



ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 6-8

Table of Contents

SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 6-8 - OVERVIEW	3
Section 1: Purpose	3
Section 1: Key Uses of Academic Language	4
SECTION 2: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES K-1	5
Section 2A: Student Moves: Language Use Expectations.....	5
Section 2B: Teacher Moves: Supports for Processing and Producing Language.....	7
Section 2C: Teacher Moves: Supports for Collaborating in the Academic Language.....	8
SECTION 3: INSTRUCTIONAL GUIDANCE	9
SECTION 3: INSTRUCTIONAL GUIDANCE: LANGUAGE ARTS PRACTICES GRADES 6-8	10
Section 3A: Summary: Content Disciplinary Practices and Example Tasks	10
Section 3B: Language Arts Disciplinary Practices	13
Practice 1a: Support Analyses – Teacher Moves	13
Practice 1b: Support Analyses – Success Criteria	15
Practice 2a: Produce Clear and Coherent Writing – Teacher Moves	16
Practice 2b: Produce Clear and Coherent Writing – Success Criteria.....	18
Practice 3a: Construct Valid Arguments – Teacher Moves.....	19
Practice 3b: Construct Valid Arguments – Success Criteria.....	20
Practice 4a: Build and Present Knowledge through Research – Teacher Moves	21
Practice 4b: Build and Present Knowledge through Research – Success Criteria	23
Practice 5a: Build Upon the Ideas of Others and Articulate – Teacher Moves	24
Practice 5b: Build Upon the Ideas of Others and Articulate – Success Criteria.....	25
Practice 6a: Use English Structures to Communicate – Teacher Moves	26
Practice 6b: Use English Structures to Communicate – Success Criteria	27

SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 6-8 - 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**

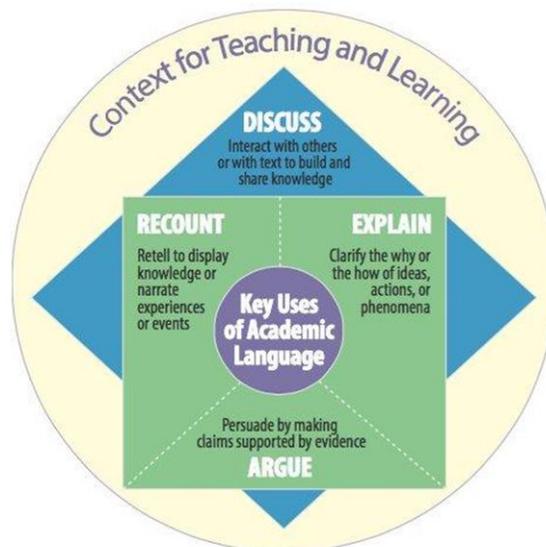
- A. Student Moves: Language Use Expectations
- B. Teacher Moves: Supports for Processing, Producing, and Collaborating in the Language of the Content
- C. Teacher Moves: Teacher Moves: Supports for Collaborating in the Academic Language

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 K-1

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)
Receptive Listening & Reading	<p>With appropriate visual, graphic or interactive support students can...</p> <ul style="list-style-type: none"> • Identify illustrated rhyming words in recited excerpts from poems. • Classify illustrations descriptive of recited excerpts of poetry or free verse. • Identify words and phrases related to different time frames following oral directions with visual support. • Match oral phrases or sentences supported visually with different time frames. • Identify words or phrases associated with adventures using visual support. • Answer WH- questions related to adventures using visual support (e.g., “What is the spy looking for?”). • Respond to literal questions that involve figures of speech from visually supported phrases. • Identify words or phrases representing figures of speech in visually supported related sentences (e.g., like or as). 	<p>With visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> • Match main ideas in recited short poems or free verse with illustrations. • Interpret main ideas or details in recited poems or free verse with illustrations. • Identify use of literary devices related to different time frames in visually supported discourse (e.g., foreshadowing or flashback). • Analyze use of literary devices related to different time frames in visually supported oral passages. • Sequence plots of adventures using visual support. • Summarize plots of adventures using visual support. • Categorize or classify figures of speech in visually supported passages. • Identify figures of speech in visually supported text and match to their meanings. 	<ul style="list-style-type: none"> • Make inferences from main ideas and details of recited grade-level poetry or free verse. • Interpret use of literary devices related to different time frames presented orally from grade-level text. • Predict effects of altering events in adventures (e.g., “If X happened at another time, what do you think would change?”). • Interpret figures of speech in grade-level text.

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"> • Describe persons or objects in human interest stories from visual frames. • Relate main ideas of human-interest stories from visual frames. • Answer WH- questions from pictures or cartoons related to biographies. • Describe pictures or cartoons related to biographies. • Answer questions to agree or disagree with current issues from models depicted visually or graphically. • React positively or negatively to current issues in editorials from models depicted visually or graphically. • Match familiar symbols, words or phrases with antonyms from word/phrase banks and visuals. • Describe familiar people, places or events in phrases or sentences with synonyms or antonyms using word/phrase banks and visuals. 	<p>With visual, graphic or interactive support, as necessary, students can...</p> <ul style="list-style-type: none"> • State reasons for the ‘interest’ in human interest stories from visual frames. • Apply ideas from human interest stories from visual frames. • State biographical information based on timelines or other graphic organizers. • Summarize points from outlines or graphic organizers on biographies. • Give opinions in reaction to current issues in editorials from models depicted visually or graphically (e.g., “I think ...”). • Discuss pros and cons of current issues in editorials from models depicted visually or graphically (e.g., “I agree with X; I disagree with Y.”). • Rewrite visually supported paragraphs using synonyms or antonyms to change context or purpose of communication (e.g., switch positive with negative traits). • Produce original ideas that incorporate synonyms or antonyms from visually supported material. 	<ul style="list-style-type: none"> • Defend and justify stances or points of view in human interest stories. • Project character roles using notes on grade-level biographies. • Produce editorials (opinions backed by examples) from current grade-level issues. • Create stories or essays that include synonyms or antonyms.

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 6-8

SECTION 3: INSTRUCTIONAL GUIDANCE: LANGUAGE ARTS PRACTICES GRADES 6-8

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"> Middle school students will analyze a complex text (e.g., Frederick Douglass' <i>Narrative of the Life of Frederick Douglass an American Slave</i>) to determine the main idea (e.g., the evils of slavery) of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. <p>[RI.8.2]. (See also NVACS: RI/RL.6.1-9; RI/RL.7.1-9; RI/RL.8.1-9 related to this disciplinary practice)</p>	<ul style="list-style-type: none"> Students summarize the main ideas of the text. 	<ul style="list-style-type: none"> Students will describe the main ideas of the text. A proficient student will state which events are related to the main ideas in a text. 	<ul style="list-style-type: none"> Students support the main idea with evidence from the text and formulate arguments. Proficient students will make a case for and defend their analysis with evidence from the text showing how events are related to the development of the main idea over the course of the text by writing an objective summary. 	<ul style="list-style-type: none"> Students make a case and elaborate their responses with evidence from the text to showing how events are related to the development of the main idea over the course of the text by writing an objective summary.
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"> Middle school students write arguments to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic. [W.6.1] (See also NVACS: W.6.2-3; W.7.1-3; W.7.8.1 related to this disciplinary practice) 	<ul style="list-style-type: none"> Students will employ the writing process. 	<ul style="list-style-type: none"> Students will use evidence in an argumentative essay. 	<ul style="list-style-type: none"> Students will make a claim, defend their claim, and acknowledge a counter claim. 	<ul style="list-style-type: none"> Students will provide reasoning and elaborate to support their claim and evidence.

Section 3A: Summary: Content Disciplinary Practices and Example Tasks (continued)

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
3. Construct valid arguments from evidence and critique the reasoning of others.	<ul style="list-style-type: none"> Middle school students will participate in a Socratic seminar upon completion and construction of their writing at which students will engage in discussions, pose questions that elicit elaboration, and respond to others' questions and comments (e.g., delineate a speaker's argument and specific claims, evaluate the soundness of the reasoning, and the relevance and sufficiency of the evidence). [SL.7.1, 3] (See also NVACS: SL.6.1, 3; SL.8.1, 3 related to this disciplinary practice) 	<ul style="list-style-type: none"> Students paraphrase and summarize content-related ideas presented orally. Students connect ideas with supporting details. 	<ul style="list-style-type: none"> Students compare content-related concepts to their arguments and connect ideas using supporting details to show relationships. 	<ul style="list-style-type: none"> Students persuade others of the validity of their argument by responding with evidence, examples, and ideas on the content topic. 	<ul style="list-style-type: none"> Students recognize purposes of contributions in conversations and demonstrate awareness of personal bias when defending one's point of view.
4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.	<ul style="list-style-type: none"> Middle school students will gather information from multiple print and digital sources through research, assess the credibility and accuracy of each source, compare and synthesize ideas, and present conclusions in an oral report. [W.7.8; SL.7.8.4-6] (See also NVACS: W.6.8; SL.6.8.4-6; W.8.8; SL.8.8.4-6 related to this disciplinary practice) 	<ul style="list-style-type: none"> Students identify the central idea among multiple print and digital texts. Students paraphrase and summarize content-related ideas orally. 	<ul style="list-style-type: none"> Students analyze the development of the central idea from various digital and print sources. Students connect ideas with supporting details to show relationships that inform conclusions in the report. 	<ul style="list-style-type: none"> Students support the central idea using evidence from various digital and print sources and critique the credibility of other sources. Students take stances and summarize ideas with supporting evidence synthesized from various print and digital sources. 	<ul style="list-style-type: none"> Students elaborate and explain their reasoning using evidence from synthesized from various print and digital sources. Students present conclusions in an oral report, demonstrating awareness of personnel bias when defending one's point of view.

Section 3A: Summary: Content Disciplinary Practices and Example Tasks (continued)

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
5. Build upon the ideas of others and articulate his or her own when working collaboratively.	<ul style="list-style-type: none"> Middle school students engage in a range of collaborative discussions, building on others’ ideas and expressing their own ideas clearly to explain how an author’s choice of words develops the point of view of a character (narrator or author or speaker) in a story, drama, or poem. [RL.6.6; SL.6.1]. (See also NVACS: RL.7.6; SL.7.1; RL.8.6; SL.8.1 related to this disciplinary practice) 	<ul style="list-style-type: none"> Students identify the character’s (narrator’s, author’s or speaker’s) point of view in a story, drama, or poem by listening to the ideas of others and restate the ideas to show understanding. 	<ul style="list-style-type: none"> Students pose questions that connect several speakers’ ideas and respond to others’ ideas to demonstrate how and author’s choice of words develops the character’s (narrator’s or author’s or speaker’s) point of view in a story, drama, or poem. 	<ul style="list-style-type: none"> Students support their ideas with evidence from the text and build upon the ideas of others with evidence from the text to explain how an author’s choice of words develops the point of view of a character (narrator or author or speaker) in a story, drama, or poem. 	<ul style="list-style-type: none"> Students will synthesize ideas of several speakers and respond with evidence, examples, and ideas from the text to explain how an author’s choice of words develops the point of view of a character (narrator or author or speaker) in a story, drama, or poem.
6. Use English structures to communicate content-specific messages.	<ul style="list-style-type: none"> Middle school students will read closely a complex short text multiple times, as a model of study, to analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas (e.g., organization in Russell Freedman’s <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i>. Freedman presents the information both sequentially and causally to explain the how the Civil Rights Movement began.). [RL/RI.6.5; L.6.3-5] (See also NVACS: RL/RI.7.5; L.7.3-5; RL/RI.8.5; L.8.3-5 related to this disciplinary practice) 	<ul style="list-style-type: none"> Students identify a text structures that contribute to development of ideas in a text. 	<ul style="list-style-type: none"> Students match text structures that contribute to development of ideas in a text. 	<ul style="list-style-type: none"> Students identify evidence that support analysis of how text structures contribute to development of ideas in a text. 	<ul style="list-style-type: none"> Students, building on the ideas of others, elaborate evidence that supports their analysis how text structures contribute to the development of ideas in a text.

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. • Provide a dialogue structure (e.g., dyads, triads, clarifying bookmarks, cognates, vocabulary development models) to complete tier two vocabulary exercises and answer text dependent questions. • Provide a word bank. • Provide adequate time for students to process the language and content. • Provide academic sentence starters for the language structures used in the lesson. • Allow time for students to write their ideas and then share with a partner or small group • Provide 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. 	<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. • Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks, vocabulary development models) for students to complete tier two vocabulary exercises and answer text dependent questions. • Provide a word bank. • Provide adequate time for students to process the language and content. • Provide academic sentence frames or sentence stems for the language structures used in the lesson. • Allow time for students to write their ideas and then share with a partner or small group. • 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. • Guide students to practice and produce language on topic in small groups or with 	<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. • Provide a dialogue structure (e.g., dyads, triads) for students to answer text dependent questions. • 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. summarize, predict, infer 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, _____. I was thinking more along the lines of _____.</p> <p>(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</p>

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 6-8

<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"> • Use a formulaic sentence expression to help students clarify an understanding, interpret information, or provide a rationale that demonstrates their processing of the task as modeled by the teacher. • Record academic vocabulary in their vocabulary notebook with L1 (primary language) translation or non-linguistic representation. • 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., explain, justify, elaborate) for students to respond to text. <p>❖ Examples: Students first think about what the selected text may mean I think the main idea is _____. The main points of this section are _____. This idea is related to _____.</p> <p>(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</p>	<p>partner using sentence and discourse starters and visual aids from the texts.</p> <ul style="list-style-type: none"> • 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., explain, justify, elaborate) for students to respond to text. <p>❖ Examples: I agree that _____ because _____. It reminded me of _____ because _____. I think _____ because _____.</p> <p>(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"> • Generate the central idea of the text in one or two words with a picture/drawing (exit slips). <p>NEPF-IP. 5.2, 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Generate the central idea of the text in their own words in one to two simple sentences (exit slips). <p>NEPF-IP. 2.2, 5.2, 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Generate the central idea of the text in their own words in one to two simple sentences (exit slips). <p>NEPF-IP. 2.2, 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 written, text-structure genres, using visuals which may include bilingual labels and words. • Provides students with a translated color-coded template that matches the color-coded exemplar argumentative essay. • Provide and model graphic organizers, supports and realia. • 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 a grade-level, argumentative essay with a partner with L1 support. • Provide sufficient time for students to practice and produce language on a topic in small groups or with strategic partners throughout the lesson, using sentence and discourse starters and visual aids from the texts. • Provide students with paragraph starters, sentence starters, transition words, and word bank, picture outline and graphic organizers. 	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary and structure required to produce grade-level written, text-structure genres. • Provide a model of an exemplar annotated argumentative essay that annotates the components of the essay. • Provide graphic organizers, templates, supports, and visual aids. • Provide students with sentence frames, paragraph frames and graphic organizers, transitional words and word bank. • Provide sufficient time for students to practice and produce language on a topic in small groups or with partners using sentence and discourse starters and visual aids from the texts. • Provide structures for students to edit and revise their writing: Shared writing; Partners • Use instructional supports such as a graphic organizer or chart for students to use details, transition words, and word bank, to produce a grade-level, argumentative essay. • Use sentence starters or sentence stems to help students organize and revise their writing. • Use dialogue structures for students to participate in peer review discussions. 	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary and structure required to produce grade-level written, text-structure genres. • Provide a model of an exemplar argumentative essay that annotates the components of the essay. • Provide graphic organizers and supports. • Provide exemplars of writing specific to the purpose. • Provide structures for students to edit and revise their writing: Partners; Teacher conferencing • Use instructional supports as needed for students to identify and use details from complex text or visuals to produce grade-level, argumentative essay. • Provide examples of advanced academic language for an argumentative essay. • Use graphic organizers and group discussions to help students organize and revise their writing. ❖ Examples: To support the main claims, the author provides evidence that suggest _____. Based on the synthesis of the documents I believe that _____. _____; consequently, _____. <p>(NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)</p>

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 6-8

<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"> • Use a formulaic sentence starter to help students organize and revise their writing. • Use dialogue structures for students to participate in peer review discussions. • Have students read aloud their paper to their partner who has a higher proficiency level in English. <p>❖ Examples: (Students first think about what the selected text may mean) I think/believe _____. A piece of evidence that supports _____ is _____. This idea reminds me of _____.</p> <p>(NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)</p>	<p>❖ Examples: The primary reason for _____ is _____. Experts agree that _____. I agree/ disagree because _____ and because _____.</p> <p>(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"> • Generate an argument in their own words that consist of a paragraph that include a mix of L1 and L2 words and phrases. <p>NEPF-IP. 5.2, 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Generate an argument in their own words that consists of multiple paragraphs mostly in L2. <p>NEPF-IP. 2.2, 5.2, 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Generate an argumentative essay in their own words all in L2. <p>NEPF-IP. 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. • Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others, e.g., a color-coded model of an exemplar Socratic process. • Provide and model paragraph starters, and sentence starters, transition words and word bank. • Use a scripted discussion protocol for students to state and clarify their reasoning to the group and listen to agree/disagree in a debate or argue the ideas of others with reasons. • Provide a cloze note catcher for students to capture salient points contrary to their own. • Provide a discussion partner who has a higher proficiency level in English to facilitate the conversation. <p>❖ Examples: I think ____ is ____ because ____. I believe ____ because _____. It is clear that _____.</p> <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. • Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others, e.g. Socratic process. • Provide and model graphic organizers and supports. • Provide structures and practice opportunities for students to argue critique their reasoning – e.g., Strategic partners; 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 _____.” • Provide a discussion protocol for students to state and clarify their reasoning to the group and listen to agree/disagree in a debate or argue the ideas of others with reasons. • Provide a note catcher for students to capture salient points contrary to their own. <p>❖ Examples: In my opinion, ____ should be ____ because _____. It is apparent that _____.</p> <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. • Model/provide exemplars of valid arguments from evidence and appropriate ways to critique the reasoning of others. • Provide graphic organizers and supports. • 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_____.” • Provide a discussion protocol for students to state and clarify their reasoning to the group and listen to agree/disagree in a debate or argue the ideas of others with reasons. <p>❖ Examples: Based on the writing by author _____ who is an expert in _____, I believe that _____. From this perspective the primary justification would be _____. _____ can be justified by _____.</p> <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 summarize their argument and acknowledges the arguments of others. <p>NEPF-IP. 5.2, 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Orally summarize their argument and acknowledges the arguments of others. <p>NEPF-IP. 5.2, 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Orally summarize their argument and acknowledges the arguments of others. <p>NEPF-IP. 5.2, 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:

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 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. • Provide structures for students to research and develop their presentations. <ul style="list-style-type: none"> ✓ 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. • Pair students to work with a partner with a higher proficiency in English to identify the central idea and the features by completing a graphic organizer. • Use a formulaic sentence starter (to organize and revise their writing). Provide dialogue 	<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. • Provide structures for students to research and develop their presentations. <ul style="list-style-type: none"> ✓ Partners or small groups ✓ Technical support ✓ Informational texts & 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. • Pair students to work with a partner with a higher proficiency in English to identify the central idea and the features by completing a graphic organizer. • Use a formulaic sentence starter (to organize and revise their writing). • Provide dialogue structures for students to participate in peer review discussions. 	<ul style="list-style-type: none"> • Explicitly model the academic language, specific vocabulary, and discourse structure required to construct a presentation. • Provide graphic organizers along with group discussions for students to organize and revise their writing. • Model/provide exemplars of research methods and presentations from the research. • Use a graphic organizer to help students identify the central idea and the features in text. • 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 & 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. • Provide a “Text to graphic and back again” dialogue structure for students. • Examples: Based upon my analysis of _____ and _____, _____. Although some believe _____, the author claims _____. In comparison to _____, _____.

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 6-8

<p style="text-align: center;">Entering/Emerging (Levels 1-2)</p>	<p style="text-align: center;">Developing/Expanding (Levels 3-4)</p>	<p style="text-align: center;">Bridging/Reaching (Levels 5-6)</p>
<p>structures for students to participate in peer review discussions.</p> <ul style="list-style-type: none"> • Have students read aloud their paper to their partner who has a higher proficiency level in English. <p>❖ Examples: Both _____ and _____ are _____. They both have _____. _____ and _____ are similar because of _____.</p> <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"> • Have students read aloud their paper to their partner who has a higher proficiency level in English. <p>❖ Examples: There are several major differences between _____ and _____. The most notable is _____. While _____ has _____, _____ has _____. _____ is _____ er than _____, but _____ er than _____.</p> <p>(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)</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"> • Deliver an oral summary and includes details from the various print and digital resources. <p>NEPF-IP. 5.1, 5.2</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Deliver an oral summary that includes the central idea and details to support the central idea from the various print and digital resources sources. <p>NEPF-IP. 5.1, 5.2, 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Deliver an oral summary that shows the development of the central idea and includes details from the various print and digital resources sources. <p>NEPF-IP. 5.1, 5.2, 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:

<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 work collaboratively and build upon others’ ideas. • Provide graphic organizers, realia, paragraph starters, sentence starters, transition words, word bank and list of rhetorical devices and elaborative techniques. • Provide students with a color-coded exemplar that offers the point of view, evidence, and elaborative techniques. • Provide structures for students to practice working collaboratively in teacher-guided small groups and partners. • Pair students with a partner of the same primary language but a higher English language performance level. • Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions. • Structured Socratic seminar using dialogue frames and sentence frames. ❖ Examples: I would add that _____. I think it means that _____. In other words, _____. <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, paragraph starters, sentence starters, transition words, word bank and list of rhetorical devices and elaborative techniques. • Provide structures for students to practice working collaboratively in teacher-guided small groups and partners. • Pair students with a partner of the same primary language but a higher English language performance level. • Provide a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions. • Structured Socratic seminar using dialogue frames and sentence frames. ❖ Examples: I want to expand upon your point about _____. In my opinion, _____ should be _____ because _____. The _____ can further be described as _____. <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 a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions. • Structured Socratic seminar using dialogue structures and sentence starters. ❖ Examples: _____ is widely acknowledged as _____ and _____. Then again, I think that _____. Moreover, the author states _____. <p>(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 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"> • Engage in collaborative discussion in which they identify differences among students' ideas about point of view in a text. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Engage in collaborative discussion in which they acknowledge the ideas of others as it relates to point of view based on textual evidence. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Engage in collaborative discussion in which they build on the ideas of others as it relates to point of view based on textual evidence. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 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 orally the academic, descriptive language, specific vocabulary and structure required to analyze and drawing inferences that are supported by details and examples from the text, using visuals which may include bilingual labels and words. • Provide visual aids, realia, content-based word banks and/or word walls. • Pair students with a partner of the same primary language but a higher English language performance level to identify the text structure and the features by completing a graphic organizer. • 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. • Provide a chart or a text structure organizer to facilitate identifying a text structure. ❖ Examples: I disagree/agree because _____. I think _____ means _____. The main reason for _____ is _____. <p>(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 orally the academic, descriptive language, specific vocabulary and structure required to analyze and drawing inferences that are supported by details and examples from the text. • Provide dialogue frames and sentence frames. Pair students with a partner of the same primary language but a higher English language performance level to identify the text structure and the features by completing a graphic organizer. • 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. • Provide a chart or a text structure organizer to facilitate identifying a text structure. ❖ Examples: The author’s use of _____ is effective/ineffective because _____. Although not directly stated, it can be assumed that _____, which is perhaps the key act _____, is the main reason why _____. <p>(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 orally the academic, descriptive language, specific vocabulary and structure required to analyze and drawing inferences that are supported by details and examples from the text. • Provide a “Text to graphic and back again” dialogue structure for students. • 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. • Provide dialogue structures and sentence starters. ❖ Examples: The author’s use of _____ detracts from the central claim that _____. The author’s use of _____ leads me to question _____. _____; thus, we can see that _____. <p>(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"> • Engage in a structured collaborative discussion using discussion frames and sentence frames of language structures around the effective use of text structure. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2. 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Engage in collaborative discussion using discussion starters, sentence starters of language structures around the effective use of text structure. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2. 5.3</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Engage in collaborative discussion around the effective use of text structure. <p>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2. 5.3</p>