classify (Rectangles have four sides. This is a closed shape.)</p> <p>Grade 2 Multilingual learners employ mathematics and computational thinking using mathematical terms to describe concept, process, purpose, or action (mean,</p>	<p>Kindergarten Multilingual learners employ mathematics and computational thinking by following and describing cycles in diagrams, steps in procedures, or causes and effects using causal language (because, so) and demonstration to provide reasoning (I can make a triangle because I have three sticks.)</p> <p>Grade 1 Multilingual learners employ mathematics and computational thinking by following and describing cycles in diagrams, steps in procedures, or causes and effects using causal connectors (because, so) to link ideas and provide reasoning (These two shapes are the same kind because they both have four sides.)</p> <p>Grade 2</p>	See Science Practice 7: Engaging in argument from evidence.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

Science & Engineering Practices	KEY LANGUAGE USES		
	Inform	Explain	Argue
	quotient, divide, subtract, reduce).	Multilingual learners employ mathematics and computational thinking by describing solutions and steps used to solve a problem with others using visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution.	
6. Constructing explanations and designing solutions	<p>Kindergarten Multilingual learners construct explanations and design solutions by summarizing information from interaction with others and from learning experiences using oral recounting to share information (The butterflies fly for a really long time.)</p> <p>Grade 1 Multilingual learners construct explanations and design solutions by summarizing observations or factual information using declarative statements to present conclusions (Some objects float and some sink.)</p> <p>Grade 2 Multilingual learners construct explanations and design solutions by summarizing information from interaction with others and from learning experiences using declarative statements to present facts.</p>	<p>Kindergarten Multilingual learners analyze and interpret data by using information from observations to find patterns and to explain how or why a phenomenon occurs using causal connectors to combine ideas into logical relationships (so, because, when/then).</p> <p>Grade 1 Multilingual learners construct explanations and design solutions by analyzing several events and observations to help explain how or why a phenomenon occurs using speculation to hypothesize additional contexts (I think, I wonder if...).</p> <p>Grade 2 Multilingual learners construct explanations and design solutions by obtaining and combining information from observations, and incorporating evidence to help explain how or why a phenomenon occurs using prepositional phrases to provide details (where, when, how).</p>	See Science Practice 7: Engaging in argument from evidence

Science & Engineering Practices	KEY LANGUAGE USES		
	Inform	Explain	Argue
7. Engaging in argument from evidence			<p>Kindergarten Multilingual learners engage in argument from evidence by defending change in one’s own thinking using declarative statements to identify position (School lunch should have fresh fruit.) and/or provide background information (Fruit is good for children to eat.)</p> <p>Grade 1 Multilingual learners engage in argument from evidence by revising one’s own opinions based on new information using connectors (because, so, and) to link claims with evidence and reasoning (We should eat fruit every day because it has vitamins to help us grow.)</p> <p>Grade 2 Multilingual learners engage in argument from evidence by signaling logical relationships among reasoning, evidence, data, and/or a model when making a claim using a variety of clause structures to explain phenomenon (because, but, when, like, so, so that).</p>

Science & Engineering Practices	KEY LANGUAGE USES		
	Inform	Explain	Argue
8. Obtaining, evaluating, and communicating information	<p>Kindergarten Multilingual learners obtain, evaluate, and communicate information by providing details about an entity using adjectives to add details (red and black wings).</p> <p>Grade 1 Multilingual learners obtain, evaluate, and communicate information by introducing others to a topic or entity using relating verbs (belong to, have, be) to define or present state of entity (Whales are mammals.)</p> <p>Grade 2 Multilingual learners obtain, evaluate, and communicate information by describing characteristics, patterns, or behavior using timeless present verbs (swims, eats, migrates) to indicate generalizable nature of information.</p>	<p>Kindergarten Multilingual learners obtain, evaluate, and communicate information by describing information from observations about a phenomenon using pictures, diagrams, to add information or illustrate phenomenon.</p> <p>Grade 1 Multilingual learners obtain, evaluate, and communicate information by comparing multiple solutions to a problem using visual data displays (charts, graphs) to support explanations.</p> <p>Grade 2 Multilingual learners obtain, evaluate, and communicate information by identifying information from observations as well as evidence that supports particular points in explanations using prepositional phrases to provide details (where, when, how).</p>	See Science Practice 7: Engaging in argument from evidence.

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

Practice 1: Asking questions and defining problems

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 mentor questions with L1 support to serve as models for students to pose their own independently testable <i>yes/no</i> and <i>wh-</i> questions that drive investigations and define problems. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required to ask and answer simple and <i>wh-</i> questions. ● Provide an illustrated word bank/ labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. ● Provide language frames with L1 support for students to practice and produce language on topic in small groups or with partners using simple sentences and discourse starters. <ul style="list-style-type: none"> ❖ Example: I think _____. ❖ Illustrative Task Example: I think rain comes from clouds. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide students the opportunity to share with a partner or in a small group their questions/responses using sentence frames to support the rehearsal and production of language. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Provide mentor questions to serve as models for students to pose their own independently testable <i>yes/no</i> and <i>wh-</i> questions that drive investigations and define problems. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Explicitly model orally the academic language and specific vocabulary required to ask and answer simple questions about key details in the investigation and observations. ● Provide an illustrated word bank/ labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters. <ul style="list-style-type: none"> ❖ Example: I think _____ because _____. ❖ Illustrative Task Example: I think rain comes from clouds because water droplets form clouds. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide time for students to write down their questions/responses and rehearse before a 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Provide mentor questions for students to pose independently testable <i>yes/no</i> and <i>wh-</i> (information) questions for driving investigations and defining problems. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide language frames to develop complex questions, paragraph responses, and elaboration of content. ● Provide an illustrated word bank/ labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. ● Provide language frames for students to practice and produce language on topic in small groups or with partners using complex sentences and discourse starters. <ul style="list-style-type: none"> ❖ Example: I used to think _____, but now I think _____. Now, I wonder _____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide learning tasks for students to pose and respond to questions with a partner or small group. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide graphic organizers to guide students

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

<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>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide graphic organizers with L1 (primary language) translation and non-linguistic representation to guide students in their formulation of questions and responses that include the academic vocabulary and concepts. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide visuals which may include bilingual labels. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. 	<p>small group.</p> <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide graphic organizers with L1 (primary language) translation and non- linguistic representation to guide students in their formulation of questions and responses that include the academic vocabulary and concepts. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide visuals which may include bilingual labels. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. 	<p>in their formulation of questions and responses that include the academic vocabulary and concepts in an extended discourse format.</p> <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. ● Provide visuals and multimedia to teach content concepts and scaffold the comprehension of complex text.

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

Practice 1: Asking questions and defining problems

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 - Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> define investigable questions or simple design problems based on observations and data about a phenomenon using simple sentences to describe the phenomenon (A feather floats.) in order to define a simple problem that can be solved through the development of a new or improved object or tool with the aid of visuals, anchor charts, question and response frames, and L1 support. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> define investigable questions or simple design problems based on observations and data about a phenomenon using timeless verbs to state on-going facts about phenomenon (Tadpoles change into frogs.) in order to define a simple problem that can be solved through the development of a new or improved object or tool with the aid of visuals, anchor charts, question and response frames, and L1 support. <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> define investigable questions or simple design problems based on observations, data, and 	<p>With appropriate supports, multilingual learners will... Key Language Use - Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> define investigable questions or simple design problems based on observations and data about a phenomenon using simple sentences to describe the phenomenon (A feather floats.) in order to define a simple problem that can be solved through the development of a new or improved object or tool with the aid of visuals, anchor charts, and question and response frames. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> define investigable questions or simple design problems based on observations and data about a phenomenon using timeless verbs to state on-going facts about phenomenon (Tadpoles change into frogs.) in order to define a simple problem that can be solved through the development of a new or improved object or tool with the aid of visuals, anchor charts, and question and response frames. <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> define investigable questions or simple 	<p>With appropriate supports, multilingual learners will... Key Language Use - Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> define investigable questions or simple design problems based on observations and data about a phenomenon using simple sentences to describe the phenomenon (A feather floats.) in order to define a simple problem that can be solved through the development of a new or improved object or tool. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> define investigable questions or simple design problems based on observations and data about a phenomenon using timeless verbs to state on-going facts about the phenomenon (Tadpoles change into frogs.) in order to define a simple problem that can be solved through the development of a new or improved object or tool. <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> define investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon using timeless verbs to state

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>prior knowledge about a phenomenon using timeless verbs to state on-going facts about phenomenon (Rain forests create oxygen.) in order to define a simple problem that can be solved through the development of a new or improved object or tool with the aid of visuals, anchor charts, question and response frames, and L1 support.</p>	<p>design problems based on observations, data, and prior knowledge about a phenomenon using timeless verbs to state on-going facts about phenomenon (Rain forests create oxygen.) in order to define a simple problem that can be solved through the development of a new or improved object or tool with the aid of visuals, anchor charts, and question and response frames.</p>	<p>on-going facts about the phenomenon (Rain forests create oxygen.) in order to define a simple problem that can be solved through the development of a new or improved object or tool.</p>

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

Practice 2: Developing and using models

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 and provide guided practice using graphic organizers, tables, graphs, and anchor charts which may include bilingual labels and words. <p>LANGUAGE</p> <ul style="list-style-type: none"> Explicitly model orally the academic language and specific vocabulary required to ask and answer simple and wh- questions. Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. Provide language frames with L1 support for students to practice and produce language on topic in small groups or with partners using simple sentences and discourse starters. <ul style="list-style-type: none"> ❖ Example: My model shows_____. ❖ Illustrative Task Example: My model shows how burrs stick to fur. <p>INTERACTIVE</p> <ul style="list-style-type: none"> Provide students the opportunity to share with a partner or in a small group their questions/responses regarding their model using sentence frames to support the rehearsal and production of language. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model and provide guided practice using graphic organizers, tables, graphs, and anchor charts. <p>LANGUAGE</p> <ul style="list-style-type: none"> Explicitly model orally the academic language and specific vocabulary required to ask and answer simple questions about key details in the investigation and observations. Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters. Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. <ul style="list-style-type: none"> ❖ Example: My model is the same as _____ because_____. This reminds me of _____. ❖ Illustrative Task Example: My model is the same as a bear because the burrs stick in the fur. It reminds me of the fur on a big bear. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model and provide guided practice using graphic organizers, tables, graphs, and anchor charts. <p>LANGUAGE</p> <ul style="list-style-type: none"> Provide an illustrated word bank/ labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters. Use text with picture support to elaborate on newly acquired knowledge. <ul style="list-style-type: none"> ❖ Example: My model is different than _____ because _____. My model reminds me of_____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> Provide learning tasks for students to pose and respond to questions about their model with a partner or small group. <p>GRAPHIC</p> <ul style="list-style-type: none"> Provide graphic organizers to guide students in their development and use of a model

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

<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>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide graphic organizers with L1 (primary language) translation and non- linguistic representation that include the academic vocabulary and concepts to guide students in their development and use of a model. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. 	<p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide time for students to write down their questions/responses regarding their model and rehearse before small group tasks. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide graphic organizers with L1 (primary language) translation and non-linguistic representation that include the academic vocabulary and concepts to guide students in their development and use of a model. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. 	<p>including the academic vocabulary and concepts in an extended discourse format.</p> <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide visuals and multimedia to teach content concepts and scaffold the comprehension of complex text.

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

Practice 2: Developing and using models

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 - Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> develop and use models to compare multiple solutions to a problem using simple statements to represent conclusions (Heavy things float.) in order to distinguish between a model and the actual object, process, and/or events the model represents with the aid of simple sentence starters, frames, visuals, and L1 supports. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> develop and use models to compare multiple solutions to a problem using declarative statements to present conclusions (Living things grow and change.) in order to distinguish between a model and the actual object, process, and/or events the model represents with the aid of simple sentence starters, frames, visuals, and L1 supports. <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> develop and use models to compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution using causal connectors to link events (because, so that, when) in order to 	<p>With appropriate supports, multilingual learners will... Key Language Use – Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> develop and use models to compare multiple solutions to a problem using simple statements to represent conclusions (Heavy things float.) in order to distinguish between a model and the actual object, process, and/or events the model represents with the aid of compound and complex sentence starters, frames, and visual supports. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> develop and use models to compare multiple solutions to a problem using declarative statements to present conclusions (Living things grow and change.) in order to distinguish between a model and the actual object, process, and/or events the model represents with the aid of compound and complex sentence starters, frames, and visual supports. <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> develop and use models to compare multiple solutions to a problem considering how well they meet the criteria and 	<p>With appropriate supports, multilingual learners will... Key Language Use – Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> develop and use models to compare multiple solutions to a problem using simple statements to represent conclusions (Heavy things float.) in order to distinguish between a model and the actual object, process, and/or events the model represents 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"> develop and use models to compare multiple solutions to a problem using declarative statements to present conclusions (Living things grow and change.) in order to distinguish between a model and the actual object, process, and/or events the model represents with the aid of complex language frames and other supports as needed. <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> develop and use models to compare multiple solutions to a problem considering how well they meet the criteria and

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>distinguish between a model and the actual object, process, and/or events the model represents with the aid of simple sentence starters, frames, visuals, and L1 supports.</p>	<p>constraints of the design solution using causal connectors to link events (because, so that, when) in order to distinguish between a model and the actual object, process, and/or events the model represents with the aid of compound and complex sentence starters, frames, and visual supports.</p>	<p>constraints of the design solution using causal connectors to link events (because, so that, when) in order to distinguish between a model and the actual object, process, and/or events the model represents with the aid of complex language frames and other supports as needed.</p>

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

Practice 3: Planning and carrying out investigations

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 exemplars with L1 support for the documentation of planning and carrying out of investigative processes. <p>LANGUAGE</p> <ul style="list-style-type: none"> Explicitly model orally the academic language and specific vocabulary required to ask and answer simple and wh- questions. Provide an illustrated word bank/anchor charts with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. Provide language frames for students to practice and produce language on topic in small groups or with partners using simple sentences and discourse starters. <ul style="list-style-type: none"> ❖ Example: First, I _____. Next, I _____. Last, I _____. ❖ Illustrative Task Example: First, I pushed the ball hard and it went fast. Next, I pushed the ball softly and it rolled slowly. Last, we blew on the ball and it didn't move very much. <p>INTERACTIVE</p> <ul style="list-style-type: none"> Implement small group cooperative learning structures with L1 support for students to plan and carry out investigations. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model and provide exemplars for the documentation of planning and carrying out of investigative processes. <p>LANGUAGE</p> <ul style="list-style-type: none"> Explicitly model orally the academic language and specific vocabulary required to ask and answer simple questions about key details in the investigation and observations. Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters. <ul style="list-style-type: none"> ❖ Example: The first thing I/we did was _____. Then, I/we _____. After that, I/we _____. ❖ Illustrative Task Example: The first thing we did was we pushed one ball really hard and one ball really softly. Then, we noticed that the ball that we pushed hard moved fast but the ball we pushed softly rolled slowly. After that we used a straw to blow on the ball and it hardly moved. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model and provide exemplars for the documentation of planning and carrying out of investigative processes. <p>LANGUAGE</p> <ul style="list-style-type: none"> Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters. <ul style="list-style-type: none"> ❖ Example: In the beginning, I/we _____. Next my partner and I _____. Finally, at the end, I/we _____. ❖ Illustrative Task Example: In the beginning of the investigation, we pushed one ball really hard. The harder we pushed the ball the faster it went because it took less time to cross the finish line. Next, my partner and I pushed the ball softly so it moved slowly to the finish line. Finally, at the end of the investigation, we used a straw to blow on the ball and the ball hardly moved. So, we think that the harder you push the ball, the faster the ball moves.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide annotated (in L1) graphic organizers to aid in planning the structure of an investigation, collecting and organizing data, and interpreting data. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. ● Provide and model realia. 	<p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Implement small group cooperative learning structures for students to plan and carry out investigations. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide illustrated graphic organizers to aid in planning the structure of an investigation, collecting and organizing data, and interpreting data. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. ● Provide and model realia. 	<p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Implement small group cooperative learning structures for students to plan and carry out investigations. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide graphic organizers to aid in planning the structure of an investigation, collecting and organizing data, and interpreting data. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation.

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

Practice 3: Planning and Carrying out Investigations

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;">Kindergarten</p> <ul style="list-style-type: none"> plan and carry out investigations by describing characteristics, patterns, or behavior using relating verbs (have, be) to state relationships or attributes in order to make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons with the aid of simple sentence starters, frames, visuals, and L1 supports. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> plan and carry out investigations by describing characteristics, patterns, or behavior using noun groups to add details that answer questions about what something is like, its qualities, and descriptions (floating objects, long, brown fur) in order to make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons with the aid of simple sentence starters, frames, visuals, and L1 supports. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use – Inform</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> plan and carry out investigations by describing characteristics, patterns, or behavior using relating verbs (have, be) to state relationships or attributes in order to make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons with the aid of compound and complex sentence starters, frames, and visual supports. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> plan and carry out investigations by describing characteristics, patterns, or behavior using noun groups to add details that answer questions about what something is like, its qualities, and descriptions (floating objects, long, brown fur) in order to make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons with the aid of compound and complex sentence starters, frames, and visual supports. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use – Inform</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> plan and carry out investigations by describing characteristics, patterns, or behavior using relating verbs (have, be) to state relationships or attributes in order to make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons 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"> plan and carry out investigations by describing characteristics, patterns, or behavior using noun groups to add details that answer questions about what something is like, its qualities, and descriptions (floating objects, long, brown fur) in order to make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons 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 2</p> <ul style="list-style-type: none"> plan and carry out investigations by describing characteristics, patterns, or behavior using relating verbs to state relationships or attributes (have, be, belong to) in order to make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons with the aid of simple sentence starters, frames, visuals, and L1 supports. 	<p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> plan and carry out investigations by describing characteristics, patterns, or behavior using relating verbs to state relationships or attributes (have, be, belong to) in order to make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons with the aid of compound and complex sentence starters, frames, and visual supports. 	<p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> plan and carry out investigations by describing characteristics, patterns, or behavior using relating verbs to state relationships or attributes (have, be, belong to) in order to make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons with the aid of complex language frames and other supports as needed.

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

Practice 4: Analyzing and interpreting data

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 exemplars of data collection and its analysis with L1 support, frequent checks for understanding, and opportunity for students to process new information with peers. <p>LANGUAGE</p> <ul style="list-style-type: none"> Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. Explicitly model orally the academic language and specific vocabulary required to ask and answer 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> Explicitly model and provide exemplars of data collection and its analysis with frequent checks for understanding and opportunity for students to process new information with peers. <p>LANGUAGE</p> <ul style="list-style-type: none"> Explicitly model orally the academic language and specific vocabulary required to ask and answer simple questions about key details in the investigation and observations. Provide an illustrated word bank/anchor chart with labeled illustrations of key technical 	<p>LANGUAGE</p> <ul style="list-style-type: none"> Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. Provide language frames for students to develop complex questions, question starters and complex sentence frames for elaboration of content. <ul style="list-style-type: none"> ❖ Example: I noticed something unusual about _____. The diagram showed _____, and we found out that_____. ❖ Illustrative Task Example: I noticed

<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>simple and wh-questions.</p> <ul style="list-style-type: none"> ❖ Example: My/Our picture shows _____. ❖ Illustrative Task Example: My/our picture shows a new moon. It is dark. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple sentences and discourse starters. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers with L1 and visual supports to provide academic language, concepts, and structure that assist students in designing a data collection and analysis approach to an investigable question. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. 	<p>vocabulary, as they occur during investigations and explanations.</p> <ul style="list-style-type: none"> ❖ Example: My/our illustration shows _____. We found out that_____. ❖ Illustrative Task Example: My/our illustration shows that the moon is dark because during the new moon the lit-up half is facing away from us. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers with visual supports to provide academic language, concepts, and structure that assist students in designing a data collection and analysis approach to an investigable question. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. 	<p>something unusual about the moon. The diagram showed that three weeks after the new moon, the entire moon is lit up. This is because the moon has become full again.</p> <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers to provide academic language, concepts, and structure that assist students in designing a data collection and analysis approach to an investigable question. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation.

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

Practice 4: Analyzing and interpreting data

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 - Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> analyze and interpret data by using information from observations to find patterns and to explain how or why a phenomenon occurs using causal connectors to combine ideas into logical relationships (so, because, when/then) in order to record information (observations, thoughts, and ideas) to answer scientific questions and solve problems with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and L1 support. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> analyze and interpret data by describing observations and/or data about a phenomenon using abstract and technical terms to add precision (tadpole, adapt, life cycle) in order to record information (observations, thoughts, and ideas) to answer scientific questions and solve problems with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and L1 support. 	<p>With appropriate supports, multilingual learners will... Key Language Use – Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> analyze and interpret data by using information from observations to find patterns and to explain how or why a phenomenon occurs using causal connectors to combine ideas into logical relationships (so, because, when/then) in order to record information (observations, thoughts, and ideas) to answer scientific questions and solve problems with the aid of sentence frames, word banks/anchor charts, and visuals. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> analyze and interpret data by describing observations and/or data about a phenomenon using abstract and technical terms to add precision (tadpole, adapt, life cycle) in order to record information (observations, thoughts, and ideas) to answer scientific questions and solve problems with the aid of sentence frames, word banks/anchor charts, and visuals. 	<p>With appropriate supports, multilingual learners will... Key Language Use – Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> analyze and interpret data by using information from observations to find patterns and to explain how or why a phenomenon occurs using causal connectors to combine ideas into logical relationships (so, because, when/then) in order to record information (observations, thoughts, and ideas) to answer scientific questions and solve problems 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"> analyze and interpret data by describing observations and/or data about a phenomenon using abstract and technical terms to add precision (tadpole, adapt, life cycle) in order to record information (observations, thoughts, and ideas) to answer scientific questions and solve problems with the aid of complex language frames and other supports as needed.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> analyze and interpret data by describing observations and/or data about a phenomenon using visuals (drawings, labeled diagrams, graphics) to support key ideas in order to record information (observations, thoughts, and ideas) to answer scientific questions and solve problems with the aid of simple sentence frames, word banks/anchor charts, visuals, drawings, and L1 support. 	<p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> analyze and interpret data by describing observations and/or data about a phenomenon using visuals (drawings, labeled diagrams, graphics) to support key ideas in order to record information (observations, thoughts, and ideas) to answer scientific questions and solve problems with the aid of sentence frames, word banks/anchor charts, and visuals. 	<p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> analyze and interpret data by describing observations and/or data about a phenomenon using visuals (drawings, labeled diagrams, graphics) to support key ideas in order to record information (observations, thoughts, and ideas) to answer scientific questions and solve problems with the aid of complex language frames and other supports as needed.

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

Practice 5: Using mathematics and computational thinking

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 learning tasks in which students can use charts, diagrams, tables or numbers to explain their understanding. ● Provide scaffolded tasks for students to draw a picture of their solution and to label it. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. ● Explicitly model orally the academic language structures and specific vocabulary. ● Provide language frames for students to ask and answer questions about key details in a text or investigation. <ul style="list-style-type: none"> ❖ Example: I noticed that_____. ❖ Illustrative Task Example: I noticed that plant A is taller than plant B. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple sentences and discourse starters. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model learning tasks in which students can use charts, diagrams, tables or numbers to explain their understanding. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. ● Explicitly model orally the academic language structure and specific vocabulary. ● Provide language frames for students to ask and answer questions about key details in a text or investigation. <ul style="list-style-type: none"> ❖ Example: When I compared _____ I noticed that_____. ❖ Illustrative Task Example: When I compared plant A to plant B, I noticed that plant A had grown two more inches than plant B. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model learning tasks in which students can use charts, diagrams, tables or numbers to explain their understanding. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. ● Provide language frames for students to describe key details in a text or investigation. <ul style="list-style-type: none"> ❖ Example: When I compared _____ I noticed that_____. I think this because_____. In addition,_____. ❖ Illustrative Task Example: When I compared plant A to plant B, I noticed that plant A had grown two more inches than plant B. I think this is because plant A was given more water. In addition, it had grown 2 more leaves than plant B. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

<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>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers to provide visuals associated with academic vocabulary, details pertinent to the topic, and necessary language structures that help students to identify and describe investigations and solutions. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. 	<p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers to provide visuals associated with academic vocabulary, details pertinent to the topic, and necessary language structures that help students to identify and describe investigations and solutions. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate on newly acquired knowledge 	<p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers and/or anchor charts to provide visuals associated with academic vocabulary, details pertinent to the topic, and necessary language structures that help students to identify and describe investigations and solutions. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation.

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

Practice 5: Using mathematics and computational thinking

Success Criteria: How will students be able to **communicate or demonstrate their learning** of language and content at **different language proficiency levels?** 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>With prompting and supports, multilingual learners will... Key Language Use - Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> employ mathematics and computational thinking by following and describing cycles in diagrams, steps in procedures, or causes and effects using causal language (because, so) and demonstration to provide reasoning (I can make a triangle because I have three sticks.) in order to use counting and numbers to identify and describe patterns in the natural and designed world(s) with the aid of sentence frames, visuals, word banks, and L1 support. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> employ mathematics and computational thinking by following and describing cycles in diagrams, steps in procedures, or causes and effects using causal connectors (because, so) to link ideas and provide reasoning (These two shapes are the same kind because they both have four sides.) in order to use counting and numbers to identify and describe patterns in the natural and designed world(s) with the aid of sentence frames, visuals, word banks, and L1 support. 	<p>With appropriate supports, multilingual learners will... Key Language Use – Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> employ mathematics and computational thinking by following and describing cycles in diagrams, steps in procedures, or causes and effects using causal language (because, so) and demonstration to provide reasoning (I can make a triangle because I have three sticks.) in order to use counting and numbers to identify and describe patterns in the natural and designed world(s) with the aid of compound and complex sentence frames, word banks and visual supports. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> employ mathematics and computational thinking by following and describing cycles in diagrams, steps in procedures, or causes and effects using causal connectors (because, so) to link ideas and provide reasoning (These two shapes are the same kind because they both have four sides.) in order to use counting and numbers to identify and describe patterns in the natural and designed world(s) with the aid of compound and complex sentence frames, 	<p>With appropriate supports, multilingual learners will... Key Language Use – Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> employ mathematics and computational thinking by following and describing cycles in diagrams, steps in procedures, or causes and effects using causal language (because, so) and demonstration to provide reasoning (I can make a triangle because I have three sticks.) in order to use counting and numbers to identify and describe patterns in the natural and designed world(s) with the aid of complex sentence frames as needed. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> employ mathematics and computational thinking by following and describing cycles in diagrams, steps in procedures, or causes and effects using causal connectors (because, so) to link ideas and provide reasoning (These two shapes are the same kind because they both have four sides.) in order to use counting and numbers to identify and describe patterns in the natural and designed world(s) with the aid of complex sentence frames as needed.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

<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 style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> ● employ mathematics and computational thinking by describing solutions and steps used to solve problem with others using visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution in order to use counting and numbers to identify and describe patterns in the natural and designed world(s) with the aid of sentence frames, visuals, word banks, and L1 support. 	<p style="text-align: center;">Grade 2</p> <p>word banks and visual supports.</p> <ul style="list-style-type: none"> ● employ mathematics and computational thinking by describing solutions and steps used to solve problem with others using visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution in order to use counting and numbers to identify and describe patterns in the natural and designed world(s) with the aid of compound and complex sentence frames, word banks and visual supports. 	<p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> ● employ mathematics and computational thinking by describing solutions and steps used to solve problem with others using visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution in order to use counting and numbers to identify and describe patterns in the natural and designed world(s) with the aid of complex sentence frames as needed.

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

Practice 6: Constructing explanations and designing solutions

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 scaffolded tasks for students to draw a picture of their solution and to label it. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. ● Model orally the academic language structures and specific vocabulary. ● Provide language frames for students to ask and answer questions about key details in a text or investigation. <ul style="list-style-type: none"> ❖ Example: I predict that _____. ❖ Illustrative Task Example: I predict that soil erosion is a slow process. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple sentences and discourse starters. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers to provide visuals associated with academic vocabulary, details pertinent to the topic, and necessary language structures that help students to 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model learning tasks in which students can use charts, diagrams, tables or numbers to explain their understanding and solution. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. ● Model orally the academic language structure and specific vocabulary. ● Provide language frames for students to ask and answer questions about key details in a text or investigation. <ul style="list-style-type: none"> ❖ Example: I predict that _____ because _____. ❖ Illustrative Task Example: I predict that soil erosion in Nevada is a slow process because it does not rain often. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Explicitly model learning tasks in which students can use charts, diagrams, tables or numbers to explain their understanding and solution. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. ● Provide language frames for students to ask and answer questions about key details in a text or investigation. <ul style="list-style-type: none"> ❖ Example: I predict that _____ because _____. However, _____. ❖ Illustrative Task Example: I predict that soil erosion in Nevada is a slow process because it does not rain often. However, when Nevada does get a lot of rain the soil erosion happens quickly. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>identify and describe text-based information.</p> <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. ● Use realia and manipulatives in the design of solutions. 	<p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers to provide visuals associated with academic vocabulary, details pertinent to the topic, and necessary language structures that help students to identify and describe text-based information. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate on newly acquired knowledge ● Use realia, manipulatives, and multimedia in the design of solutions. 	<p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers to provide visuals associated with academic vocabulary, details pertinent to the topic, and necessary language structures that help students to identify and describe text-based information. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. ● Use realia, manipulatives, and multimedia in the design of solutions.

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

Practice 6: Constructing explanations and designing solutions

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 - Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> analyze and interpret data by using information from observations to find patterns and to explain how or why a phenomenon occurs using causal connectors to combine ideas into logical relationships (so, because, when/then) in order to use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena with the aid of sentence frames, visuals, word banks, and L1 support. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> analyze and interpret data by describing observations and/or data about a phenomenon using abstract and technical terms to add precision (tadpole, adapt, life cycle) in order to use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena with the aid of sentence frames, visuals, word banks, and L1 support. <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> analyze and interpret data by describing observations and/or data about a phenomenon 	<p>With appropriate supports, multilingual learners will... Key Language Use – Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> analyze and interpret data by using information from observations to find patterns and to explain how or why a phenomenon occurs using causal connectors to combine ideas into logical relationships (so, because, when/then) in order to use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena with the aid of compound and complex sentence frames, word banks and visual supports. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> analyze and interpret data by describing observations and/or data about a phenomenon using abstract and technical terms to add precision (tadpole, adapt, life cycle) in order to use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena with the aid of compound and complex sentence frames, word banks and visual supports. <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> analyze and interpret data by describing 	<p>With appropriate supports, multilingual learners will... Key Language Use – Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> analyze and interpret data by using information from observations to find patterns and to explain how or why a phenomenon occurs using causal connectors to combine ideas into logical relationships (so, because, when/then) in order to use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena with the aid of complex sentence frames as needed. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> analyze and interpret data by describing observations and/or data about a phenomenon using abstract and technical terms to add precision (tadpole, adapt, life cycle) in order to use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena with the aid of complex sentence frames as needed. <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> analyze and interpret data by describing observations and/or data about a phenomenon using visuals (drawings, labeled

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>using visuals (drawings, labeled diagrams, graphics) to support key ideas in order to use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena with the aid of sentence frames, visuals, word banks, and L1 support.</p>	<p>observations and/or data about a phenomenon using visuals (drawings, labeled diagrams, graphics) to support key ideas in order to use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena with the aid of compound and complex sentence frames, word banks and visual supports.</p>	<p>diagrams, graphics) to support key ideas in order to use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena with the aid of complex sentence frames as needed.</p>

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

Practice 7: Engaging in argument from 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"> ● Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others. ● Use language and visual supports for students to identify different perspectives, stances, or points of view in written or spoken context with L1 support. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide an illustrated word bank/anchor charts with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. ● Explicitly model orally the academic language structures and specific vocabulary. ● Provide language frames for students to ask and answer questions about key details in a text or investigation using question starters, sentence frames and pictures and gestures. <ul style="list-style-type: none"> ❖ Example: I claim that_____. ❖ Illustrative Task Example: I claim that when ice is heated it will melt. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide an illustrated word bank/anchor charts with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. ● Explicitly model orally the academic language structure and specific vocabulary. ● Provide language frames for students to ask and answer questions about key details in a text or investigation. <ul style="list-style-type: none"> ❖ Example: I claim that____because_____. ❖ Illustrative Task Example: I claim that when ice is heated it will melt, because ice changes from a solid to liquid. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers to provide visuals associated with academic vocabulary, 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Provide an illustrated word bank/anchor charts with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. ● Provide language frames for students to ask and answer questions about key details in a text or investigation. <ul style="list-style-type: none"> ❖ Example: Since,_____. I claim that _____. Therefore,_____. ❖ Illustrative Task Example: Since freezing can be reversed, I claim that when ice is heated it will melt and turn into water. Therefore, if water is cooled it can turn back into ice. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

<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>sentences and discourse starters.</p> <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers to provide visuals associated with academic vocabulary, details pertinent to the topic, and necessary language structures that help students to identify and describe text-based information. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. ● Use text with picture support to elaborate on newly acquired knowledge. ● Provide realia for students to use in presenting knowledge to peers. 	<p>details pertinent to the topic, and necessary language structures that help students to identify and describe text-based information.</p> <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate on newly acquired knowledge ● Make available realia and/or multimedia for students to use in presenting knowledge to peers. 	<p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers to provide visuals associated with academic vocabulary, details pertinent to the topic, and necessary language structures that help students to identify and describe text-based information. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. ● Make available realia and/or multimedia for students to use in presenting knowledge to peers.

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

Practice 7: Engaging in argument from 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... Key Language Use - Argue</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> engage in argument from evidence by defending change in one’s own thinking using declarative statements to identify position (School lunch should have fresh fruit.) and/or provide background information (Fruit is good for children to eat.) in order to construct an argument with evidence to support a claim with the aid of simple sentence frames, anchor charts, and visual supports. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> engage in argument from evidence by revising one’s own opinions based on new information using connectors (because, so, and) to link claims with evidence and reasoning (We should eat fruit every day because it has vitamins to help us grow.) in order to construct an argument with evidence to support a claim with the aid of simple sentence frames, anchor charts, and visual supports. <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> engage in argument from evidence by signaling logical relationships among reasoning, evidence, 	<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"> engage in argument from evidence by defending change in one’s own thinking using declarative statements to identify position (School lunch should have fresh fruit.) and/or provide background information (Fruit is good for children to eat.) in order to construct an argument with evidence to support a claim with the aid of compound and complex sentence frames and anchor charts. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> engage in argument from evidence by revising one’s own opinions based on new information using connectors (because, so, and) to link claims with evidence and reasoning (We should eat fruit every day because it has vitamins to help us grow.) in order to construct an argument with evidence to support a claim with the aid of compound and complex sentence frames and anchor charts. <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> engage in argument from evidence by signaling logical relationships among 	<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"> engage in argument from evidence by defending change in one’s own thinking using declarative statements to identify position (School lunch should have fresh fruit.) and/or provide background information (Fruit is good for children to eat.) in order to construct an argument with evidence to support a claim with supports as needed. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> engage in argument from evidence by revising one’s own opinions based on new information using connectors (because, so, and) to link claims with evidence and reasoning (We should eat fruit every day because it has vitamins to help us grow.) in order to construct an argument with evidence to support a claim with supports as needed. <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> engage in argument from evidence by signaling logical relationships among reasoning, evidence, data, and/or a model when making a claim using a variety of clause

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
data, and/or a model when making a claim using a variety of clause structures to explain phenomenon (because, but, when, like, so, so that) in order to construct an argument with evidence to support a claim with the aid of simple sentence frames, anchor charts, and visual supports.	reasoning, evidence, data, and/or a model when making a claim using a variety of clause structures to explain phenomenon (because, but, when, like, so, so that) in order to construct an argument with evidence to support a claim with the aid of compound and complex sentence frames and anchor charts.	structures to explain phenomenon (because, but, when, like, so, so that) in order to construct an argument with evidence to support a claim with supports as needed.

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

Practice 8: Obtaining, evaluating, and communicating information

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/provide exemplars of research methods and presentations from the research with L1 support. • Provide a variety of sources for research including multilingual sources. • Provide opportunities to practice presentations in a low-risk environment and receive specific feedback <p>LANGUAGE</p> <ul style="list-style-type: none"> • Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. • Explicitly model orally the academic language 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> • Explicitly model/provide exemplars of research methods and presentations from the research. • Provide a variety of sources for research including multilingual sources. • Provide structures for students to research and develop presentations: partners or small groups; technical support; informational texts and resources <p>LANGUAGE</p> <ul style="list-style-type: none"> • Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations. 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> • Explicitly model/provide exemplars of research methods and presentations from the research. • Provide a variety of sources for research including multilingual sources. • Provide structures for students to research and develop presentations: partners or small groups; technical support; informational texts and resources <p>LANGUAGE</p> <ul style="list-style-type: none"> • Provide an illustrated word bank/anchor chart with labeled illustrations of key technical vocabulary, as they occur during investigations and explanations.

<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>structures and specific vocabulary.</p> <ul style="list-style-type: none"> ● Provide language frames for students to ask and answer questions about key details in a text or investigation using question starters, sentence frames and pictures and gestures. ❖ Example: I think_____. ❖ Illustrative Task Example: I think mother birds help baby birds survive by feeding them. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple sentences and discourse starters. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers to provide visuals associated with academic vocabulary, details pertinent to the topic, and necessary language structures that help students to identify and describe text-based information. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support for students to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation. ● Use text with picture support to elaborate on newly acquired knowledge. 	<ul style="list-style-type: none"> ● Explicitly model orally the academic language structure and specific vocabulary. ● Provide language frames for students to ask and answer questions about key details in a text or investigation. ❖ Example: I know _____because in the video/book,_____. ❖ Illustrative Task Example: I know that mother birds help their baby birds survive because in the video/ book mother birds fed their babies and kept them safe from predators. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers to provide visuals associated with academic vocabulary, details pertinent to the topic, and necessary language structures that help students to identify and describe text-based information. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate on newly acquired knowledge. 	<ul style="list-style-type: none"> ● Provide language frames for students to ask and answer questions about key details in a text or investigation. ❖ Example: I used to think_____, but now I know_____. ❖ Illustrative Task Example: I used to think that only human mothers fed and protected their babies, but now I know that mother birds also feed and protect their babies to help them survive. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide language frames for students to practice and produce language on topic in small groups or with partners using simple and complex sentences and discourse starters. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use graphic organizers to provide visuals associated with academic vocabulary, details pertinent to the topic, and necessary language structures that help students to identify and describe text-based information. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text with picture support to elaborate on newly acquired knowledge. ● Use text with picture support for students to elaborate and ask and answer questions about key details in a text or investigation.

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

Practice 8: Obtaining, evaluating, and communicating information

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 - Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> obtain, evaluate, and communicate information by describing information from observations about a phenomenon using pictures, diagrams, to add information or illustrate phenomenon in order to read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s) with the aid of an L1 or L2 peer group, visuals and models, chunked text, and simple sentence frames. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> obtain, evaluate, and communicate information by comparing multiple solutions to a problem using visual data displays (charts, graphs) to support explanations in order to read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s) with the aid of an L1 or L2 peer group, visuals and models, chunked text, and simple sentence frames. 	<p>With appropriate supports, multilingual learners will... Key Language Use – Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> obtain, evaluate, and communicate information by describing information from observations about a phenomenon using pictures, diagrams, to add information or illustrate phenomenon in order to read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s) with the aid of a peer group, visuals and models, chunked text, and compound and complex sentence frames. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> obtain, evaluate, and communicate information by comparing multiple solutions to a problem using visual data displays (charts, graphs) to support explanations in order to read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s) with the aid of a peer 	<p>With appropriate supports, multilingual learners will... Key Language Use – Explain</p> <p style="text-align: center;">Kindergarten</p> <ul style="list-style-type: none"> obtain, evaluate, and communicate information by describing information from observations about a phenomenon using pictures, diagrams, to add information or illustrate phenomenon in order to read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s) with the aid of models and visuals. <p style="text-align: center;">Grade 1</p> <ul style="list-style-type: none"> obtain, evaluate, and communicate information by comparing multiple solutions to a problem using visual data displays (charts, graphs) to support explanations in order to read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s) with the aid of models and visuals.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SCIENCE GRADES K-2

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> • obtain, evaluate, and communicate information by identifying information from observations as well as evidence that supports particular points in explanations using prepositional phrases to provide details (where, when, how) in order to read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s) with the aid of an L1 or L2 peer group, visuals and models, chunked text, and simple sentence frames. 	<p>group, visuals and models, chunked text, and compound and complex sentence frames.</p> <p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> • obtain, evaluate, and communicate information by identifying information from observations as well as evidence that supports particular points in explanations using prepositional phrases to provide details (where, when, how) in order to read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s) with the aid of a peer group, visuals and models, chunked text, and compound and complex sentence frames. 	<p style="text-align: center;">Grade 2</p> <ul style="list-style-type: none"> • obtain, evaluate, and communicate information by identifying information from observations as well as evidence that supports particular points in explanations using prepositional phrases to provide details (where, when, how) in order to read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s) with the aid of models and visuals.