



ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 4-5

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SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 4-5 - OVERVIEW

Section 1: 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). The practices identified in this document were created within the Council of Chief State School Officers (CCSSO) for English Language Arts. The ELD Standards Instructional Guidance documents conceptualize the Nevada ELD Standards as intertwined with learning the Nevada Academic Content Standards and College and Career Readiness Standards.

Section 1: [Overview Document](#)

Section 2: **Framework for Developing the Language of Language Arts**

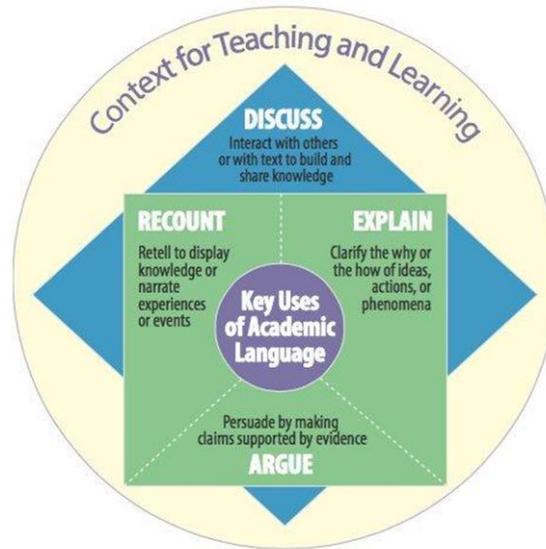
- A. Student Moves: Language Use Expectations
- B. Teacher Moves: Supports for Processing, Producing, and Collaborating in the Language of the Content
- C. Teacher Moves: Teacher Moves: Supports for Collaborating in the Academic Language

Section 3: **Instructional Guidance: Language Arts Practices**

- A. Summary: Content Disciplinary Practices and Example Tasks
- B. Language Arts Disciplinary Practices
 - Practice 1: Support analyses of a range of grade-level complex texts
 - Practice 2: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
 - Practice 3: Construct valid arguments from evidence and critique the reasoning of others
 - Practice 4: Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts
 - Practice 5: Build upon the ideas of others and articulate his or her own when working collaboratively
 - Practice 6: Use English structures to communicate content-specific messages

Section 1: 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
RECOUNT	To display knowledge or narrate experiences or events. Example tasks for the Key Use of Recount include telling or summarizing stories, producing information reports, and sharing past experiences.
EXPLAIN	To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of Explain include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.
ARGUE	To persuade by making claims supported by evidence. Example tasks for the Key Use of Argue include stating preferences or opinions and constructing arguments with evidence.
DISCUSS	To interact with others to build meaning and share knowledge. Example tasks for the Key Use of Discuss include participating in small or large group activities and projects.

SECTION 2: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 4-5

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)
<p>Receptive Listening & Reading</p>	<p>With appropriate visual, graphic or interactive support students can...</p> <ul style="list-style-type: none"> • Match pictures to individual clues based on oral statements. • Identify pictures associated with solutions to short mysteries read aloud. • Match oral statements from narrative or expository material to their illustrated representations. • Determine literal meaning of oral passages from narrative or expository material and match to illustrations. • Find identifying information on biographies from illustrations, words, or phrases. • Sequence events in biographical sketches using illustrations and graphic organizers (e.g., timelines). • Find identifying information illustrative of main ideas from illustrations, words or phrases. • Sort main ideas and details from sentences using visual support and graphic organizers. 	<p>With visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> • Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions. • Sequence pictures of clues/pieces of evidence from mysteries read aloud. • Predict next in a sequence from oral discourse on narrative or expository material supported by illustrations. • Identify cause/effect in oral discourse from narrative or expository material supported by illustrations. • Sort relevant from irrelevant biographical information using illustrations and graphic organizers. • Compare/contrast biographical information from two persons using illustrations and graphic organizers. • Match main ideas with their details from paragraphs using visual support and graphic organizers. • Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support. 	<ul style="list-style-type: none"> • Apply analogies of events or characters in mysteries read aloud to students' lives. • Make connections and draw conclusions from oral discourse using grade level materials. • Synthesize biographical information of two persons from grade-level material to form opinions on people. • Form or infer main ideas from details using grade level materials.

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)
<p>Productive Speaking & Writing</p>	<p>With appropriate visual, graphic or interactive support students can...</p> <ul style="list-style-type: none"> • Answer Wh- questions to distinguish between pictures of real and imaginary people, objects, or situations. • Describe pictures of imaginary people, objects or situations. • Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables, or legends) depicted visually. • Describe story elements of various genres supported by illustration. • Respond to illustrated events using words or phrases based on models. • List illustrated events using phrases or short sentences based on models. • Identify basic conventions or mechanics in text (e.g., use of capital letters). • Differentiate among uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks). 	<p>With visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> • Provide details of pictures of imaginary people, objects or situations. • Complete scenarios from pictures of imaginary people, objects or situations. • Summarize story lines, issues or conflicts in various genres, supported by illustrations. • Discuss relationships among ideas or offer opinions on issues or conflicts in various genres supported by illustrations. • Depict a series of illustrated events using related sentences in narrative form based on models. • Sequence a series of illustrated events using paragraph transitions in narrative form based on models. • Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series). • Revise illustrated text according to specified conventions or mechanics (e.g., combine sentences to make appositives). 	<ul style="list-style-type: none"> • Make up fantasies about imaginary people, objects or situations. • Propose options or solutions to issues or conflicts in various genres and support response with details. • Produce grade-level narrative stories or reports. • Provide examples and reasons for use of specified conventions or mechanics (e.g., Why do we need commas?).

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

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>Prior to reading, writing, and discussion, 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, 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, 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 English Language Development in the Content Area of
English Language Arts Grades 4-5

SECTION 3: INSTRUCTIONAL GUIDANCE: LANGUAGE ARTS PRACTICES GRADES 4-5

Section 3A: Summary: Content Disciplinary Practices and Example Tasks

Table of example tasks for each practice, with sample proficiency descriptors for each **Key Use of Academic Language**:

Language Arts Practices	Example Tasks	Recount	Explain	Argue	Discuss
1. Support analyses of a range of grade-level complex texts with evidence.	<ul style="list-style-type: none"> Students will analyze a range of grade-level complex texts, drawing inferences that are supported by details and examples from the text. 	<ul style="list-style-type: none"> Proficient students will summarize in order the overall structure of events, ideas, concepts or information in complex texts. 	<ul style="list-style-type: none"> Proficient students will elaborate by describing relationships of the details of complex texts. 	<ul style="list-style-type: none"> Proficient students will provide evidence supporting their claims and opinions using the details of complex texts. 	<ul style="list-style-type: none"> Proficient students will extend conversations by developing topics with clear examples and information from complex texts.
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> Students will produce clear, coherent and sequential written reports in which the development, organization, and style are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> Proficient students will produce clear, coherent and sequential content-related written reports. 	<ul style="list-style-type: none"> Proficient students will select appropriate organizational structure to produce clear and coherent content-related written reports. 	<ul style="list-style-type: none"> Proficient students will provide evidence supporting their claims by organizing ideas and information logically and coherently to produce grade-level written reports. 	<ul style="list-style-type: none"> Proficient students will maintain focused conversations to explain the development, organization and style they've selected to produce grade-level written reports.
3. Construct valid arguments from evidence and critique the reasoning of others.	<ul style="list-style-type: none"> Students will construct valid arguments from evidence and critique the reasoning of others. 	<ul style="list-style-type: none"> Proficient students will use varied vocabulary to take a stance, identifying evidence to support their arguments from the text, and critique the reasoning of others by restating and asking clarifying questions. 	<ul style="list-style-type: none"> Proficient students will use varied vocabulary to take a stance, identifying evidence to support their arguments from the text, and critique the reasoning of others by restating and asking clarifying questions. 	<ul style="list-style-type: none"> Proficient students will support claims with evidence from various sources, countering with a different point of view. 	<ul style="list-style-type: none"> Proficient students will discuss their perspectives and defend their reasoning.

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Language Arts Practices	Example Tasks	Recount	Explain	Argue	Discuss
<p>4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.</p>	<ul style="list-style-type: none"> Students will complete a content-related project that requires research by integrating, comparing, and synthesizing ideas from various sources and texts. 	<ul style="list-style-type: none"> Proficient students will synthesize and summarize content-related information using descriptive details and varied vocabulary. 	<ul style="list-style-type: none"> Proficient students will describe relationships and connections between content-related facts and details. 	<ul style="list-style-type: none"> Proficient students will state reasons for selecting specific sources and state conclusions based on a summary of information from various sources. 	<ul style="list-style-type: none"> Proficient students will discuss their projects using clear examples and information from various sources.
<p>5. Build upon the ideas of others and articulate his or her own when working collaboratively.</p>	<ul style="list-style-type: none"> Students will build upon the ideas of others and articulate his or her own when working collaboratively. 	<ul style="list-style-type: none"> Proficient students will work collaboratively to synthesize and summarize content-related information using descriptive details and varied vocabulary. 	<ul style="list-style-type: none"> Proficient students can use language structures to ask and answer content-related questions, and express connected ideas of logical outcomes or endings with supporting details. 	<ul style="list-style-type: none"> Proficient students can use language structures to defend claims and reasons from oral discourse, distinguish opinion from reasons or facts, defend solutions from simple problems, and elaborate reasons to justify content-related ideas by providing evidence for specific claims from research. 	<ul style="list-style-type: none"> Proficient students will discuss their projects in collaborative groups, using clear examples and information from various sources.
<p>6. Use English structures to communicate content-specific messages.</p>	<ul style="list-style-type: none"> Students will use English language structures to communicate content-specific messages. 	<ul style="list-style-type: none"> Proficient students can use language structures to communicate about logical outcomes or endings appropriate to the task. 	<ul style="list-style-type: none"> Proficient students can use language structures to ask and answer content-related questions, and express connected ideas of logical outcomes or endings with supporting details. 	<ul style="list-style-type: none"> Proficient students can use language structures to defend claims and reasons from oral discourse and distinguish opinion from reasons or facts; defend solutions from simple problems, and elaborate reasons to justify content-related ideas by providing evidence for specific claims from research. 	<ul style="list-style-type: none"> Proficient students can use language structures to ask and answer questions to maintain conversation and elaborate on someone else’s comments to participate in discussion regarding ideas about logical outcomes or endings.

Section 3B: Language Arts Disciplinary Practices

Practice 1a: Support Analyses – Teacher Moves

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)
<ul style="list-style-type: none"> • Explicitly model orally the academic, descriptive 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, using visuals which may include bilingual labels and words. • Practice and produce language on topic in small groups or with partners throughout the lesson, using sentence and discourse starters and visual aids from the texts. • Provide specific sentence starters, frames, and a word bank. • Use graphic organizers or other supports to provide details, transition words and visuals to help students identify and describe events in a range of grade-level complex texts, to draw inferences that are supported by details and examples from the text in a structured group or with a partner with L1 support. • Break down complex text by making explicit the language needed (sentence starters or phrases) to construct simple, compound sentences for high-leverage language functions, e.g. describe or explain) for students to respond to text. <p>❖ Examples: I think the main idea is _____. The main points of this section are _____. (NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly 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, in small group conversations. • Practice and produce language on topic in small groups or with partners using sentence and discourse starters and visual aids from the texts. • Use sentence and discourse starters: Explain; Justify; Elaborate • Provide dialogue structures throughout the lesson, e.g. My turn/your turn; Partner A/Partner B; Collaborative groups • Use graphic organizers or other supports for students to provide details, transition words and visuals for students to identify and elaborate on events in a range of grade-level complex texts, to draw inferences that are supported by details and examples from the text in small group or with a partner. • Break down complex text by making explicit the language needed (sentence starters or phrases) to construct simple, compound sentences for high-leverage language functions, e.g. describe or explain) for students to respond to text. <p>❖ Examples: I agree that _____ because _____. It reminded me of _____ because _____. (NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly 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. • Provide text and visual supports from the texts. • Use complex sentence and discourse starters: Explain; Justify; Elaborate • Provide dialogue structures throughout the lesson, e.g. My turn/your turn; Partner A/Partner B; Collaborative groups. • Use graphic organizers or other supports for students to identify and elaborate on details from a range of grade-level complex texts, to draw inferences that are supported by details and examples from the text with a partner. • Break down complex text by making explicit the language needed (sentence starters or phrases) to construct compound and complex sentences for high-leverage language functions, e.g. describe or explain) for students to respond to text as needed. <p>❖ Examples: I do not think that the evidence supports _____ because of _____. Others may say _____; however, _____. (NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 1b: Support Analyses – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Students will...</p> <ul style="list-style-type: none"> Orally explain the analysis of a range of grade-level complex text using visual supports, word banks and sentence frames. <p>(NEPF-IP.3.4; 5.2; 5.3)</p>	<p>Students will...</p> <ul style="list-style-type: none"> Orally explain the analysis of a range of grade-level complex text using visual supports and word banks. <p>(NEPF-IP.3.4; 5.2; 5.3)</p>	<p>Students will...</p> <ul style="list-style-type: none"> Orally explain the analysis of a range of grade-level complex text using visual supports and word banks. <p>(NEPF-IP.3.4; 5.2; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 2a: Produce Clear and Coherent Writing – Teacher Moves

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)
<ul style="list-style-type: none"> • Explicitly model orally and visually the academic, descriptive language, specific vocabulary and structure required to produce grade-level content written reports, using visuals which may include bilingual labels and words. • Provide and model graphic organizers, supports and realia. • Practice and produce language on topic in small groups or with strategic partners throughout the lesson, using sentence and discourse starters and visual aids from the texts. • Provide exemplars of writing specific to the purpose. • Provide specific sentence starters, frames, and a word bank. • Provide structures for students to edit and revise their writing: Shared writing: Strategic partners to read and respond to writing; Teacher conferencing. • Use instructional supports such as a graphic organizer or chart for students to use details, transition words or labeled visual supports to produce grade-level narrative stories or reports in a structured group or with L1 support. <p>❖ Examples: I think/believe _____. A piece of evidence that supports _____ is _____. (NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary and structure required to produce grade-level written reports, in small groups. • Provide graphic organizers, templates, supports, visuals and realia. • Practice and produce language on topic in small groups or with partners using sentence and discourse starters and visual aids from the texts. • Provide exemplars of writing specific to the purpose. • Provide structures for students to edit and revise their writing: <ul style="list-style-type: none"> ✓ Shared writing ✓ Partners • Use instructional supports such as a graphic organizer or chart for students to use details, transition words and visuals supports to produce grade-level narrative stories or reports. • Use instructional supports for students to Identify and use details from complex text or visuals to produce grade-level narrative stories or reports in structured group or with a partner. <p>❖ Examples: The primary reason for ____ is _____. Experts agree that _____. I agree/disagree because _____ and because _____. (NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary and structure required to produce extended grade-level written reports. • Provide graphic organizers and supports. • Provide exemplars of writing specific to the purpose. • Provide structures for students to edit and revise their writing: <ul style="list-style-type: none"> ✓ Partners ✓ Teacher conferencing • Use instructional supports (as needed) such as a graphic organizer or chart for students to use details, transition words and visuals supports to produce grade-level narrative stories or reports. • Use instructional supports as needed for students to Identify and use details from complex text or visuals to produce grade-level narrative stories or reports. <p>❖ Examples: To support the main claims, the author provides evidence that suggest _____. Based on the synthesis of the documents I believe that _____. _____; consequently, _____. (NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 2b: Produce Clear and Coherent Writing – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Students will...</p> <ul style="list-style-type: none"> Orally explain the elements of grade-level narrative stories or reports with partners and in writing using visual supports, word banks and sentence frames. <p>(NEPF-IP.1.4; 2.2; 5.2; 5.3)</p>	<p>Students will...</p> <ul style="list-style-type: none"> Orally explain the elements of grade-level narrative stories or reports with partners and in writing using visual supports and word banks. <p>(NEPF-IP.1.4; 2.2; 5.2; 5.3)</p>	<p>Students will...</p> <ul style="list-style-type: none"> Orally explain the elements of grade-level narrative stories or reports, with partners and in writing. <p>(NEPF-IP.1.4; 2.2; 5.2; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 3a: Construct Valid Arguments – Teacher Moves

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)
<ul style="list-style-type: none"> • Explicitly model orally and visually the academic, descriptive language, specific vocabulary and discourse structure required to construct valid arguments from evidence and critique the reasoning of others, using visuals which may include bilingual labels and words. • Provide and model graphic organizers supports and realia. • Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others. • Provide structures and practice opportunities for students to argue critique their reasoning – e.g., Strategic partners; Role playing the vocabulary necessary to argue and critique; Socratic seminar. • Phrasal patterns: “I heard you say”; “I agree with you because”; “I think_____.” • Use instructional supports such visual supports for students to identify different perspectives, stances or points of view by distinguishing certainty from uncertainty of spoken words or phrases in context with L1 support. <p>(NEPF-IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.1; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary, phrasal patterns and discourse structure required to construct valid arguments from evidence and critique the reasoning of others, in small groups. • Provide and model graphic organizers and supports. • Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others. • Provide structures and practice opportunities for students to argue critique their reasoning – e.g., Strategic partners; Role play the vocabulary necessary to argue and critique; Socratic seminar. • Phrasal patterns: “I heard you say”; “I agree with you because”; “I think this is what you meant by”; “In addition to ___, I’d like to add ___.” • Use instructional supports such a chart or graphic organizer for students to identify different perspectives, stances or points of view by distinguishing certainty from uncertainty of spoken words or phrases in context with small group or partner. <p>(NEPF-IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.1; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary, phrasal patterns and discourse structure required to construct valid arguments from evidence and critique the reasoning of others. • Provide graphic organizers and supports. • Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others. • Provide structures for students to argue critique their reasoning – e.g., Partners; Role play the vocabulary necessary to argue and critique; Socratic seminar. • Phrasal patterns: “I heard you say”; “I agree with you because”; “I’m wondering what you meant by”; “In addition to ___, I’d like to add ___.”; “Based on ___, it seems to me___.” • Use instructional supports (as needed) such a chart or graphic organizer for students to identify different perspectives, stances or points of view by distinguishing certainty from uncertainty of spoken words or phrases in context. <p>(NEPF-IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.1; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 3b: Construct Valid Arguments – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Students will...</p> <ul style="list-style-type: none"> Orally argue their perspective using claims and evidence to persuade an audience with L1 support. <p>(NEPF-IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Students will...</p> <ul style="list-style-type: none"> Orally argue their perspective using claims and evidence to persuade an audience with small group or partner. <p>(NEPF-IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Students will...</p> <ul style="list-style-type: none"> Orally argue their perspective using claims and evidence to persuade an audience. <p>(NEPF-IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 4a: Build and Present Knowledge through Research – Teacher Moves

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

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. • Provide graphic organizers, realia and supports. • Model/provide exemplars of research methods and presentations from the research. • Provide a variety of sources for research. • Word banks and/or word walls. • Provide opportunities to practice their presentations in a low-risk environment. • Have students read aloud their paper to their partner who has a higher proficiency level in English. <p>❖ Example stems: Both _____ and _____ are _____. They both have _____. _____ and _____ are similar because of _____.</p> <ul style="list-style-type: none"> • Provide structures for students to research and develop their presentations: Teacher-guided; Strategic partners or small groups; Technical support; Info texts & resources. • Provide structured opportunities for students to work in small groups or with partners with L1 support to synthesize and summarize content-related information from various sources to their research topics. <p>(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. • Provide graphic organizers and supports. • Model/provide exemplars of research methods and presentations from the research. • Provide a variety of sources for research. • Word banks and/or word walls. • Provide opportunities to practice their presentations in a low-risk environment. • Have students read aloud their paper to their partner. <p>❖ Example stems: There are several major differences between _____ and _____. The most notable is _____. While _____ has _____, _____ has _____. _____ is _____ er than _____, but _____ er than _____.</p> <ul style="list-style-type: none"> • Provide structures for students to research and develop their presentations: Partners or small groups; Technical support; Informational texts and resources. • Provide structured opportunities for students to work in small groups or with partners to synthesize and summarize content-related information from various sources to their research topics. <p>(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. • Provide graphic organizers and supports. • Model/provide exemplars of research methods and presentations from the research. • Provide a variety of sources for research. • Word banks and/or word walls. • Provide structures for students to research and develop their presentations: Partners or small; groups; Technical support; Informational texts and resources. • Provide structured opportunities for students to work in small groups or with partners to synthesize and summarize content-related information from various sources to their research topics. • Have students read aloud their paper to their partner. <p>❖ Example stems: Based upon my analysis of _____ and _____, _____. Although some believe _____, the author claims _____. In comparison to _____, _____.</p> <p>(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 4b: Build and Present Knowledge through Research – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Students will...</p> <ul style="list-style-type: none"> • Present researched information supported by facts and details in a written report and/or oral presentation with L1 support as needed. <p>(NEPF-IP.1.4; 2.1; 3.3; 4.1; 5.3)</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Present researched information supported by facts and details in a written report and/or oral presentation using visual supports. <p>(NEPF-IP.1.4; 2.1; 3.3; 4.1; 5.3)</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Present researched information supported by facts and details in a written report and/or oral presentation. <p>(NEPF-IP.1.4; 2.1; 3.3; 4.1; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 5a: Build Upon the Ideas of Others and Articulate – Teacher Moves

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)
<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others’ ideas. • Provide graphic organizers, realia and supports. • Model, provide and practice group interactions for collaboration to build on each other’s ideas and create a finished product. • Provide opportunities to practice their presentations in a low-risk environment. • Provide structures for students to practice working collaboratively in teacher-guided small groups and partners. • Provide varied sentence stems or sentence starters and discourse structures in teacher-guided small collaborative groups for students to synthesize and summarize content-related information. <p>❖ Examples: I would add that _____. I think it means that _____.</p> <p>(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others’ ideas. • Provide graphic organizers and supports. • Model, provide and practice group interactions for collaboration to build on each other’s ideas and create a finished product. • Provide opportunities to practice their presentations in a low-risk environment. • Provide structures for students to practice working collaboratively in small groups. • Provide varied sentence stems or sentence starters and discourse structures in small collaborative groups for students to synthesize and summarize content-related information. <p>❖ Examples: I want to expand upon your point about _____. In my opinion, _____ should be _____ because _____.</p> <p>(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary, and discourse structure required to work collaboratively and build upon others’ ideas. • Provide graphic organizers and supports. • Model, provide and practice group interactions for collaboration to build on each other’s ideas and create a finished product. • Provide structures for students to practice working collaboratively in small groups. • Provide varied sentence stems or sentence starters (as needed) and discourse structures in small collaborative groups for students to synthesize and summarize content-related information. <p>❖ Examples: I want to expand upon your point about _____. In my opinion, _____ should be _____ because _____. The _____ can further be described as _____.</p> <p>(NEPF-IP.1.2; 2.3; 3.1; 3.4; 4.1; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 5b: Build Upon the Ideas of Others and Articulate – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Students will...</p> <ul style="list-style-type: none"> • Use basic conversations to share information with the team. <p>(NEPF-IP.1.4; 2.3; 3.1; 3.4; 4.1; 5.3)</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Use expanded conversations to share information with the team. <p>(NEPF-IP.1.4; 2.3; 3.1; 3.4; 4.1; 5.3)</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Use expanded conversations to share information with the team. <p>(NEPF-IP.1.4; 2.3; 3.1; 3.4; 4.1; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 6a: Use English Structures to Communicate – Teacher Moves

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)
<ul style="list-style-type: none"> • Explicitly model and provide guided practice using graphic organizers, tables, graphs charts or time lines, and interactive support. • Provide guided practice to construct a modified exemplar writing piece using appropriate language structures that includes logical outcomes or endings with picture support. • Simple sentence frames. • Provide instructional supports, such as labeled pictures and single words or simple sentences, sentence frames for students to use with a partner or small group to justify, clarify and inquire about reasoning. • Provide instructional supports, question starters, sentence frames and/or pictures for students to ask and answer questions about key details in a text regarding content-specific concepts. <p>❖ Example: I think _____ because _____. (NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model and provide graphic organizers, tables, graphs, charts or time lines, and interactive support. • Provide visual aids, content-based word banks and/or word walls. • Model Think Aloud to construct an exemplar writing piece using appropriate language structures that includes logical outcomes or endings. • Paragraph frames. • Provide instructional supports, such as sentence stems for students to use with a partner or small group to justify, clarify and inquire about reasoning. • Provide sentence stems for students to use simple, expanded and some complex sentences for emerging cohesion. • Provide instructional supports, appropriate language structures within question stems for students to ask and answer questions about key details in a text regarding content-specific concepts. <p>❖ Example: I think _____ because _____. (NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</p>	<ul style="list-style-type: none"> • Provide graphic organizers, visual aids, tables, graphs, charts or time lines, and interactive support, content-based word banks and/or word walls. • Model Think Aloud to construct an exemplar writing piece using appropriate language structures that includes logical outcomes or endings • Provide instructional supports, such as sentence stems for students to use with a partner or small group to justify, clarify and inquire about reasoning. • Provide sentence stems for students to use expanded sentences for cohesion and emerging complexity. • Provide instructional supports, such as sentence stems (as needed) for students to use with a partner or small group to justify, clarify and inquire about reasoning. • Provide instructional supports, appropriate language structures (as needed) for students to ask and answer questions about key details in a text regarding content-specific concepts. <p>❖ Examples: Why do you think _____? Can you tell me three reasons why? (NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</p>

Section 3B: Language Arts Disciplinary Practices (continued)

Practice 6b: Use English Structures to Communicate – Success Criteria

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

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Students will...</p> <ul style="list-style-type: none"> • Use appropriate language structures to create an organized expression of ideas using words, phrases and simple sentences. (NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2) 	<p>Students will...</p> <ul style="list-style-type: none"> • Use appropriate language structures to create an organized expression of ideas with emerging cohesion characteristic of particular content areas, using simple, expanded, and some complex sentences. (NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2) 	<p>Students will...</p> <ul style="list-style-type: none"> • Use appropriate language structures, create an organized, cohesive and coherent expression of ideas or characteristics of a particular content area. (NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)