



**NEVADA ELD STANDARDS  
FRAMEWORK FOR DEVELOPING  
ACADEMIC LANGUAGE  
WITHIN  
COURSE CONTENT DISCIPLINES**

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## SECTION 1: ACADEMIC LANGUAGE WITHIN OTHER COURSE CONTENT DISCIPLINES GRADES K-12 - OVERVIEW

### Section 1A: Purpose

The purpose of the English Language Development (ELD) Standards Framework and Instructional Guidance documents is to provide clarity in the implementation and integration of the Nevada ELD Standards with Nevada Academic Content Standards and instruction. In addition, they support the application of the Nevada Educator Performance Framework (NEPF) Standards of best practices for English learners and other diverse student populations.

These Nevada ELD Standards documents specify the connection between the WIDA ELD Standards and the content disciplinary practices of English Language Arts (ELA), Mathematics (MA), Next Generation Science Standards (NGSS) and Social Studies (SS) Practices. The ELD Standards Framework also specifies instructional supports of ELD evidence-based practices for all other content course disciplines.

#### Section 1: [Overview Document](#)

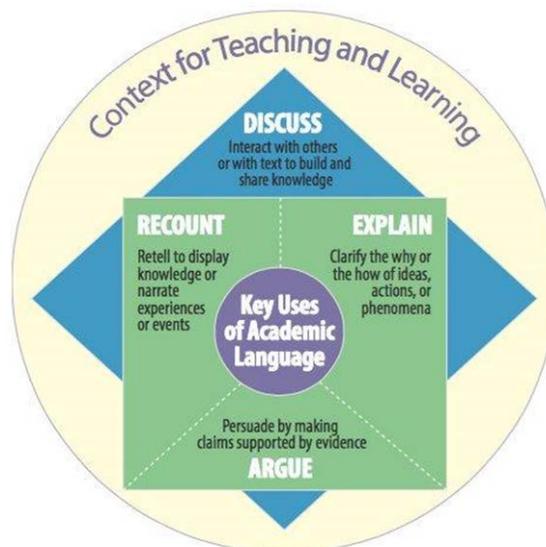
- A. Purpose
- B. Key Uses of Academic Language

#### Section 2: [Framework for Developing the Language of Language Arts](#)

- A. **Student Moves:** Language Use Expectations
- B. **Teacher Moves:** Supports for Processing, Producing, and Collaborating in the Language of the Content
- C. **Teacher Moves:** Teacher Moves: Supports for Collaborating in the Academic Language

## Section 1B: Key Uses of Academic Language

These purposes, referred to as **Key Uses**, were identified based on reviews of literature and a language analysis of college and career readiness standards:



KEY USES	KEY USES DESCRIPTION
<b>RECOUNT</b>	To display knowledge or narrate experiences or events. Example tasks for the Key Use of <b>Recount</b> include telling or summarizing stories, producing information reports, and sharing past experiences.
<b>EXPLAIN</b>	To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of <b>Explain</b> include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.
<b>ARGUE</b>	To persuade by making claims supported by evidence. Example tasks for the Key Use of <b>Argue</b> include stating preferences or opinions and constructing arguments with evidence.
<b>DISCUSS</b>	To interact with others to build meaning and share knowledge. Example tasks for the Key Use of <b>Discuss</b> include participating in small or large group activities and projects.

## SECTION 2: ACADEMIC LANGUAGE WITHIN OTHER COURSE CONTENT DISCIPLINES GRADES K-12

### Section 2A: Student Moves: Language Use Expectations

**TASK SAMPLES** from the *WIDA Can Do Descriptors, Key Uses Edition* show us that toward the end of a given level of English language proficiency, and with instructional support, **English learners can process or produce...**

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<b>Receptive Listening &amp; Reading</b>	<p>With appropriate visual, graphic, interactive, or L1 support, students can...</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> and labeled diagrams, pictures in graphs or charts.</li> <li>• <b>Identify</b> the “who,” “what,” “where,” and “when” in informational text with a partner.</li> <li>• <b>Match</b> illustrated words/phrases to causal or sequential language.</li> <li>• <b>Sequence</b> sentence strips to show content-area processes from illustrated texts.</li> <li>• <b>Identify</b> different types of connectors (e.g. first, next, because, so).</li> <li>• <b>Organize</b> evidence based on sequential language in texts.</li> <li>• <b>Differentiate</b> between claims and evidence.</li> <li>• <b>Recognize</b> the pros or cons of issues from short oral statements.</li> <li>• <b>Differentiate</b> between technical and everyday vocabulary that describe phenomena.</li> <li>• <b>Make</b> connections between statements that make claims and those providing evidence.</li> </ul>	<p>With appropriate visual, graphic or interactive support, as necessary, students can...</p> <ul style="list-style-type: none"> <li>• <b>Interpret</b> information from charts, tables, or graphic organizers.</li> <li>• <b>Classify</b> claims and evidence from oral presentations.</li> <li>• <b>Differentiate</b> multiple perspectives presented orally.</li> <li>• <b>Summarize</b> information with diagrams, models, flow charts, or illustrations.</li> <li>• <b>Compare</b> information on phenomena across a variety of multimedia sources.</li> <li>• <b>Evaluate</b> the strength of evidence statements.</li> <li>• <b>Follow</b> the progression of logical reasoning.</li> <li>• <b>Identify</b> the different words or phrases that are used to describe the same topic or phenomena.</li> <li>• <b>Organize</b> information on how or why the event occurred.</li> <li>• <b>Match</b> causes with effects</li> <li>• <b>Hypothesize</b> or predict based on evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpret</b> graphs or charts using explicit course-related text.</li> <li>• <b>Apply</b> information to new contexts.</li> <li>• <b>Recognize</b> nuanced meanings of words and phrases in extended oral discourse.</li> <li>• <b>Identify</b> effects and consequences of events and phenomena from class discussions.</li> <li>• <b>Identify</b> strengths, limitations, and potential biases from oral presentations.</li> <li>• <b>Recognize</b> multiple perspectives and points of view on any given issue.</li> <li>• <b>Identify</b> the logical connections among claims, counterclaims, reasons, and evidence.</li> <li>• <b>Differentiate</b> similarities and differences of information presented through multimedia and written text.</li> <li>• <b>Recognize</b> the strength of the quality of evidence presented in oral discourse.</li> <li>• <b>Summarize</b> information from multiple related sources.</li> <li>• <b>Evaluate</b> the strength of evidence as support for claims.</li> <li>• <b>Evaluate</b> claims and evidence by drawing from multiple print sources.</li> </ul>

## Section 2A: Student Moves: Language Use Expectations (continued)

TASK SAMPLES from the *WIDA Can Do Descriptors, Key Uses Edition* show us that toward the end of a given level of English language proficiency, and with instructional support, English learners can process or produce...

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Productive Speaking & Writing	<p>With appropriate visual, graphic, interactive, or L1 support, students can...</p> <ul style="list-style-type: none"> <li>• <b>Answer</b> select Wh-questions.</li> <li>• <b>State</b> main ideas or points of classroom conversations.</li> <li>• <b>Restate</b> details of content-related topics (in home language and English) in small groups.</li> <li>• <b>Describe</b> situations from modeled sentences.</li> <li>• <b>Connect</b> two content-related ideas that define “how” or “why”.</li> <li>• <b>Respond</b> yes or no to short statements or questions related to a claim.</li> <li>• <b>Answer</b> simple questions related to claims.</li> <li>• <b>State</b> evidence to support claims (in home language and English).</li> <li>• <b>Reproduce</b> words and phrases related to topics.</li> <li>• <b>Complete</b> sentences using word banks.</li> <li>• Produce statements related to main ideas on familiar topics in home language and English.</li> <li>• <b>Generate</b> words and phrases that represent opinions (e.g., “I think...”)</li> </ul>	<p>With appropriate visual, graphic or interactive support, as necessary, students can...</p> <ul style="list-style-type: none"> <li>• <b>Make predictions or draw conclusions</b> and provide reasons from pictures, photographs or graphs.</li> <li>• <b>Compare/contrast</b> systems, concept models, illustrations from pictures, photographs or graphs.</li> <li>• <b>Relate</b> a series of events by expressing time in multiple tenses.</li> <li>• <b>Connect</b> ideas in content-related discourse using transitions.</li> <li>• <b>Paraphrase</b> and summarize content-related ideas presented orally.</li> <li>• <b>State</b> why events occur, phenomena exist, or some things happen.</li> <li>• <b>Compare</b> content-related concepts</li> <li>• <b>Critique</b> opposing claims.</li> <li>• <b>Take</b> stances and summarize ideas supporting them.</li> <li>• <b>Produce</b> short paragraphs with main ideas and some details.</li> <li>• <b>Describe</b> relationships between details or examples and supporting ideas.</li> <li>• <b>Substantiate</b> opinions with content-related examples and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Validate</b> predictions or conclusions by providing evidence or reasoning against pictures, charts, tables or graphs.</li> <li>• <b>Present</b> information that follows discipline-specific organization.</li> <li>• <b>Engage</b> in extended discussion of effects, impacts, or events related to content topics.</li> <li>• <b>Provide</b> precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms.</li> <li>• <b>Challenge</b> evidence and claims in debates.</li> <li>• <b>Organize</b> claims and counterclaims in debates with evidence from multiple sources.</li> <li>• <b>Sequence</b> using language that creates coherence.</li> <li>• <b>Synthesize</b> information and details about phenomena from a variety of sources</li> <li>• <b>Develop</b> ideas about phenomena with relevant and sufficient facts, extended descriptions, or concrete details.</li> <li>• <b>Integrate</b> multiple perspectives and evidence from a variety of sources.</li> </ul>

## Section 2B: Teacher Moves: Supports for Processing and Producing Language

What general supports can teachers provide to students at different language proficiency levels to process or produce academic language in all language domains? (See the [Go to Strategies Matrix](#), page 19.)

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> <li>• <b>Build</b> background in key language and concepts.</li> <li>• <b>Provide</b> explicit instruction and practice in key social and instructional vocabulary.</li> <li>• <b>Model</b> orally the academic language and specific vocabulary.</li> <li>• <b>Provide</b> explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text.</li> <li>• <b>Use</b> physical gestures to accompany oral directives.</li> <li>• <b>Label</b> visuals and objects with target vocabulary.</li> <li>• <b>Introduce</b> cognates to aid comprehension.</li> <li>• <b>Restate/rephrase</b> and <b>use</b> Patterned Oral Language routines.</li> <li>• <b>Preview</b> the text content with pictures, demos, charts, or experiences.</li> <li>• <b>Use</b> K-W-L charts before reading.</li> <li>• <b>Pair</b> students to read one text together.</li> <li>• <b>Preview</b> text with a Picture Walk.</li> <li>• <b>Provide</b> a list of important concepts on a graphic organizer.</li> <li>• <b>Use</b> Shared Reading and/or simplify the text.</li> <li>• <b>Provide</b> a content vocabulary Word Bank with non-linguistic representations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Build</b> background in key language and concepts.</li> <li>• <b>Model</b> orally the academic language and specific vocabulary.</li> <li>• <b>Provide</b> explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content- specific vocabulary.</li> <li>• <b>Check</b> Comprehension of all students frequently. <b>Use</b> Wait Time.</li> <li>• <b>Require</b> full sentence responses by asking open ended questions.</li> <li>• <b>Scaffold</b> oral reports with note cards and provide time for prior practice.</li> <li>• <b>Require</b> the use of academic language.</li> <li>• <b>Require</b> oral reporting for summarizing group work.</li> <li>• <b>Pair</b> students to read one text together.</li> <li>• <b>Use</b> K-W-L charts before reading.</li> <li>• <b>Provide</b> a list of important concepts on a graphic organizer.</li> <li>• <b>Provide</b> a content vocabulary Word Bank with non-linguistic representations.</li> <li>• <b>Use</b> Jigsaw Reading to scaffold independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Build</b> background in key language and concepts.</li> <li>• <b>Use</b> complex sentence and discourse starters.</li> <li>• <b>Model</b> orally the academic language and specific vocabulary.</li> <li>• <b>Use</b> Video Observation Guides.</li> <li>• <b>Confirm</b> students’ prior knowledge of content topics.</li> <li>• <b>Ask</b> students to analyze text structure and select an appropriate Graphic Organizer for summarizing.</li> <li>• <b>Use</b> Reciprocal Teaching to scaffold independent reading.</li> <li>• <b>Extend</b> content vocabulary with multiple examples and non-examples.</li> </ul>

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

How can teachers provide ongoing opportunities for students to collaborate using academic language?

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