



NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 6-8

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SECTION 1: INTRODUCTION TO NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 6-8

1A. Purpose and Organization

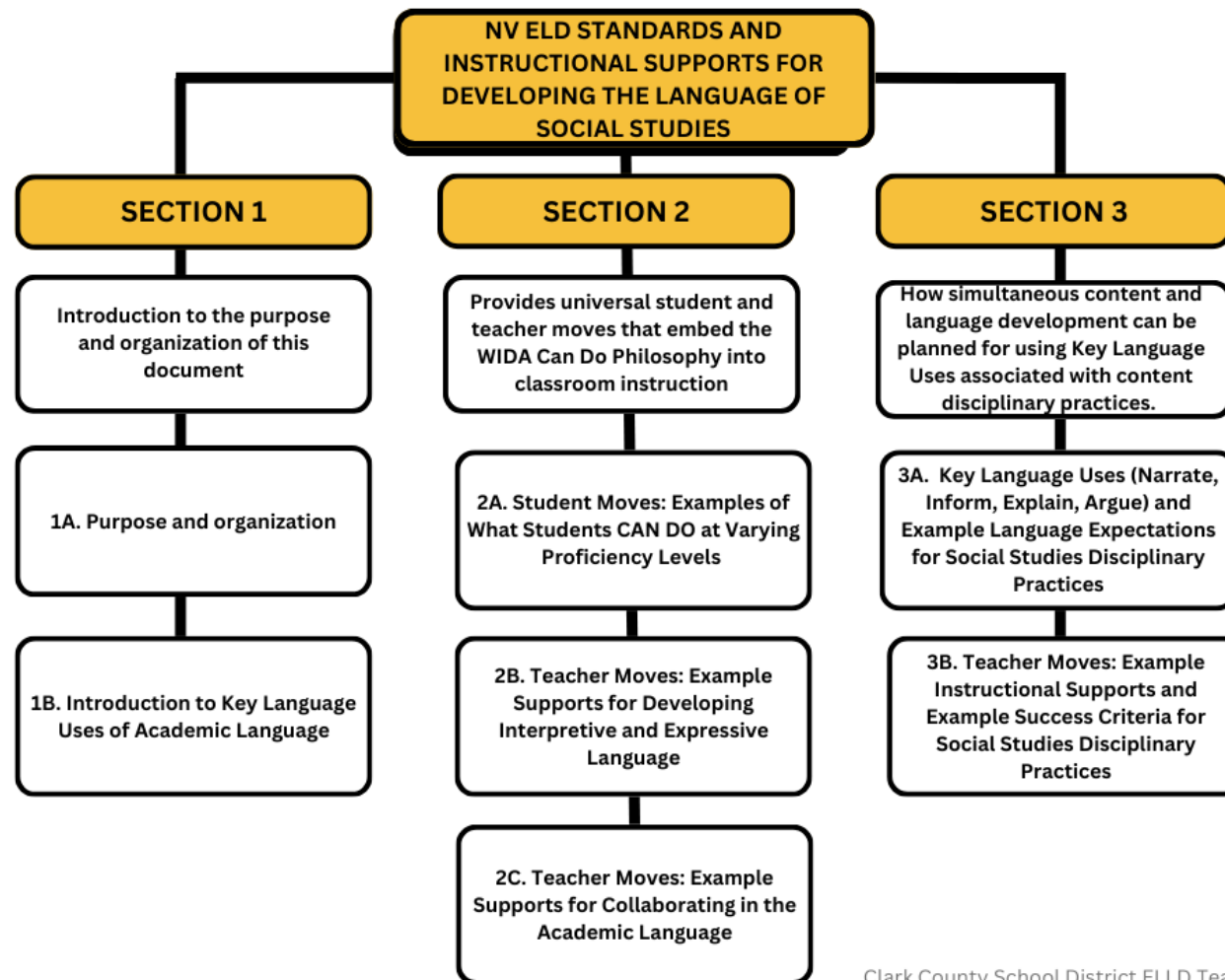
Purpose

The purpose of this document is to provide instructional resources for educators to engage their students in *English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies*.

In 2012 the Nevada Department of Education adopted the WIDA ELD Standards now also referred to as the Nevada ELD Standards. The **purpose of the Nevada (NV) English Language Development (ELD) Standards and Instructional Supports documents** is to provide content teachers, EL educators, and school leaders with instructional tools to be used to successfully integrate the Nevada English Language Development (ELD) standards with content area instruction leading to student mastery of the Nevada Academic Content Standards (NVACs) for college/career readiness and academic English proficiency. With the use of these tools, educators will be able to make clear instructional connections between the content standards, content disciplinary practices, and the ELD standards. The practices identified in this document are based on the Nevada Academic Content Standards for Social Studies and the 3C Framework for Social Studies State 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 Social Studies Grades 6-8 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 SOCIAL STUDIES GRADES 6-8

- 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 SOCIAL STUDIES GRADES 6-8

- 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 6-8 Content Disciplinary Practices of Social Studies. “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 SOCIAL STUDIES DISCIPLINARY PRACTICES GRADES 6-8

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

- A. Key Language Uses (Narrate, Explain, Argue) and Example Language Expectations for Social Studies Disciplinary Practices
 - Prominent Key Language Uses for Social Studies Grades 6-8
 - Language Expectations for Social Studies Disciplinary Practices

- B. Teacher Moves: Example Instructional Supports and Example Success Criteria for Social Studies Disciplinary Practices
 - Practice 1: Constructing compelling questions
 - Practice 2: Creating supporting questions
 - Practice 3: Gathering and evaluating sources
 - Practice 4: Developing claims and using evidence
 - Practice 5: Communicating and critiquing conclusions
 - Practice 6: Taking informed action

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 SOCIAL STUDIES GRADES 6-8

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

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

With appropriate instructional supports multilingual learners can...

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Interpretive: Listening, Reading, & Viewing	<ul style="list-style-type: none"> ● identify familiar objects or places from oral statements. ● point to objects, people, or places based on short oral descriptions. ● sequence labeled visuals per oral directions. ● identify settings or time frames in narrative or informational scenarios read aloud. ● match oral sentences of cause and effect to illustrations. ● signal agreement or disagreement of short oral statements or questions. ● identify responses to Wh-questions in charts or illustrated text. ● sequence illustrated text of narrative or informational events. ● locate main ideas in a series of simple sentences. 	<ul style="list-style-type: none"> ● match main ideas of familiar text read aloud with visuals. ● state the next event in a series based on clues from narrative or informational oral texts. ● identify main ideas and details in oral discourse. ● identify opposing perspectives from oral text (e.g. sides in wars, regimes, or revolutions). ● formulate opinions based on evidence presented within oral discourse. ● identify topic sentences, main ideas, and details in paragraphs. ● match content-related cause to effect in graphically-supported text. ● identify claims and reasons for each claim. ● identify evidence to support analysis of what texts say (e.g. position papers). 	<ul style="list-style-type: none"> ● reconstruct past experiences or series of events based on oral discourse. ● recognize nuanced meanings of words and phrases in extended oral discourse. ● categorize perspectives of multiple speakers. ● identify effects and consequences of events and phenomena from class discussions. ● recognize specific language used to enhance clarity and precision. ● identify strengths, limitations, and potential biases from oral presentations. ● organize claims and counter claims presented in debates. ● identify how text structures support comprehension.

NV ELD STANDARDS AND INSTRUCTIONAL SUPPORTS FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 6-8

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
	<ul style="list-style-type: none"> ● compare ideas on the same topic in a series of simple sentences. ● classify true from false short statements. ● distinguish facts from opinions in text. 	<ul style="list-style-type: none"> ● classify pros and cons of claims and evidence presented within written texts. 	<ul style="list-style-type: none"> ● identify the central idea or theme and how it is supported by clear descriptions and extended details. ● recognize multiple perspectives and points of view on any given issue. ● identify the logical connections among claims, counterclaims, reasons, and evidence.

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

With appropriate instructional supports, multilingual learners can...

Communication Modes	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Expressive: Speaking, Writing, & Representing	<ul style="list-style-type: none"> ● answer select Wh-questions. ● state main ideas or points of classroom conversations. ● restate details of content-related topics (in home language and English) in small groups. ● describe situations from modeled sentences. ● connect two content-related ideas that define “how” or “why”. ● respond yes or no to short statements or questions related to a claim. ● answer simple questions related to claims. ● state evidence to support claims (in L1 and English). ● reproduce words and phrases related to topics. ● complete sentences using word banks. ● Produce statements related to main ideas on familiar topics in home language and English. ● indicate relationships by drawing and labeling content-related pictures on familiar topics. ● generate words and phrases that represent opinions (e.g., “I think...”) 	<ul style="list-style-type: none"> ● relate a series of events by expressing time in multiple tenses. ● connect ideas in content-related discourse using transitions. ● paraphrase and summarize content-related ideas presented orally. ● state why events occur, phenomena exist, or some things happen. ● compare content-related concepts. ● critique opposing claims. ● take stances and summarize ideas supporting them. ● produce short paragraphs with main ideas and some details. ● produce a sequence of events or experiences using transitional words. ● describe relationships between details or examples and supporting ideas. ● connect content-related themes or topics to main ideas. ● substantiate opinions with content-related examples and evidence. ● craft persuasive pieces (e.g., editorials) with a series of substantiated content-related claims. 	<ul style="list-style-type: none"> ● present information that follows discipline-specific organization. ● engage in extended discussion of effects, impacts, or events related to content topics. ● provide precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms. ● challenge evidence and claims in debates. ● convince audiences of personal points of view using persuasive language. ● organize claims and counterclaims in debates with evidence from multiple sources. ● sequence using language that creates coherence. ● synthesize information and details about phenomena from a variety of sources ● develop ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations. ● integrate multiple perspectives and evidence from a variety of sources.

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Confirm students' prior knowledge of content topics. ● Build background in key language and concepts using visual aids, simplified language, gestures and body language and interactive activities, e.g. (hands-on, role playing, games) and L1 support. ● Provide explicit instruction and practice in key social and instructional vocabulary utilizing plenty of visuals such as pictures, real objects, or gestures to convey meaning. ● Give two-step contextualized directions. ● Restate/rephrase and use Patterned Oral Language routines. ● Annotate text with non-linguistic representations to scaffold comprehension. ● Check comprehension of all students frequently. ● Use Wait Time. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Model orally the academic language and specific vocabulary. ● Label visuals and objects with target vocabulary. ● Introduce cognates to aid comprehension. ● Provide opportunities for translanguageing and multilingual support during the task. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide explicit instruction and practice 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Confirm students' prior knowledge of content topics. ● Build background in key language and concepts using contextualized vocabulary, collaborative learning, visual that introduce more complex texts with accompanying audio. ● Provide explicit instruction and practice in key social and instructional vocabulary. ● Check comprehension of all students frequently. ● Use Wait Time. ● Use varied presentation formats such as role plays. ● Model processes with Think Alouds. ● Scaffold oral reporting and oral reports with student use of note cards and provide time for prior practice with feedback. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Model orally the academic language and specific vocabulary. ● Provide explicit instruction and practice for students to construct the language using sentence and discourse starters. ● Encourage full sentence responses by asking open ended questions with response sentence stem provided. ❖ Example: What are some examples of the use of local taxes in your community? Some uses of local taxes in my community are ____. ● Require and support the use of academic 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> ● Confirm students' prior knowledge of content topics. ● Build background in key language and concepts focusing on academic vocabulary and idiomatic expressions. Use content specific texts to build subject knowledge. ● Use Reciprocal Teaching to scaffold independent reading. <p>LANGUAGE</p> <ul style="list-style-type: none"> ● Use complex sentence and discourse starters. ● Extend content vocabulary with multiple examples and non-examples. ● Provide opportunities for translanguageing during the task. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Structure writing tasks to include opportunity for peer feedback. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. ● Provide a graphic organizer system (e.g. Learning Log/Interactive Notebook) for students to regularly record and process key academic vocabulary and content learning throughout an instructional unit.

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>using Jigsaw Reading to scaffold independent reading.</p> <ul style="list-style-type: none"> ● Pair students to read one text together. ● Use Shared 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>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Provide explicit instruction and practice for students to construct the language using visual aids. ● Use physical gestures to accompany directions. ● Preview the text content with pictures, demos, charts, or experiences. ● Preview text with a Picture Walk. ● Provide a vocabulary Word Bank with non-linguistic representations. ● Annotate text with non-linguistic representations to scaffold comprehension. 	<p>language with anchor charts and word banks for students to reference.</p> <ul style="list-style-type: none"> ● Provide opportunities for translanguaging and multilingual support during the task. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide explicit instruction and practice using Jigsaw Reading to scaffold independent reading. ● Pair students to read one text together. ● Use Shared Reading <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Provide a graphic organizer system for students to regularly record and process key academic and content-specific vocabulary. ● Provide a list of important concepts on a graphic organizer. ● Use K-W-L charts before reading. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Preview the text content with pictures, demos, charts, or experiences. 	<p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use Video Observation Guides.

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

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

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

SECTION 3: INSTRUCTIONAL GUIDANCE FOR SOCIAL STUDIES DISCIPLINARY PRACTICES GRADES 6-8

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 6-8.

Snapshots of Key Language Uses in Grades 6-8	
Narrate	<ul style="list-style-type: none"> Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices Manipulate pace to bring attention to key points in the narrative Underscore the significance of events Create tension and suspense Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	<ul style="list-style-type: none"> Manage information about entities according to their composition, taxonomies, and classifications Identify and describe various relationships among ideas and information Interpret multiple sources of information to develop knowledge before reporting on topics Construct research reports that require multiple sources of factual information
Explain	<ul style="list-style-type: none"> Identify, analyze, and give account for causal, consequential, or systems relationships Apply scientific reasoning to show how or why something works Construct explanations using models or representations Use evidence in the construction of scientific explanations
Argue	<ul style="list-style-type: none"> Interpret multiple sources of information to develop claims and counterclaims Construct claims and offer them for debate Respond to counterclaims Contextualize and evaluate primary and secondary sources Analyze literary techniques, such as the development of theme and characterization in works of fiction

3A. Key Language Uses (Narrate, Explain, Argue) and Example Language Expectations for Social Studies Disciplinary Practices

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

Distribution of Social Studies Key Language Uses in Grades 6-8				
WIDA ELD STANDARD	Narrate	Inform	Explain	Argue
1. Language for Socials Studies	●	○	●	●

 Most Prominent
  Prominent
  Present

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

The table below lists six Social Studies content disciplinary practices from the Nevada Academic Content Standards for Social Studies and provides example Language Expectations for each Prominent and Most Prominent Key Language Use (KLU) of Academic Language associated with WIDA ELD Standard 5 Language for Social Studies. (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/wida-english-language-development-standards-framework-2020-edition-kindergarten-grade-12) Grades 6-8 pp. 160-164.)

Social Studies Practices	KEY LANGUAGE USES		
	Narrate	Explain	Argue
1. Constructing compelling questions	Multilingual learners construct compelling questions to share ideas about one's own and others' lived experiences and previous learning using adverbial and prepositional phrases to establish time and location (<i>In the next decade, what underwater and overland paths should the expansion of the transcontinental pipeline take?</i>)	Multilingual learners construct compelling questions to introduce and contextualize phenomena or events using noun groups to determine who, what, when, where, why, how. (<i>How are conflict and diplomacy used in global interactions?</i>)	Multilingual learners construct compelling questions to analyze relevant information from multiple sources in order to develop claims using adverbial and prepositional phrases to specify time (duration, specific date, or range), location, how or why something happened (<i>How did technological developments impact events, peoples, and cultures in the ancient world?</i>)
2. Creating supporting questions	Multilingual learners create supporting questions that identify what might be unexplained, missing, or left unsaid to better	Multilingual learners create supporting questions to introduce phenomena or events using cohesion to reference ideas,	Multilingual learners create supporting questions to argue in favor or against a position, present a balanced

Social Studies Practices	KEY LANGUAGE USES		
	Narrate	Explain	Argue
	understand the compelling question. (Compelling Question: <i>Was the American Revolution revolutionary?</i> Supporting Question: <i>What were the regulations placed on the colonists under the Townsend Acts?</i>)	people across text (pronouns, substitutions, renaming, synonyms, collocations).	interpretation, or challenge perspective using expanded noun groups to provide detail about the topic with relative clauses (<i>The Ho-Chunk, an Indigenous Nation in Wisconsin</i>).
3. Gathering and evaluating sources	Multilingual learners gather and evaluate sources to elaborate on a topic using connectors to develop and link sections of text to sequence time (<i>meanwhile, later</i>), ideas (<i>in the first place, at this point</i>), and add information (<i>what's more, likewise, in addition</i>).	Multilingual learners gather and analyze sources for logical relationships among contributing factors or causes using declarative statements to evaluate or interpret events. (<i>Feudalism was the ultimate system of control for medieval society.</i>)	Multilingual learners gather and analyze sources to show relationships between claims and counterclaims, differences in perspectives, and evidence/reasoning using connectors to signal alternate points of view (<i>on the other hand, contrary to common belief, according to</i>), and express concession or comparison/contrast (<i>while, although, instead, despite this, however</i>).
4. Developing claims and using evidence	Multilingual learners develop claims and use evidence to share ideas about one's own and others' lived experiences and previous learning using connectors to develop and link sections of text, to sequence time (<i>meanwhile, later</i>), ideas (<i>in the first place, at this point</i>), and add information (<i>what's more, likewise, in addition</i>).	Multilingual learners develop claims and cite evidence to establish reasoning, sequences with linear and nonlinear relationships, and details using connectors to maintain chronological, causal, or logical relationships (<i>as a result, meanwhile, later, in order to</i>).	Multilingual learners develop claims and use evidence from multiple sources to select supporting relevant information using a variety of clauses to frame details, examples, quotes, data (<i>according to, historians dis/agree, several sources suggest, these data suggest</i>).
5. Communicating and critiquing conclusions	Multilingual learners communicate and critique conclusions to create closure, recap, and offer next steps using statements to evaluate experience or summarize narrative (<i>Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.</i>)	Multilingual learners communicate and critique conclusions to evaluate expert's points of agreement/disagreement, along with strengths and weaknesses of explanations, using cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations).	Multilingual learners communicate and critique conclusions to establish perspective using objective or emotive language to appeal to logic or feelings (<i>credited with inventing the wheel versus the greatest invention of all time</i>).

Social Studies Practices	KEY LANGUAGE USES		
	Narrate	Explain	Argue
6. Taking informed action	Multilingual learners take informed action by engaging and adjusting for audience in order to create closure, recap, and offer next steps using language to address reader/listener and draw them in (<i>Consider how the proposed steps could save lives.</i>)	Multilingual learners take informed action to introduce and contextualize phenomena or events using relating verbs (<i>am, is, are, was, were, be, being, been, have, has, had</i>).	Multilingual learners take informed action to show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning using modality in summary statements to reiterate position or create a call to action (<i>could be argued, undoubtedly, ought to, may, must</i>).

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

Practices 1-6

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct compelling questions. • Provide guided practice with specific feedback. • Provide sufficient wait time to allow students to formulate ideas and questions in English with appropriate scaffolding. • Create questions that prompt reflective thinking in students. • When gathering and evaluating sources provide a curated list of sources that are age-appropriate and easier to understand, including bilingual resources where possible. <p>LANGUAGE</p> <ul style="list-style-type: none"> • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide explicit cognate instruction (words with similar spelling and meaning in different languages). <p><i>Practice 1</i></p> <ul style="list-style-type: none"> • Provide sentence frames, question starters, word banks and L1 support for students such as "Why did ...?", "What caused...?", "How did... impact...?" to ask and answer compelling questions. <ul style="list-style-type: none"> ❖ Example: Is there a price to obtaining 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct compelling questions with explicit attention to applicable cognates. • Provide guided practice with specific feedback. • Create questions that prompt reflective thinking in students. • Teach students how to paraphrase and summarize information as a way to check comprehension and reinforce learning. • Provide examples of high-quality compelling questions and supporting questions and analyze them with students to identify what makes them effective. • Create a question wall or board where students can post their questions. This visual display can serve as a resource for ongoing inquiry and discussion. • Provide structured activities where students practice drawing conclusions from data and critiquing them. Use guiding questions to help them through the process. <p>LANGUAGE</p> <ul style="list-style-type: none"> • Provide a system for students to record and process key academic and content-specific vocabulary. • Teach and reinforce key content area vocabulary that can be used in question 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> • Have students reflect on their questions and the process of developing them. Ask them to consider what makes a question compelling and how their questions drive their learning. • Engage students in higher-order thinking activities such as debates, research projects, and analysis of primary sources. • Teach students advanced source evaluation techniques, such as analyzing primary vs. secondary sources, understanding the author's purpose, and recognizing bias and propaganda. • Study mentor texts and encourage students to write argumentative essays, research papers, and policy proposals that require well-developed claims and substantial evidence. • Teach students to critically analyze conclusions by examining the evidence and reasoning behind them. Use case studies and real-world examples for practice. <p>LANGUAGE</p> <ul style="list-style-type: none"> • Continue to expand academic vocabulary and introduce nuanced language used in social studies discourse. <p><i>Practice 1</i></p> <ul style="list-style-type: none"> • Provide language frames or sentence stems

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>freedom? (Yes/No) Challenges to obtaining freedom are (select from Word Bank).</p> <p><i>Practice 2</i></p> <ul style="list-style-type: none"> ● Provide sentence frames, question starters, word banks and L1 support for students such as "What is the role of...?", "How did... affect...?", "Why is... important?" to help students construct supporting questions. ❖ Example: What are specific instances of minority groups gaining freedom from oppression? (response selection from list). <p><i>Practice 3</i></p> <ul style="list-style-type: none"> ● Provide sentence frames, question starters, word banks and L1 support for students to develop simple Wh- questions (Who, What, Where, When, Why) and simple sentence or phrase responses for evaluating sources. ❖ Example: What information is in this resource? (Multiple Choice response) The most useful resource is _____. <p><i>Practice 4</i></p> <ul style="list-style-type: none"> ● Provide sentence frames, question starters, word banks and L1 support for students "I think that... because...", "The evidence shows that...", "I support/I do not support the claim that..." and "One reason is..." to help students structure their claims and evidence. ❖ Example: I support/ I do not support the claim that _____. <p><i>Practice 5</i></p> <ul style="list-style-type: none"> ● Provide sentence frames, question starters, word banks and L1 support for students "My 	<p>construction, such as "impact," "cause," "effect," "significance," and "consequence."</p> <ul style="list-style-type: none"> ● Focus on teaching academic vocabulary specific to social studies through explicit instruction and repeated exposure. ● Provide explicit cognate instruction (words with similar spelling and meaning in different languages). <p><i>Practice 1</i></p> <ul style="list-style-type: none"> ● Provide sentence frames, question starters, and word banks for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer compelling questions. ❖ Example: In the expert's opinion in (source), what is the price to obtain freedom? According to (source), the price to obtain freedom is _____. <p><i>Practice 2</i></p> <ul style="list-style-type: none"> ● Provide sentence frames, question starters, and word banks for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer supporting questions such as "What were the causes of...?", "What are specific instances of...?", "What were the effects of...?", "How did different groups respond to...?". ❖ Example: What are specific instances of minority groups gaining freedom from oppression? _____ and _____ gained freedom from oppression. <p><i>Practice 3</i></p>	<p>for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer compelling questions.</p> <ul style="list-style-type: none"> ❖ Example: Should there be a price to obtain freedom? What is a fair price for freedom? Is there ever a price for freedom that is too high? <p><i>Practice 2</i></p> <ul style="list-style-type: none"> ● Provide language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer supporting questions. ❖ Example: What were the primary and contributing causes to the _____ conflict in _____? There were 3 causes of the _____ conflict in _____: _____, _____, and _____. The primary cause was _____ due to _____. Contributing causes were _____ and _____ due to _____. <p><i>Practice 3</i></p> <ul style="list-style-type: none"> ● Provide language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content for evaluating sources. ❖ Example: Based on (resource), I have learned _____. The questions I have about (new information) are _____. <p><i>Practice 4</i></p> <ul style="list-style-type: none"> ● Provide language frames or sentence stems for students to develop complex questions,

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>conclusion is that...", "A possible solution is...", "I believe this because...", "An important point is..." to help students communicate and critique conclusions.</p> <p>❖ Example: A possible solution is _____. (multiple choice response selection listed in two/three-word phrases)</p> <p><i>Practice 6</i></p> <ul style="list-style-type: none"> ● Provide sentence frames, question starters, word banks and L1 support for students such as "A question I have is..." to develop simple Wh-questions (Who, What, When, Where, and Why) and simple sentence or phrase responses (I agree/disagree) to support taking informed action. ❖ Example: A helpful action step is _____. (Word Bank selection). I would like to add _____(optional) _____. I agree/disagree with these action step possibilities: (multiple choice response selection listed in 2-word phrases). A question I have is: Who/what/where/when/why is _____? <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use a graphic organizer, such as an Idea Web or Venn Diagram, to support periodic tracking of group's collaborative sense-making. ● Use images, charts, maps, and graphic organizers to help students understand key concepts and 	<ul style="list-style-type: none"> ● Provide sentence frames, question starters, and word banks for students to develop simple questions and simple to complex sentence or phrase responses with detail for evaluating sources. ❖ Example: My source is _____. I used to think _____, but now I know _____. I wonder, _____? <p><i>Practice 4</i></p> <ul style="list-style-type: none"> ● Provide sentence frames, question starters, and word banks for students to develop simple questions and simple to complex sentence or phrase responses with detail to develop claims. ❖ Example: I claim that _____. Here is an example _____. <p><i>Practice 5</i></p> <ul style="list-style-type: none"> ● Provide sentence frames, question starters, and word banks for students to develop simple questions and simple to complex sentence or phrase responses to communicate and critique conclusions. ❖ Example: I agree with the author's claim that _____ because _____. <p><i>Practice 6</i></p> <ul style="list-style-type: none"> ● Provide sentence frames, question starters, and word banks/anchor charts for students to develop simple questions and simple to complex sentence or phrase responses to support taking informed action. ❖ Example: I believe an effective action step is _____ because _____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide and model a dialogue/collaborative 	<p>paragraph responses, and elaboration of content to develop claims.</p> <p>❖ Example: After I compared (resource 1) and (resource 2), I claim that _____. Evidence to support my claim is the following: _____, _____, and _____.</p> <p><i>Practice 5</i></p> <ul style="list-style-type: none"> ● Provide language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to develop claims to communicate and critique conclusions. ❖ Example: The author claims _____, however, _____. In my opinion, based on (other sources/evidence), I conclude that _____. <p><i>Practice 6</i></p> <ul style="list-style-type: none"> ● Provide language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to support taking informed action. ❖ Example: I believe the solution to this problem is _____. My solution is based on (source/evidence). Therefore, an effective action step is _____. <p>INTERACTIVE</p> <ul style="list-style-type: none"> ● Provide opportunities for students to engage with the community, such as organizing or participating in community service projects, attending local government meetings, or collaborating with civic organizations. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use a graphic organizer, such as an Idea Web or

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>vocabulary.</p> <ul style="list-style-type: none"> ● Use images, charts, and maps as prompts to inspire questions. For example, showing a historical photograph and asking students what they wonder about it. ● Use graphic organizers like T-charts or evidence tables to help students organize their claims and supporting evidence visually. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text features support (illustrations, timelines) for students to deepen newly acquired knowledge. 	<p>structure.</p> <ul style="list-style-type: none"> ● Facilitate structured debates and discussions where students can practice expressing their viewpoints and consider different perspectives. ● Use role-playing and debate activities to give students opportunities to understand different perspectives, practice civic engagement, and present their conclusions and critique the conclusions of others in a controlled environment. <p>GRAPHIC</p> <ul style="list-style-type: none"> ● Use a graphic organizer, such as an Idea Web or Venn Diagram, to support periodic tracking of group's collaborative sense-making. ● Provide checklists or rubrics that outline criteria for evaluating the credibility, relevance, and bias of sources. ● Use checklists and rubrics that outline the elements of a strong claim and the criteria for using evidence effectively. <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text features support (illustrations, timelines, simple graphs and data tables) for students to deepen newly acquired knowledge. ● Use interactive tutorials and videos to demonstrate how to use library databases, online search engines, and other research tools. 	<p>Venn Diagram, to support periodic tracking of group's collaborative sense-making.</p> <p>SENSORY/MEDIA</p> <ul style="list-style-type: none"> ● Use text features support (graphs, illustrations, data tables, timelines) for students to elaborate on acquired knowledge. ● Use digital tools and platforms that facilitate question creation and collaboration, such as online discussion boards or interactive question generators.

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

Practice 1: Constructing compelling questions

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Explain</p> <p><i>Grades 6-8</i></p> <ul style="list-style-type: none"> construct compelling questions to introduce and contextualize phenomena or events using noun groups to determine who, what, when, where, why, how. in order to explore early world civilizations with the aid of visuals, anchor charts, question and response frames, and L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Explain</p> <p><i>Grades 6-8</i></p> <ul style="list-style-type: none"> construct compelling questions to introduce and contextualize phenomena or events using noun groups to answer who, what, when, where, why, and how in order to explore movement around the world with the aid of visuals, anchor charts, and question and response frames. 	<p>With appropriate support, multilingual learners will...</p> <p>Key Language Use - Explain</p> <p><i>Grades 6-8</i></p> <ul style="list-style-type: none"> construct compelling questions to introduce and contextualize phenomena or events using noun groups to answer who, what, when, where, why, and how in order to explore movement around the world with the aid of complex language frames and other supports as needed.

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

Practice 2: Creating supporting questions

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> create supporting questions to argue in favor or against a position, present a balanced interpretation, or challenge perspective using expanded noun groups with relative clauses to provide detail about the topic (<i>The Ho-Chunk, an Indigenous Nation in Wisconsin</i>) in order to generate inquiry and address the compelling questions with the aid of visuals, anchor charts, question and response frames, and L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> create supporting questions to argue in favor or against a position, present a balanced interpretation, or challenge perspective using expanded noun groups with relative clauses to provide detail about the topic (<i>The Ho-Chunk, an Indigenous Nation in Wisconsin</i>) in order to generate inquiry and address the compelling questions with the aid of visuals, anchor charts, and question and response frames. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> create supporting questions to argue in favor or against a position, present a balanced interpretation, or challenge perspective using expanded noun groups with relative clauses to provide detail about the topic (<i>The Ho-Chunk, an Indigenous Nation in Wisconsin</i>) in order to generate inquiry and address the compelling questions with the aid of complex language frames and other supports as needed.

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

Practice 3: Gathering and evaluating sources

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 - Narrate</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> gather and evaluate sources to elaborate on a topic using pronouns, demonstratives, renaming, or synonyms to reference characters or ideas across the text (<i>he, his; these, this; Zeus=Greek God=King of Mt. Olympus</i>) in order to determine credibility and corroboration of sources with the aid of close reading, visuals, anchor charts, question and response frames, and L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Narrate</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> gather and evaluate sources to elaborate on a topic using pronouns, demonstratives, renaming, or synonyms to reference characters or ideas across the text (<i>he, his; these, this; Zeus=Greek God=King of Mt. Olympus</i>) in order to determine credibility and corroboration of sources with the aid of close reading, visuals, anchor charts, and question and response frames. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Narrate</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> gather and evaluate sources to elaborate on a topic using pronouns, demonstratives, renaming, or synonyms to reference characters or ideas across the text (<i>he, his; these, this; Zeus=Greek God=King of Mt. Olympus</i>) in order to determine credibility and corroboration of sources with the aid of close reading, complex language frames, and other supports as needed.

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

Practice 4: Developing claims and using evidence

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> develop claims and use evidence from multiple sources to select relevant information using a variety of clauses to frame details, examples, quotes, data (<i>according to, historians dis/agree, several sources suggest, these data suggest</i>) in order to construct an argument based on substantive claims, strong evidence, and clear reasoning with the aid of visuals, anchor charts, question and response frames, and L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use – Argue</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> develop claims and use evidence from multiple sources to select relevant information using a variety of clauses to frame details, examples, quotes, data (<i>according to, historians dis/agree, several sources suggest, these data suggest</i>) in order to construct an argument based on substantive claims, strong evidence, and clear reasoning with the aid of visuals, anchor charts, and question and response frames. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> develop claims and use evidence from multiple sources to select relevant information using a variety of clauses to frame details, examples, quotes, data (<i>according to, historians dis/agree, several sources suggest, these data suggest</i>) in order to construct an argument based on substantive claims, strong evidence, and clear reasoning with the aid of complex language frames and other supports as needed.

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

Practice 5: Communicating and critiquing conclusions

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Explain</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> communicate and critique conclusions to evaluate expert's points of agreement, along with strengths and weaknesses of explanations, using cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations) in order to participate in a structured academic discussion with the aid of visuals, anchor charts, question and response frames, and L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Explain</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> communicate and critique conclusions to evaluate expert's points of agreement, along with strengths and weaknesses of explanations, using cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations) in order to participate in a structured academic discussion with the aid of visuals, anchor charts, and question and response frames. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Explain</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> communicate and critique conclusions to evaluate expert's points of agreement, along with strengths and weaknesses of explanations, using cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations) in order to participate in a structured academic discussion with the aid of complex language frames and other supports as needed.

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

Practice 6: Taking informed action

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>With prompting and supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> take informed action to show relationships between claims with reasons and multiple sources of evidence using modality in summary statements to reiterate position, or create a call to action (<i>could be argued, undoubtedly, ought to, may</i>) in order to address local, regional, and/or global problems with the aid of visuals, anchor charts, question and response frames, and L1 support. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> take informed action to show relationships between claims with reasons and multiple sources of evidence using modality in summary statements to reiterate position, or create a call to action (<i>could be argued, undoubtedly, ought to, may</i>) in order to address local, regional, and/or global problems with the aid of visuals, anchor charts, and question and response frames. 	<p>With appropriate supports, multilingual learners will...</p> <p>Key Language Use - Argue</p> <p>Grades 6-8</p> <ul style="list-style-type: none"> take informed action to show relationships between claims with reasons and multiple sources of evidence using modality in summary statements to reiterate position, or create a call to action (<i>could be argued, undoubtedly, ought to, may, must</i>) in order to address local, regional, and/or global problems with the aid of complex language frames and other supports as needed.