

# Nevada ELD Standards and Instructional Supports Overview

## An Education Imperative

Students are the pillars of our nation, and their well-being is fundamental to the democratic principles of a just and equitable society. The 2020 NDE State Goals for public education express Nevada’s commitment to equitable education for all students without regard to age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status. The Education Imperative refers to the shared responsibility of educational policymakers and practitioners to ensure that all students, including those from diverse cultural, ethnic, and linguistically different backgrounds, receive an education that reflects the ideals of a just society. The assurance of equity is vital to improving school readiness and equal access to educational opportunity. Only when a systemic embrace of equity as a core value is used to shape educational policy and practice, will significant progress in the college and career readiness of all students be achieved.

## The Nevada English Language Development (ELD) Standards and Instructional Supports

Educators across Nevada are committed to equitable educational outcomes for all students, including those from diverse cultural, ethnic, and linguistically different backgrounds. Research supports that the number of years required for **multilingual learners and identified English learners** to develop English proficiency at a level commensurate with a native speaker varies.

### English Learners

English learners are students who, when they first enrolled in a Nevada school, spoke a language other than English either at home, as their first language, and/or with friends, AND who achieved a score of less than 4.5 out of 6.0 on the English language screener assessment. Approximately 14% of Nevada’s kindergarten through Grade 12 students are designated as English learners.

### Multilingual Learners or English Learners

Multilingual learners or English learners are students who have the strengths of learning in more than one language, usually their home, community, or heritage language and English. They potentially are developing skills in the domains of speaking, listening, reading, and/or writing in one or more languages. The term *multilingual learners* is preferable as it focuses on the foundation of multiple languages students bring with them into the classroom; however, certain state or federal-level documents may still refer to a similar population of students as English learners to denote the types of services educators and schools are to provide for students.

Therefore, it is necessary that instruction for mastery of academic content area standards occur simultaneously with academic English language development instruction. To support its 18 local education agencies in this complex endeavor, the Nevada Department of Education (NDE) joined the national WIDA consortium for the education of English learners in 2012 and adopted its English Language Development standards. NDE utilized Title IIA grant funding in 2018 to convene knowledgeable content experts and English learner specialists from around the state to develop the Nevada ELD Standards Framework in response to educators' appeals for professional learning and clarity around instructional approaches that integrate the WIDA 2007 and 2012 ELD Standards with content area instruction. The contributions of these experts were informed by the most up-to-date thinking in the field of English language acquisition and academic content achievement. In keeping with the goal of developing a high-quality, user-friendly resource for educators, there have been two revision cycles, 2022 and 2024. The purpose of these updates are to amplify the WIDA 2020 ELD Standards Framework and support changes in language assessment tasks in the revised WIDA ACCESS 2025-2026 English language proficiency assessment. **For this reason, the Nevada ELD Standards Framework and Instructional Guidance Documents have been renamed the Nevada ELD Standards and Instructional Supports.**

The resulting Nevada ELD Standards and Instructional Supports documents are designed as instructional planning tools that provide educators with instructional methods to achieve positive content and language learning outcomes for multilingual learners that mitigate opportunity gaps.

## **A Vision Statement for Multilingual Learner Education in Nevada**

The state of Nevada is committed to the social and academic success of its multilingual learner students. It is the vision of the state of Nevada that all

- multilingual learners attend schools in which all educators share responsibility for their social and academic success.
- multilingual learners are taught by effective, well-prepared, and culturally responsive educators who support them in attaining high standards and expectations in an assets-based learning environment.
- Nevada educators have the resources and professional learning they need to simultaneously advance students' academic and linguistic development.
- multilingual learners progress in school and graduate prepared with the knowledge, skills, and abilities necessary for college and/or career readiness.
- multilingual learners succeed educationally and contribute to a diverse global society.

## Overview

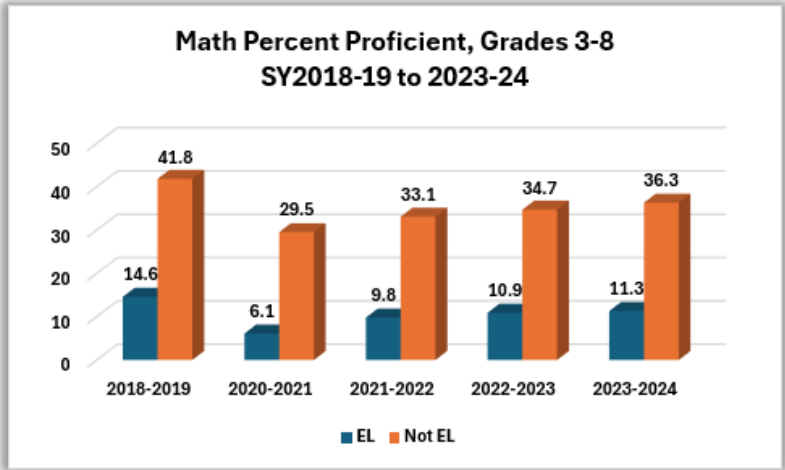
The Overview of the Nevada ELD Standards and Instructional Supports documents provide the rationale, purpose, and components to be used for instructional planning and application.

## Rationale

Between 2000 and 2016, Nevada's English learner population increased by eighty-five percent (85%). In response, state leaders established stronger accountability policies for mastery of rigorous academic content standards and higher academic outcomes for all students. Additionally, the state-legislated Nevada English Mastery Council, along with parents, students, and educators expressed the need for instructional supports and professional learning opportunities geared towards effective instruction for English learners. State (CRT) and national (ACT) educational assessment data collected by the Nevada Department of Education (NDE) indicate existing opportunity gaps for diverse student populations, including identified English learners. As indicated in Tables 1-4/Figures 1-4 below, English learners' content assessment proficiency rates are far below their non-EL peers. Additionally, since the COVID-19 pandemic, English learners are meeting content proficiency at lower rates than prior to the pandemic. For this reason, there is a continued sense of urgency on the part of Nevada educators to optimally meet the unique instructional needs of the formally identified English learners and multilingual learners in their classrooms. The education imperative for equity and shared responsibility for the academic success of multilingual learners brings focus to the need of Nevada's educators to address linguistic and cultural differences in the instructional practices for diverse student populations.

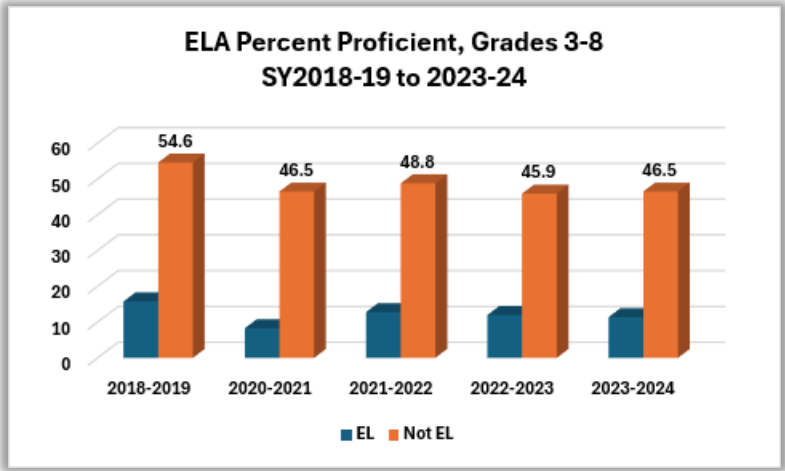
**Table 1 / Figure 1:** 2018-19 to 2023-24 NV SBAC Math Summative Assessment Results for EL and Not EL Grades 3-8

Math Percent Proficient, Grades 3-8		
	EL	Not EL
2018-2019	14.6	41.8
2020-2021	6.1	29.5
2021-2022	9.8	33.1
2022-2023	10.9	34.7
2023-2024	11.3	36.3



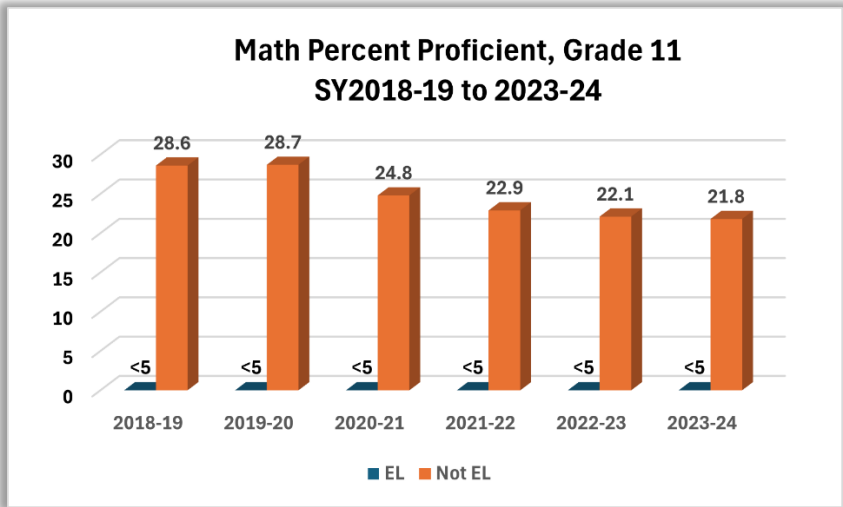
**Table 2 / Figure 2:** 2018-19 to 2023-24 NV SBAC ELA Summative Assessment Results for EL and Not EL Grades 3-8

ELA Percent Proficient, Grades 3-8		
	EL	Not EL
2018-2019	15.8	54.6
2020-2021	8.3	46.5
2021-2022	12.8	48.8
2022-2023	12	45.9
2023-2024	11.4	46.5



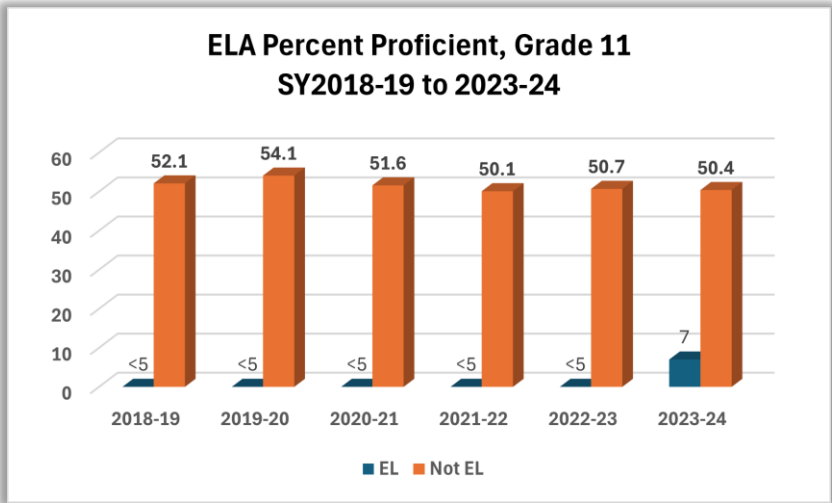
**Table 3 / Figure 3:** 2018-19 to 2023-24 NV SBAC Math Summative Assessment Results for EL and Not EL Grade 11

Math Percent Proficient, Grade 11						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
EL	<5	<5	<5	<5	<5	<5
Not EL	28.6	28.7	24.8	22.9	22.1	21.8



**Table 4 / Figure 4:** 2018-19 to 2023-24 NV SBAC ELA Summative Assessment Results for EL and Not EL Grade 11

ELA Percent Proficient, Grade 11						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
EL	<5	<5	<5	<5	<5	7
Not EL	52.1	54.1	51.6	50.1	50.7	50.4



## **Purpose**

The purpose of the Nevada 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 WIDA and Nevada English Language Development (ELD) standards with content area instruction leading to student mastery of the Nevada Academic Content Standards (NVACs) 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. In addition, the strategies included in the Nevada ELD Standards and Instructional Supports documents serve to build on the efficacy of teachers to make connections between best practices for multilingual and diverse learners and best practices for all students.

## **The Big Ideas and Guiding Principles of the Nevada ELD Standards and Instructional Supports Documents**

### **The WIDA Can Do Philosophy and Nevada's ELD Guiding Principles**

As previously mentioned, Nevada uses the WIDA English Language Development Standards Framework to support educators in leveraging student potential by focusing on what multilingual students Can Do. Both the Nevada ELD Standards and Instructional Supports documents and the WIDA Standards have the same ELD standard statements and are steeped in the WIDA Can Do Philosophy. This philosophy holds that linguistically and culturally diverse learners bring a unique set of assets that enrich any learning community and classroom instruction reflects an assets-based approach building on students' strengths and interests.

The WIDA Framework emphasizes “Four Big Ideas” that constitute the underlying core values of the Nevada ELD Standards and Instructional Supports documents:

- Equity of Opportunity and Access
- Integration of Content and Language
- Collaboration Among Stakeholders
- Functional Approach to Language Development

Additionally, the Nevada ELD Standards and Instructional Supports documents were developed around Nevada’s 5 English Language Development (ELD) Guiding Principles. The Nevada ELD Guiding Principles, which are listed below, are defined as the fundamental norms, behaviors, and values shared by all educators in the teaching of multilingual students.

### **The Nevada ELD Guiding Principles**

**Guiding Principle 1:** Teachers **recognize and value multilingual learners’ assets:** home language(s), cultural assets, existing knowledge, prior schooling experiences, and translanguageing abilities. Teachers leverage these assets to accelerate learning in English language development and content proficiency.

**Guiding Principle 2:** Teachers provide **robust, grade-level, culturally and linguistically diverse instruction and content standards-based instruction** to multilingual learners with intentional scaffolding designed to support their content understandings, language development, and analytical thinking.

**Guiding Principle 3:** Teachers provide **frequent opportunities for ELs to engage in extended discourse** through multiple modalities, including oral, written, visual, and kinesthetic modes of communication focused on developing students’ content understandings, language, and analytical thinking.

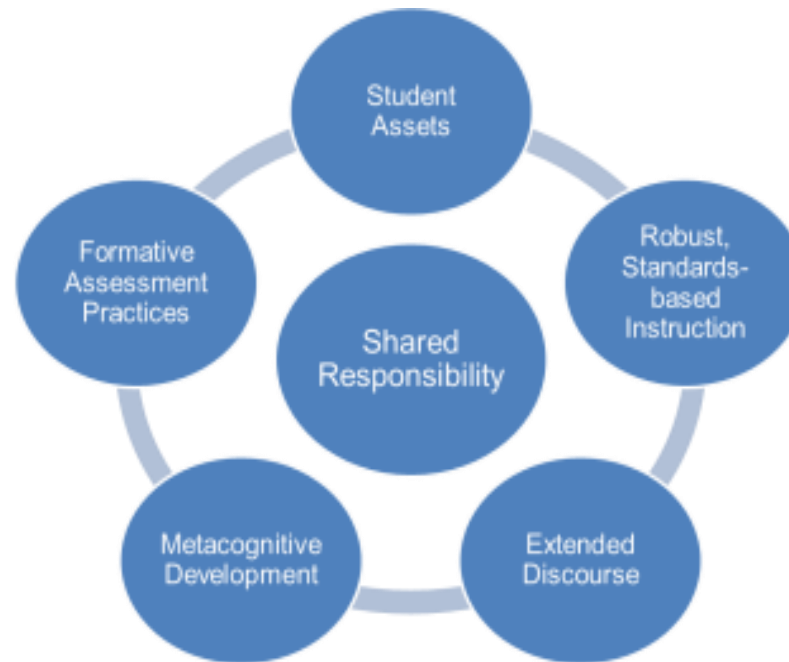
**Guiding Principle 4:** Teachers provide **opportunities for multilingual learners to develop metacognitive, metalinguistic, and metacultural awareness** and to use this knowledge to develop autonomy and monitor their own progress in content, language, and socio-emotional learning.

**Guiding Principle 5:** Teachers align **assessment practices with content and language learning goals;** teachers use formative assessment practices during instruction to advance multilingual learners’ content understanding and English language learning.

## Shared Responsibility

In keeping with the Education Imperative, it is the underlying expectation in the design of the Nevada ELD Standards and Instructional Supports documents that it is a shared responsibility of all educators to embed the 5 Guiding Principles into all aspects of multilingual learner education. See Figure 3 below:

**Figure 3:** Implementation of the 5 Guiding Principles as a Shared Responsibility





## WIDA ELD Standards

The WIDA consortium consists of 41 U.S. states, territories, and federal agencies dedicated to the research, design, and implementation of high-quality education for multilingual learners in PreK-12 contexts. The comprehensive WIDA system is built on standards, assessments and professional learning See Table 1 for the five WIDA English Language Development (ELD) standards, which Nevada originally adopted in 2012.

**Table 2:** The Nevada Adopted 2012 and 2020 WIDA English Language Development (ELD) Standards

WIDA ELD Standards	WIDA ELD Performance Standards
ELD Standard 1	English language learners communicate for <b>Social and Instructional</b> purposes within the school setting
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>
ELD Standard 3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>
ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b>
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b>

## Nevada’s English Learner Proficiency Levels

Along with ELD Standards, WIDA has an aligned English Language Proficiency Assessment (ELPA) system, with the main assessment as ACCESS for ELLs. The WIDA ACCESS is administered annually. This assessment provides educators the ability to progress monitor English language acquisition as well as plan for instructional supports and language expectations. WIDA ACCESS scores describe each English learner’s performance in terms of the six WIDA English Language Proficiency Levels listed below in Table 3. Students are assessed in four language domains: listening, speaking, reading, and writing. In Nevada, EL students exit the EL program and services with a 4.5 Composite Overall score.

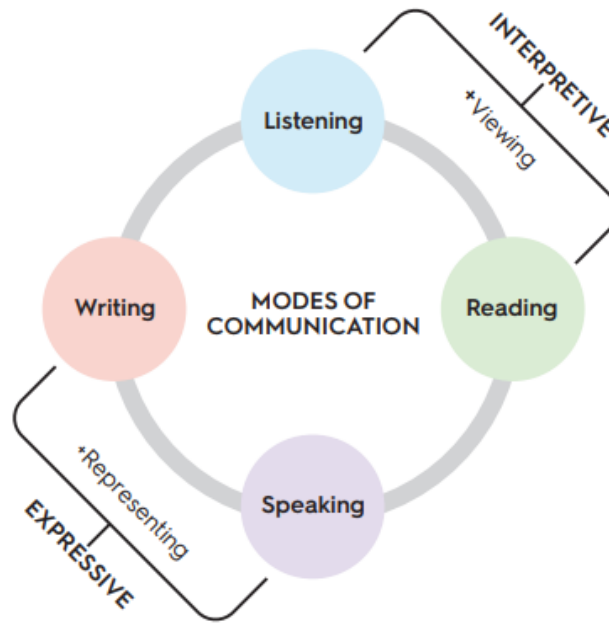
**Table 3: WIDA English Language Proficiency Levels**

Level	Description
Level 1	Entering
Level 2	Emerging
Level 3	Developing
Level 4	Expanding
Level 5	Bridging
Level 6	Reaching

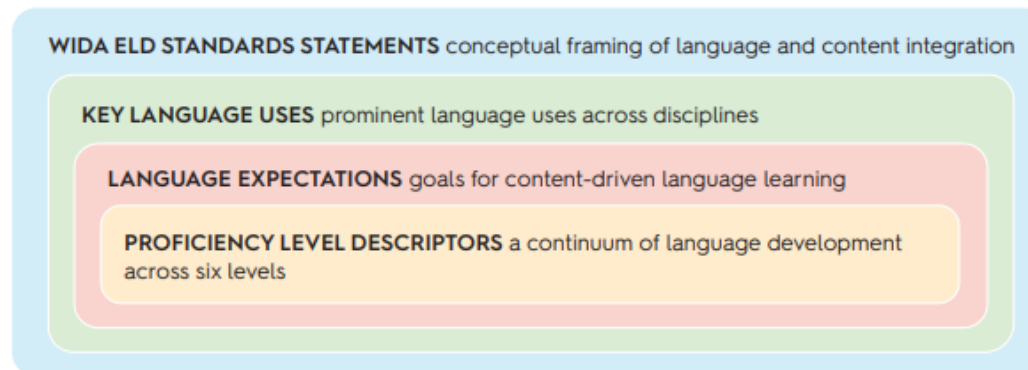
### **The WIDA ELD Framework 2020 Edition and Alignment of the Nevada ELD Standards and Instructional Supports documents**

During the previously mentioned 2022 update, the Nevada ELD Standards and Instructional Supports were updated to reflect changes in conceptual framing of language acquisition that WIDA included in the WIDA ELD Framework, 2020 Edition. The WIDA ELD Standards Framework, 2020 Edition maintains the five original ELD Standards and, importantly, operationalizes the WIDA Big Idea that language development and content learning are to be integrated into instruction facilitated by the inclusion of the following language communication modes and components which form a common framework for students to understand academic language: 1) **Interpretive mode** (listening, reading, viewing) and **Expressive mode** (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) **Proficiency Level Descriptors**, a continuum of language development indicators.

**Figure 4:** Communication Modes, WIDA 2020 Edition



**Figure 5:** WIDA ELD Standards Framework Components, WIDA 2020 Edition



A primary component of the WIDA system are Key Language Uses (KLUs), prominent language uses across disciplines. The updated Nevada ELD Standards and Instructional Supports documents provide educators with instructional exemplars for the integration of the WIDA ELD Standards Framework, 2020 Edition components with Nevada content standards and disciplinary practices in the context of a learning environment responsive to cultural and linguistic diversity (CLD).

**Table 4:** Key Language Uses

KEY LANGUAGE USES	KEY LANGUAGE USES DESCRIPTION
<b>NARRATE</b>	Highlights language to convey real or imaginary experiences through stories and histories. Example tasks for the Key Use of <b>Narrate</b> include telling or summarizing stories, sharing past experiences, recounting an incident, or to chronicle a report.
<b>INFORM</b>	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 <b>Inform</b> include defining, describing, comparing, contrasting, categorizing, or classifying concepts, ideas, or phenomena.
<b>EXPLAIN</b>	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 <b>Explain</b> include interpreting, elaborating, illustrating, simplifying ideas, actions, or phenomena.
<b>ARGUE</b>	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 <b>Argue</b> include advancing or defending an idea or solution, changing the audience’s point of view, or evaluating an issue.

### **Navigating the Nevada ELD Standards and Instructional Supports Documents**

The Nevada ELD Standards and Instructional Supports documents provide to all content teachers a suite of tools for the implementation of best practices in the instruction of multilingual learners and other diverse populations. The documents also inform site and district leaders of the “look fors” of effective instructional practices for the integration of English language development within content areas. The **Student Moves** section of each document provides to the practitioner descriptors that illustrate what students can do with language at various English Language Proficiency (ELP) levels: Entering/Emerging (Level 1- 2), Developing/Expanding (Level 3-4) and Bridging/Reaching (Level 5 - 6). The Nevada ELD Instructional Guidance documents also

provide instructional practices and strategies, called “**Teacher Moves,**” which are instructional supports for English learners and other students to interpret, express, and collaborate in the academic language to make meaning of the learning. The research-based, universal practices and approaches of the Nevada ELD Standards and Instructional Supports documents provide actionable steps that all teachers can take to support the simultaneous development of academic language and content for multilingual learners at various levels of English language development and other diverse student populations.

The Nevada ELD Standards and Instructional Supports documents are organized by grade level cluster and content area. The documents provide curriculum examples that serve to model for educators the connection of the Key Uses of Language to the Nevada ELD Standards and the Nevada **K-12 Content Disciplinary Practices** of English Language Arts, Social Studies, Science and Math. Also included in the Nevada ELD Standards and Instructional Supports documents are exemplars of student “**Success Criteria.**” These are examples of how students will be able to demonstrate their learning of language and content at different language proficiency levels. The Nevada ELD Standards and Instructional Supports documents amplify the conceptualization that a Key Language Use(s) can be associated with a content standard and disciplinary practice. This association can then be used as an entry point for the Big Idea that content and language instruction are to be integrated.

## **Content Area Disciplinary Practices**

The Nevada ELD Standards and Instructional Supports documents are based on the concept that multilingual learners gain mastery of the Nevada ELD Standards simultaneously with the learning of the Nevada Academic Content Standards and College and Career Readiness Standards. The Nevada ELD Standards and Instructional Supports documents specify the connection of the ELD Standards to the content disciplinary practices of English Language Arts (ELA), Mathematics (MA), Next Generation Science Standards (NGSS) and Social Studies (SS). The term “practices” refers to behaviors essential to developing students’ apprenticeship to engage with the content in accelerating the language development and content- area achievement of multilingual learners. The practices identified in the ELD instructional guidance documents were taken from the Common Core State Standards (CCSS) for Mathematics, Next Generation Science Standards (NGSS), Council of Chief State School Officers (CCSSO) for English Language Arts, and the National Council for the Social Studies.

## Using the Nevada ELD Standards and Instructional Supports Documents

The Nevada ELD Standards and Instructional Supports documents are organized into three (3) sections outlined below with an accompanying snapshot. Images for Sections 2 and 3 are taken from the Nevada ELD Standards and Instructional Supports documents Grades K-1 English Language Arts

❖ **Section 1: Introduction to ELD Standards and Instructional Supports for Developing the Language of (Content Area/Grade Level)**

The purpose of this section is to provide the rationale for the project, background information, and an overview of the framework components.

❖ **Section 2: Can Dos and Example Instructional Supports for Developing the Language of (Content Area/Grade Level)**

The purpose of this section is to provide examples of universal language supports within content area instruction in order to more effectively plan integrated content and language lessons.

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

<b>2A. Student Moves: Examples of What Students CAN DO at Varying Proficiency Levels</b>			
With appropriate instructional supports multilingual learners can...			
<b>Communication Modes</b>	<b>Entering/Emerging (Levels 1-2)</b>	<b>Developing/Expanding (Levels 3-4)</b>	<b>Bridging/Reaching (Levels 5-6)</b>
<b>Interpretive: Listening, Reading, &amp; Viewing</b>	<ul style="list-style-type: none"> <li>listen to read aloud to identify pictures associated with solutions to a short story conflict.</li> <li>determine literal meaning of oral passages from narrative or expository material and match to illustrations.</li> <li>find identifying information on biographies from illustrations, words, or phrases.</li> <li>sequence events in biographical sketches using illustrations and</li> </ul>	<ul style="list-style-type: none"> <li>make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions.</li> <li>sequence pictures of clues/pieces of evidence from read aloud.</li> <li>identify cause/effect in oral discourse from narrative or expository material supported by illustrations.</li> <li>sort relevant from irrelevant biographical information using illustrations and graphic organizers.</li> <li>compare/contrast biographical information</li> </ul>	<ul style="list-style-type: none"> <li>relate events or characters in fiction genres to one's own life.</li> <li>make connections and draw conclusions from oral discourse using grade level materials.</li> <li>synthesize biographical information of two persons from grade-level material to form opinions on people.</li> <li>form or infer main ideas from details using grade level materials.</li> </ul>

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

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><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>● Build background in key language and concepts.</li> <li>● Give two-step contextualized directions.</li> <li>● Restate/rephrase and use Patterned Oral Language routines.</li> <li>● Use Wait Time before and after questions.</li> <li>● Preview the text content with experiences.</li> <li>● 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.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Provide explicit instruction and practice in key social and instructional vocabulary.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>● Confirm prior knowledge in key language and concepts.</li> <li>● Build background in key language and concepts using contextualized vocabulary, collaborative learning, visuals that introduce more complex texts with accompanying audio.</li> <li>● Check comprehension of all students frequently.</li> <li>● Use Wait Time.</li> <li>● Require and scaffold full sentence responses by asking open-ended questions.</li> <li>● Use Varied Presentation Formats such as role plays.</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>● Confirm prior knowledge in key language and concepts.</li> <li>● Build background in key language and concepts focusing on academic vocabulary and idiomatic expressions. Use content specific texts to build subject knowledge.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>● Use complex sentence and discourse starters.</li> <li>● Extend content vocabulary with multiple examples and non-examples.</li> <li>● Provide opportunities for translanguaging during the task.</li> </ul>

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

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><b>Prior to reading, writing, and discussion,</b> the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> <li>● engage in structured pair work (in L1 if possible) to prepare questions for discussion using graphic, interactive, and/or language supports.</li> <li>● participate in pair/triad/small group discussions using graphic, interactive, and/or language supports (including L1 as appropriate).</li> <li>● use Clock Buddies.</li> <li>● use Numbered Heads Together.</li> <li>● use key sentence frames for pair interactions.</li> </ul>	<p><b>Prior to reading, writing, and discussion,</b> the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> <li>● engage pair work to prepare questions for discussion using graphic, interactive, and/or language supports as needed.</li> <li>● contribute to pair/triad/small group discussions by supporting with examples, asking clarifying questions, and using graphic, interactive, and/or language supports as needed.</li> <li>● engage with whole/large group discussions by connecting ideas with supporting details, generating original questions, and using</li> </ul>	<p><b>Prior to reading, writing, and discussion,</b> the teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> <li>● engage in pair work to process information.</li> <li>● inform and formulate thinking, then prepare questions for discussion.</li> <li>● 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.</li> <li>● engage with whole/large group discussions by</li> </ul>

❖ **Section 3: Instructional Guidance for (Content Area/Grade Level)**

The purpose of this section is to provide examples of content and disciplinary practice specific language supports in instructional content in order to more effectively plan integrated content and language lessons. This section includes modeling of the use of KLUs and related Language Expectations for each content disciplinary practice.

❖ **3A: Key Language Uses (Narrate, Inform, Explain, Argue) and Example Language Expectations for Content Area Disciplinary Practices**

Language Arts Practices	KEY LANGUAGE USES			
	Narrate	Inform	Explain	Argue
1. Support analyses of a range of grade-level complex texts with evidence.	Multilingual learners support analyses of grade level text with evidence by exploring how character attributes and actions develop across event sequences using verbs to describe character behaviors ( <i>raced, explored</i> ), thoughts ( <i>wondered, believed</i> ), feelings ( <i>hoped, longed for</i> ), speech ( <i>mumbled, screamed, questioned</i> ).	Multilingual learners support analyses of grade level text with evidence by adding precision to define, describe, compare, and classify using expanded noun groups and adjectives to add details ( <i>spherical ball of rocks or gas</i> ), and classify or qualify information ( <i>environmental threats, greenhouse gasses</i> ).	Multilingual learners support analyses of grade level text with evidence by generating and conveying initial thinking using authoritative declarative statements to provide objective, factual information ( <i>There are three reasons for the main character's difficult situation.</i> ).	Multilingual learners support analyses of grade level text with evidence by substantiating opinions with reasons and information using modality to express obligation or certainty ( <i>might, could, must, need to, have to</i> ).



❖ 3B Teacher Moves: Example Instructional Supports and Example Success Criteria for Content Area Disciplinary Practices

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

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Provide visuals which may include bilingual labels and words.</li> <li>• Ask simple, direct questions frequently to check for understanding.</li> <li>• Use gestures, drawings, or other non-verbal methods to allow students to demonstrate comprehension.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Provide language supports throughout the</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Provide specific, timely feedback during student practice time.</li> </ul> <p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Provide direct instruction that makes explicit the language functions employed throughout a complex text, including purpose, content, and tone, in order to enable students to comprehend and respond to the text.</li> <li>• Use word walls and interactive vocabulary</li> </ul>	<p><b>INSTRUCTIONAL</b></p> <ul style="list-style-type: none"> <li>• Provide direct instruction to model orally the academic language, specific vocabulary and structure required to analyze a range of grade-level complex texts, drawing inferences that are supported by details and examples from the text.</li> <li>• Encourage students to justify their answers with specific evidence and reasoning.</li> <li>• Provide mentor text and visual supports from the texts.</li> </ul>

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

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

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p><b>With prompting and supports, multilingual learners will...</b></p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> <li>• support analyses of grade level text with evidence by adding precision to define, describe, compare, and classify the topic using expanded noun groups and adjectives to add details (<i>spherical ball of rocks or gas</i>) and classify or qualify information (<i>environmental threats, greenhouse gasses</i>) in order to provide oral analysis with the aid of visual supports, sentence frames, word banks, and L1 support.</li> </ul>	<p><b>With appropriate supports, multilingual learners will...</b></p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> <li>• support analyses of grade level text with evidence by adding precision to define, describe, compare, and classify the topic using expanded noun groups and adjectives to add details (<i>spherical ball of rocks or gas</i>) and classify or qualify information (<i>environmental threats, greenhouse gasses</i>) in order to provide oral analysis with the aid of visual supports, sentence frames, word banks, and L1 support.</li> </ul>	<p><b>With appropriate support, multilingual learners will...</b></p> <p>Key Language Use - Inform</p> <ul style="list-style-type: none"> <li>• support analyses of grade level text with evidence by adding precision to define, describe, compare, and classify the topic using expanded noun groups and adjectives to add details (<i>spherical ball of rocks or gas</i>) and classify or qualify information (<i>environmental threats, greenhouse gasses</i>) in order to provide oral analysis with the aid of complex language frames and other supports as needed.</li> </ul>

## Nevada ELD Standards and Instructional Supports Documents Workgroups

NDE would like to thank the multiple stakeholders involved in the development (2018-2019) and revisions (2022, 2024) of the Nevada ELD Standards and Instructional Support Documents.

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**2022 NV ELD Framework and Instructional Guidance Document Revisions**

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**2024 NV ELD Standards and Instructional Supports Document Revisions**

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