



# ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 9-12

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## SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 9-12 - 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](#)

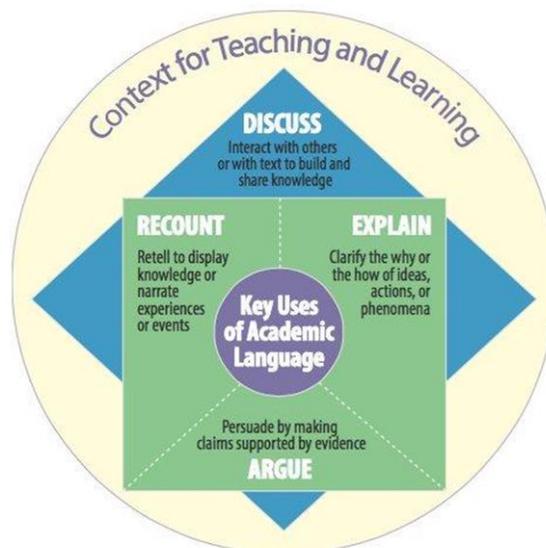
- A. Student Moves: Language Use Expectations
- B. Teacher Moves: Supports for Processing, Producing, and Collaborating in the Language of the Content
- C. Teacher Moves: Teacher Moves: Supports for Collaborating in the Academic Language

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

## SECTION 2: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF LANGUAGE ARTS GRADES 9-12

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

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p><b>Receptive Listening &amp; Reading</b></p>	<p>With appropriate visual, graphic or interactive support students can...</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> examples of comedic situations based on oral statements and visual scenes.</li> <li>• <b>Match</b> oral descriptions to literal visual depictions to elicit comedy (e.g., idioms as in literal depiction of ‘honeymoon’).</li> <li>• <b>Identify</b> examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner table, Table of contents).</li> <li>• <b>Pair</b> examples of use of words or phrases with multiple meanings from visuals (e.g., “Which one shows what table means in math class? Which one shows what table means in English class?”).</li> <li>• <b>Associate</b> people with their acts or contributions using visual and word or phrase level text.</li> <li>• <b>Identify</b> words and phrases related to author’s perspective in illustrated sentences.</li> <li>• <b>Identify</b> main ideas related to author’s perspective in illustrated series of related sentences.</li> </ul>	<p>With visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> <li>• <b>Apply</b> oral descriptions that contain double meanings to visual representations to depict comedy.</li> <li>• <b>Identify</b> subtle comedic elements from oral discourse and visual (e.g., use of hyperbole, irony or satire).</li> <li>• <b>Sort</b> examples of words, phrases or sentences with multiple meanings from visuals according to context.</li> <li>• <b>Distinguish</b> between examples of words, phrases or sentences with multiple meanings from oral input with or without visual support.</li> <li>• <b>Match</b> cause of influences on people’s lives with effect using visuals and multi-sentence text.</li> <li>• <b>Interpret</b> impact of people’s lives on others or society using visuals and paragraph-level text.</li> <li>• <b>Identify</b> main ideas and supporting details related to author’s perspective in illustrated paragraphs.</li> <li>• <b>Interpret</b> author’s perspective in visually supported literary text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Match</b> subtle comedic elements from oral discourse to intended meanings.</li> <li>• <b>Infer</b> nuances from oral discourse containing multiple meanings.</li> <li>• <b>Predict</b> people’s reactions to living in different time periods or circumstances using grade-level text.</li> <li>• <b>Apply</b> author’s perspective in literary text to other contexts.</li> </ul>

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

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p><b>Productive Speaking &amp; Writing</b></p>	<p>With appropriate visual, graphic or interactive support students can...</p> <ul style="list-style-type: none"> <li>• <b>Match</b> subtle comedic elements from oral discourse to intended meanings.</li> <li>• <b>Infer</b> nuances from oral discourse containing multiple meanings.</li> <li>• <b>Predict</b> people’s reactions to living in different time periods or circumstances using grade-level text.</li> <li>• <b>Apply</b> author’s perspective in literary text to other contexts.</li> </ul>	<p>With visual, graphic or interactive support, as necessary, students can...</p> <ul style="list-style-type: none"> <li>• <b>Compare/contrast</b> features of similar story lines (e.g., characters, events) from different cultures using visual or graphic organizers.</li> <li>• <b>Compare</b> authors’ points of view of similar story lines from different cultures using visuals or graphic organizers.</li> <li>• <b>Relate</b> analogies or symbolism using visual support (e.g., cartoons) to personal experiences.</li> <li>• <b>Summarize</b> critical commentaries on issues from illustrated models or outlines.</li> <li>• <b>Respond</b> to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines.</li> <li>• <b>Use</b> examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks.</li> <li>• <b>Elaborate</b> on examples of literal and figurative language with or without illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discuss</b> how different views in multicultural literature represent global perspectives.</li> <li>• <b>Explain</b> meaning of analogies or symbolism within familiar contexts.</li> <li>• <b>Provide</b> critical commentary on a wide range of issues commensurate with proficient peers.</li> <li>• <b>Compose</b> narratives using literal and figurative language.</li> </ul>

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

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

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

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

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

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

**SECTION 3: INSTRUCTIONAL GUIDANCE**  
**for English Language Development in the Content Area of**  
**English Language Arts Grades 9-12**

## SECTION 3: INSTRUCTIONAL GUIDANCE: LANGUAGE ARTS PRACTICES GRADES 9-12

### 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 <b>analyses</b> of a range of grade-level complex texts with evidence.	<ul style="list-style-type: none"> <li>High school students will <b>analyze</b> a complex text (e.g., Thoreau’s <i>Walden</i>) to determine two or more central ideas (e.g., the ideas of living simply and being self-reliant) of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis (e.g., According to Thoreau, how does moving toward a complex life undermine self-reliance?); provide an objective summary of the text. <b>[RI.11-12.2]</b> <i>(See also NVACS: RI/RL.9-10.1-9; RI/RL.11-12.1-9 related to this disciplinary practice.)</i></li> </ul>	<ul style="list-style-type: none"> <li>Students <b>summarize</b> the main ideas of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>describe</b> the main ideas of the text.</li> <li>Students <b>state</b> which events are related to the main ideas in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>support the main idea with evidence</b> from the text and <b>formulate arguments</b>.</li> <li>Students <b>make a case for and defend their analysis</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>support the main idea with evidence</b> from the text and <b>formulate arguments</b>.</li> <li>Students <b>make a case for and defend their analysis</b> 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.</li> </ul>

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
2. <b>Produce</b> clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>High school students <b>write</b> arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. <b>[W.9-10.1] (See also NVACS: W.9-10.2-3; W.11-12.1-3 related to this disciplinary practice.)</b></li> </ul>	<ul style="list-style-type: none"> <li>Students employ the writing process to <b>produce</b> an argumentative text.</li> <li>Students <b>provide</b> a concluding statement that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>use</b> evidence in an argumentative essay while pointing out the strengths and limitations of both.</li> <li>Students <b>evaluate</b> orally the significance of events, people, or phenomena.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>make a claim(s), defend</b> their claim(s), and <b>acknowledge</b> a counter claim, supplying evidence for each and clarifying the relationships between claim(s) and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>provide reasoning</b> and <b>elaborate</b> to support their claim and evidence.</li> </ul>
3. <b>Construct</b> valid arguments from evidence and <b>critique</b> the reasoning of others.	<ul style="list-style-type: none"> <li>High school students will <b>participate</b> in a debate upon completion and construction of their writing (e.g., evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing stance, premises, links among ideas, word choice, points of emphasis, and tone used). <b>[SL.11-12. 3] (See also NVACS: SL.9-10.3 related to this disciplinary practice.)</b></li> </ul>	<ul style="list-style-type: none"> <li>Students <b>paraphrase</b> and <b>summarize</b> content-related ideas presented orally.</li> <li>Students <b>connect</b> ideas with supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>compare</b> content-related concepts to their arguments and <b>connect ideas using supporting details</b> to show relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>persuade</b> others of the validity of their argument by <b>responding with evidence</b>, examples, and ideas on the content topic.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>recognize</b> purposes of contributions in conversations and <b>demonstrate awareness of personal bias</b> when defending one’s point of view.</li> </ul>

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
4. <b>Build and present</b> knowledge through research by <b>integrating, comparing, and synthesizing</b> ideas from texts.	<ul style="list-style-type: none"> <li>High school students will <b>gather</b> information from multiple authoritative 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, avoiding plagiarism and overreliance on one source and following a specified format for citation(s).  <b>[W.11-12.8; SL.11-12.8.4-6]</b>  <i>(See also NVACS: W.9-10.8; SL.9-10.8.4-6 related to this disciplinary practice.)</i></li> </ul>	<ul style="list-style-type: none"> <li>Students <b>identify</b> the central idea among multiple print and digital texts.</li> <li>Students <b>paraphrase</b> and <b>summarize</b> content-related ideas orally.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>analyze</b> the development of the central idea from various digital and print sources.</li> <li>Students <b>connect ideas</b> with supporting details to show relationships that inform conclusions in the report.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>support</b> the central idea using evidence from various digital and print sources and <b>critique the credibility</b> of other sources.</li> <li>Students <b>take stances</b> and <b>summarize ideas</b> with supporting evidence synthesized from various print and digital sources.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>elaborate</b> and <b>explain their reasoning</b> using evidence synthesized from various print and digital sources.</li> <li>Students <b>present conclusions</b> in an oral report, <b>demonstrating awareness of personnel bias</b> when defending one’s point of view.</li> </ul>
5. <b>Build</b> upon the ideas of others and <b>articulate</b> his or her own when working collaboratively.	<ul style="list-style-type: none"> <li>High school students will <b>engage</b> in a range of collaborative discussions, building on others’ ideas and expressing their own ideas clearly to analyze a case in which grasping point of view requires distinguishing between what is directly stated in a text from what is really meant (e.g., satire, sarcasm, understatement, irony). <b>[RL.11-12.6; SL.6.1]</b>.  <i>(See also NVACS: RL.9-10.6; SL.7.1 related to this disciplinary practice.)</i></li> </ul>	<ul style="list-style-type: none"> <li>Students <b>identify</b> 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 <b>restate</b> the ideas to show understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>pose questions</b> that connect several speakers’ ideas and <b>respond to others’ ideas</b> to analyze a case in which grasping point of view requires distinguishing between what is directly stated in a text from what is really meant.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>support their ideas with evidence</b> from the text and <b>build upon the ideas of others with evidence</b> from the text to analyze a case in which grasping point of view requires distinguishing between what is directly stated in a really meant.</li> </ul>	<ul style="list-style-type: none"> <li><b>Build</b> upon the ideas of others and <b>articulate</b> his or her own when working collaboratively.</li> </ul>

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
<p>6. <b>Use</b> English structures to <b>communicate</b> content-specific messages.</p>	<ul style="list-style-type: none"> <li>High school students will <b>read</b> closely a complex short text multiple times, as a model of study, to <b>analyze</b> 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., pacing, sequence of events, and overall structure in Michael Shaara’s <i>The Killer Angels</i> create a sense of tension and even surprise regarding the outcome of events at the Battle of Gettysburg). [RL/RI.9-10.5; L.6.3-5] (See also NVACS: RL/RI.11-12.5; L.11-12.3-5 related to this disciplinary practice.)</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>identify</b> text structures that contribute to the development of style and effect in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>explain</b> the effectiveness of text structures to create style and effect.</li> <li>Students <b>match text structures</b> that contribute to development of style and effect in a text in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Students <b>identify evidence that support analysis</b> of how text structures contribute to development of style and effect in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Students, building on the ideas of others, <b>elaborate evidence</b> that supports their analysis how text structures contribute to the development of style and effect in a text.</li> </ul>

## 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"> <li>• <b>Explicitly model</b> orally the academic, descriptive language, specific vocabulary and structure required to <b>analyze</b> a range of grade-level complex texts, <b>drawing inferences</b> that are supported by details and examples from the text, <b>using</b> visuals which may include bilingual labels and words.</li> <li>• <b>Provide</b> a dialogue structure (e.g., dyads, triads, clarifying bookmarks, cognates, vocabulary development models) to complete tier two vocabulary exercises and answer text dependent questions.</li> <li>• <b>Provide</b> a word bank.</li> <li>• <b>Provide</b> adequate time for students to process the language and content.</li> <li>• <b>Provide</b> academic sentence starters for the language structures used in the lesson.</li> <li>• <b>Allow</b> time for students to write their ideas and then share with a partner or small group</li> <li>• <b>Provide</b> sentence starters, frames and a word bank.</li> <li>• <b>Use graphic organizers or other supports to provide</b> details, transition words and visuals to help students <b>identify</b> and <b>describe</b> events in a range of grade-level complex texts, to <b>draw inferences</b> that are supported by details and examples from the text in a structured group or with a partner with L1 support.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language, specific vocabulary and structure required to <b>analyze</b> a range of grade-level complex texts, <b>drawing inferences</b> that are supported by details and examples from the text, in small group conversations.</li> <li>• <b>Provide</b> 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.</li> <li>• <b>Provide</b> a word bank.</li> <li>• <b>Provide</b> adequate time for students to process the language and content.</li> <li>• <b>Provide</b> academic sentence frames or sentence stems for the language structures used in the lesson.</li> <li>• <b>Allow</b> time for students to write their ideas and then share with a partner or small group.</li> <li>• <b>Use graphic organizers or other supports to provide</b> details, transition words and visuals to help students <b>identify</b> and <b>describe</b> events in a range of grade-level complex texts, to <b>draw inferences</b> that are supported by details and examples from the text in a structured group or with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language, specific vocabulary and structure required to <b>analyze</b> a range of grade-level complex texts, <b>drawing inferences</b> that are supported by details and examples from the text, in small group conversations.</li> <li>• <b>Provide</b> a dialogue structure (e.g., dyads, triads) for students to answer text dependent questions.</li> <li>• <b>Use graphic organizers or other supports for students to identify</b> and <b>elaborate</b> on details from a range of grade-level complex texts, to <b>draw inferences</b> that are supported by details and examples from the text with a partner.</li> <li>• <b>Use</b> graphic organizers, group discussions to support the students to make meaning of the content.</li> <li>• <b>Break down</b> 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. explain, justify, elaborate) for students to respond to text as needed.</li> <li>❖ <b>Example:</b> I do not think that the evidence supports _____ because of _____. Others may say _____; however, _____. I was thinking more along the lines of _____.</li> </ul> <p>(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</p>

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<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"> <li>• <b>Provide</b> processing time for students by asking a question, posing a problem or prompting students to discuss the oral input. Record academic vocabulary in their vocabulary notebook with L1 (primary language) translation or non-linguistic representation.</li> <li>• <b>Break down</b> 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.</li> <li>• <b>Use</b> 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.</li> </ul> <p>❖ <b>Example:</b> (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 _____.)  <b>(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Guide students to practice and produce</b> language on topic in small groups or with partner <b>using</b> sentence and discourse starters.</li> <li>• <b>Break down</b> 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.</li> <li>• <b>Use</b> 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.</li> </ul> <p>❖ <b>Example:</b> I agree that _____ because _____. It reminded me of _____ because _____. I think _____ because _____.  <b>(NEPF – IP. 1.2; 2.1; 2.2; 3.1; 3.2; 3.4; 4.2; 5.3)</b></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><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Generate</b> the central idea of the text in one or two words with a picture/drawing (exit slips).</li> </ul> <p><b>NEPF-IP. 5.2, 5.3</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Generate</b> the central idea of the text in their own words in one to two simple sentences (exit slips).</li> </ul> <p><b>NEPF-IP. 2.2, 5.2, 5.3</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Generate</b> the central idea of the text in their own words in one to two simple sentences (exit slips).</li> </ul> <p><b>NEPF-IP. 2.2, 5.2, 5.3</b></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"> <li>• <b>Explicitly model</b> orally and visually the academic, descriptive language, specific vocabulary and structure required to <b>produce</b> grade-level written, text-structure genres, <b>using</b> visuals which may include bilingual labels and words.</li> <li>• <b>Provides</b> students with a translated color-coded template that matches the color-coded exemplar argumentative essay.</li> <li>• <b>Provide</b> and <b>model</b> graphic organizers, supports and realia.</li> <li>• <b>Provide</b> structures for students to <b>edit</b> and <b>revise</b> their writing: Shared writing: Strategic partners to read and respond to writing; Teacher conferencing.</li> <li>• <b>Use instructional supports such as a graphic organizer or chart</b> for students to use details, transition words or labeled visual supports to produce a grade-level, argumentative essay with a partner with L1 support.</li> <li>• <b>Provide</b> sufficient time for students to <b>practice and produce</b> language on a topic in small groups or with strategic partners throughout the lesson, <b>using</b> sentence and discourse starters and visual aids from the texts.</li> <li>• <b>Provide</b> students with paragraph starters, sentence starters, transition words, and word bank, picture outline and graphic organizers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> the academic language, specific vocabulary and structure required to <b>produce</b> grade-level written, text-structure genres.</li> <li>• <b>Provide</b> a model of an exemplar annotated argumentative essay that annotates the components of the essay.</li> <li>• <b>Provide sufficient time for students to practice and produce</b> language on a topic in small groups or with partners <b>using</b> sentence and discourse starters and visual aids from the texts.</li> <li>• <b>Provide</b> structures for students to <b>edit</b> and <b>revise</b> their writing: Shared writing; Partners</li> <li>• <b>Use instructional supports such as a graphic organizer or chart</b> for students to use details, transition words, and word bank, to produce a grade-level, argumentative essay.</li> <li>• <b>Use</b> sentence starters or sentence stems to help students organize and revise their writing.</li> <li>• <b>Use</b> dialogue structures for students to participate in peer review discussions.</li> <li>❖ <b>Example:</b> The primary reason for _____ is _____. Experts agree that _____. I agree/disagree because _____ and because _____.</li> </ul> <p>(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"> <li>• <b>Explicitly model</b> the academic language, specific vocabulary and structure required to <b>produce</b> grade-level written, text-structure genres.</li> <li>• <b>Provide</b> a model of an exemplar argumentative essay that annotates the components of the essay.</li> <li>• <b>Provide</b> graphic organizers and supports.</li> <li>• <b>Provide</b> exemplars of writing specific to the purpose.</li> <li>• <b>Provide</b> structures for students to <b>edit</b> and <b>revise</b> their writing: Partners; Teacher conferencing</li> <li>• <b>Use instructional supports as needed for students to Identify and use</b> details from complex text or visuals to produce grade-level, argumentative essay.</li> <li>• <b>Provide</b> examples of advanced academic language for an argumentative essay.</li> <li>• <b>Use</b> graphic organizers and group discussions help students to organize and revise their writing.</li> <li>• <b>Use</b> dialogue structures for students to participate in peer review discussions as needed.</li> <li>❖ <b>Example:</b> To support the main claims, the author provides evidence that suggest _____. Based on the synthesis of the</li> </ul>

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<b>Entering/Emerging (Levels 1-2)</b>	<b>Developing/Expanding (Levels 3-4)</b>	<b>Bridging/Reaching (Levels 5-6)</b>
<ul style="list-style-type: none"> <li>• <b>Use</b> a formulaic sentence starter to help students organize and revise their writing.</li> <li>• <b>Have</b> students read aloud their paper to their partner who has a higher proficiency level in English.</li> <li>• <b>Use</b> dialogue structures for students to participate in peer review discussions.</li> </ul> <p>❖ <b>Example:</b> (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><b>(NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)</b></p>		<p>documents I believe that _____. _____; consequently, _____.</p> <p><b>(NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4;4.1; 4.2; 4.3; 5.3)</b></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><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Generate</b> an argument in their own words that consist of a paragraph that include a mix of L1 and L2 words and phrases.</li> </ul> <p><b>NEPF-IP. 5.2, 5.3</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Generate</b> an argument in their own words that consists of multiple paragraphs mostly in L2.</li> </ul> <p><b>NEPF-IP. 2.2, 5.2, 5.3</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Generate</b> an argumentative essay in their own words all in L2.</li> </ul> <p><b>NEPF-IP. 2.2, 5.2, 5.3</b></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"> <li>• <b>Explicitly model</b> orally and visually the academic, descriptive language, specific vocabulary and discourse structure required to <b>construct</b> valid arguments from evidence and <b>critique</b> the reasoning of others, <b>using</b> visuals which may include bilingual labels and words.</li> <li>• <b>Model/provide</b> exemplars of valid arguments from evidence and appropriate ways to <b>critique</b> the reasoning of others, e.g., a color-coded model of an exemplar Socratic process.</li> <li>• <b>Provide and model</b> paragraph starters, and sentence starters, transition words and word bank.</li> <li>• <b>Use</b> 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.</li> <li>• <b>Provide</b> a cloze note catcher for students to capture salient points contrary to their own.</li> <li>• <b>Provide</b> a discussion partner who has a higher proficiency level in English to facilitate the conversation.</li> </ul> <p>❖ <b>Example:</b> 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"> <li>• <b>Explicitly model</b> the academic language, specific vocabulary, phrasal patterns and discourse structure required to <b>construct</b> valid arguments from evidence and <b>critique</b> the reasoning of others.</li> <li>• <b>Model/provide</b> exemplars of valid arguments from evidence and appropriate ways to <b>critique</b> the reasoning of others, e.g. Socratic process.</li> <li>• <b>Provide</b> and <b>model</b> graphic organizers and supports.</li> <li>• <b>Provide</b> structures and <b>practice</b> opportunities for students to argue <b>critique</b> their reasoning – e.g., Strategic partners; Socratic seminar.                         <ul style="list-style-type: none"> <li>✓ 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 _____.”</li> </ul> </li> <li>• <b>Provide</b> 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.</li> <li>• <b>Provide</b> a note catcher for students to capture salient points contrary to their own.</li> </ul> <p>❖ <b>Example:</b> 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"> <li>• <b>Explicitly model</b> the academic language, specific vocabulary, phrasal patterns and discourse structure required to <b>construct</b> valid arguments from evidence and <b>critique</b> the reasoning of others.</li> <li>• <b>Model/provide</b> exemplars of valid arguments from evidence and appropriate ways to <b>critique</b> the reasoning of others.</li> <li>• <b>Provide</b> graphic organizers and supports.</li> <li>• <b>Provide</b> structures for students to argue <b>critique</b> their reasoning – e.g., Partners; Role play the vocabulary necessary to argue and critique; Socratic seminar                         <ul style="list-style-type: none"> <li>✓ 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 _____.”</li> </ul> </li> <li>• <b>Provide</b> 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.</li> </ul> <p>❖ <b>Example:</b> 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 _____. (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><b>Students will...</b></p> <ul style="list-style-type: none"> <li>Orally <b>summarize</b> their argument and <b>acknowledges</b> the arguments of others.</li> </ul> <p><b>NEPF-IP. 5.2, 5.3</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>Orally <b>summarize and defend</b> their argument, and <b>acknowledge</b> the counter claims.</li> </ul> <p><b>NEPF-IP. 5.2, 5.3</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>Orally <b>explicate, summarize, defend, and critique</b> the argument of others.</li> </ul> <p><b>NEPF-IP. 5.2, 5.3</b></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"> <li>• <b>Explicitly model</b> the academic language, specific vocabulary, and discourse structure required to <b>construct</b> a presentation.</li> <li>• <b>Provide</b> graphic organizers, realia and supports.</li> <li>• <b>Model/provide</b> exemplars of research methods and presentations from the research.</li> <li>• <b>Provide</b> a variety of sources for research.</li> <li>• Word banks and/or word walls.</li> <li>• <b>Provide</b> opportunities to <b>practice</b> their presentations in a low-risk environment.</li> <li>• <b>Provide</b> structures for students to research and <b>develop</b> their presentations.</li> <li>• Teacher-guided; Strategic partners or small groups; Technical support; Info texts &amp; resources</li> <li>• <b>Provide structured opportunities</b> for students to work in small groups or with partners with L1 support to <b>synthesize</b> and <b>summarize</b> content-related information from various sources to their research topics.</li> <li>• <b>Pair</b> 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.</li> <li>• <b>Use</b> a formulaic sentence starter (to organize and revise their writing).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> the academic language, specific vocabulary, and discourse structure required to <b>construct</b> a presentation.</li> <li>• <b>Provide</b> graphic organizers and supports.</li> <li>• <b>Model/provide</b> exemplars of research methods and presentations from the research.</li> <li>• <b>Provide</b> a variety of sources for research.</li> <li>• Word banks and/or word walls.</li> <li>• <b>Provide</b> opportunities to <b>practice</b> their presentations in a low-risk environment.</li> <li>• <b>Provide</b> structures for students to research and <b>develop</b> their presentations.</li> <li>• Teacher-guided; Strategic partners or small groups; Technical support; Info texts &amp; resources</li> <li>• <b>Provide structured opportunities</b> for students to work in small groups or with partners to <b>synthesize</b> and <b>summarize</b> content-related information from various sources to their research topics.</li> <li>• <b>Pair</b> 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.</li> <li>• <b>Use</b> a formulaic sentence starter (to organize and revise their writing).</li> <li>• <b>Provide</b> dialogue structures for students to participate in peer review discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> the academic language, specific vocabulary, and discourse structure required to <b>construct</b> a presentation.</li> <li>• <b>Provide</b> graphic organizers along with group discussions for students to organize and revise their writing.</li> <li>• <b>Model/provide</b> exemplars of research methods and presentations from the research.</li> <li>• <b>Use</b> a graphic organizer to help students identify the central idea and the features in text.</li> <li>• <b>Provide</b> a variety of sources for research.</li> <li>• Word banks and/or word walls.</li> <li>• <b>Provide</b> structures for students to research and <b>develop</b> their presentations.</li> <li>• Partners or small groups; Technical support; Informational texts &amp; resources</li> <li>• <b>Provide structured opportunities</b> for students to work in small groups or with partners to <b>synthesize</b> and <b>summarize</b> content-related information from various sources to their research topics.</li> <li>• <b>Provide</b> a “Text to graphic and back again” dialogue structure for students.</li> <li>❖ <b>Example:</b> Based upon my analysis of _____ and _____, _____. Although some believe _____ the author claims _____. In comparison to _____, _____.</li> </ul>

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<p style="text-align: center;"><b>Entering/Emerging (Levels 1-2)</b></p>	<p style="text-align: center;"><b>Developing/Expanding (Levels 3-4)</b></p>	<p style="text-align: center;"><b>Bridging/Reaching (Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>• <b>Provide</b> dialogue structures for students to participate in peer review discussions.</li> <li>• <b>Have</b> students read aloud their paper to their partner who has a higher proficiency level in English.</li> <li>❖ <b>Example:</b> Both _____ and _____ are _____. They both have _____. _____ and _____ are similar because of _____.</li> </ul> <p><b>(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Have</b> students read aloud their paper to their partner who has a higher proficiency level in English.</li> <li>❖ <b>Example:</b> Both _____ and _____ are _____. They both have _____. _____ and _____ are similar because of _____.</li> </ul> <p><b>(NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)</b></p>	<p><b>NEPF-IP. 1.3; 2.2; 2.3; 3.2; 3.3; 3.4; 4.1; 5.2; 5.3)</b></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><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Write</b> a summary and <b>include</b> details from multiple authoritative print and digital resources.</li> </ul> <p><b>NEPF-IP. 5.1, 5.2</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Write</b> an objective summary that includes the central idea and details to support the central idea from multiple authoritative print and digital resources.</li> </ul> <p><b>NEPF-IP. 5.1, 5.2, 5.3</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Write</b> an objective summary that shows the development of the central idea and <b>include</b> details from multiple authoritative print and digital resources.</li> </ul> <p><b>NEPF-IP. 5.1, 5.2, 5.3</b></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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> the academic language, specific vocabulary, and discourse structure required to <b>work collaboratively</b> and <b>build</b> upon others’ ideas.</li> <li>• <b>Provide</b> graphic organizers, realia, paragraph starters, sentence starters, transition words, word bank and list of rhetorical devices and elaborative techniques.</li> <li>• <b>Provide</b> students with a color coded exemplar that offers the point of view, evidence, and elaborative techniques.</li> <li>• <b>Provide</b> structures for students to <b>practice</b> working collaboratively in teacher-guided small groups and partners.</li> <li>• <b>Pair</b> students with a partner of the same primary language but a higher English language performance level.</li> <li>• <b>Provide</b> a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions.</li> <li>• <b>Structured</b> Socratic seminar using dialogue frames and sentence frames.</li> </ul> <p>❖ <b>Example:</b> I would add that _____. I think it means that _____. In other words, _____. <b>(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> the academic language, specific vocabulary, and discourse structure required to <b>work collaboratively</b> and <b>build</b> upon others’ ideas.</li> <li>• <b>Provide</b> graphic organizers, paragraph starters, sentence starters, transition words, word bank and list of rhetorical devices and elaborative techniques.</li> <li>• <b>Provide</b> structures for students to <b>practice</b> working collaboratively in teacher-guided small groups and partners.</li> <li>• <b>Pair</b> students with a partner of the same primary language but a higher English language performance level.</li> <li>• <b>Provide</b> a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions.</li> <li>• <b>Structured</b> Socratic seminar using dialogue frames and sentence frames.</li> </ul> <p>❖ <b>Example:</b> I want to expand upon your point about _____. In my opinion, _____ should be _____ because _____. The _____ can further be described as _____. <b>(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> the academic language, specific vocabulary, and discourse structure required to <b>work collaboratively</b> and <b>build</b> upon others’ ideas.</li> <li>• <b>Provide</b> a dialogue structure (e.g., pairs, triads, clarifying bookmarks) to complete and answer text dependent questions.</li> <li>• <b>Structured</b> Socratic seminar using dialogue structures and sentence starters.</li> </ul> <p>❖ <b>Example:</b> _____ is widely acknowledged as _____ and _____. Then again, I think that _____. Moreover, the author states _____. <b>(NEPF-IP. 1.2; 2.2; 3.1; 3.2; 3.4; 4.3; 5.2; 5.3)</b></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><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Engage</b> in collaborative discussion in which they identify differences among students’ ideas about point of view in a text.</li> </ul> <p><b>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 5.3</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Engage</b> in collaborative discussion in which they identify differences among students’ ideas about point of view in a text.</li> </ul> <p><b>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 5.3</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Engage</b> in collaborative discussion in which they build on the ideas of others as it relates to point of view based on textual evidence.</li> </ul> <p><b>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2, 5.3</b></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:

<p><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic, descriptive language, specific vocabulary and structure required to <b>analyze</b> and <b>drawing inferences</b> that are supported by details and examples from the text, <b>using</b> visuals which may include bilingual labels and words.</li> <li>• <b>Provide</b> visual aids, realia, content-based word banks and/or word walls.</li> <li>• <b>Pair</b> 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.</li> <li>• <b>Provide instructional supports</b>, question starters, sentence frames and/or pictures <b>for students to ask</b> and <b>answer</b> questions about key details in a text regarding content-specific concepts.</li> <li>• <b>Provide</b> a chart or a text structure organizer to facilitate identifying a text structure.</li> </ul> <p>❖ <b>Example:</b> I disagree/agree because _____. I think _____ means _____. The main reason for _____ is _____.</p> <p><b>(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic, descriptive language, specific vocabulary and structure required to <b>analyze</b> and <b>drawing inferences</b> that are supported by details and examples from the text, <b>using</b> visuals which may include bilingual labels and words.</li> <li>• <b>Provide</b> visual aids, realia, content-based word banks and/or word walls.</li> <li>• <b>Pair</b> 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.</li> <li>• <b>Provide instructional supports</b>, question starters, sentence frames and/or pictures <b>for students to ask</b> and <b>answer</b> questions about key details in a text regarding content-specific concepts.</li> <li>• <b>Provide</b> a chart or a text structure organizer to facilitate identifying a text structure.</li> </ul> <p>❖ <b>Example:</b> I disagree/agree because _____. I think _____ means _____. The main reason for _____ is _____.</p> <p><b>(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic, descriptive language, specific vocabulary and structure required to <b>analyze</b> and <b>drawing inferences</b> that are supported by details and examples from the text.</li> <li>• <b>Provide</b> a “Text to graphic and back again” dialogue structure for students.</li> <li>• <b>Provide instructional supports</b>, appropriate language structures (as needed) <b>for students to ask</b> and <b>answer</b> questions about key details in a text regarding content-specific concepts.</li> <li>• <b>Provide</b> dialogue structures and sentence starters.</li> </ul> <p>❖ <b>Example:</b> 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> <p><b>(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</b></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><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Engage</b> in a structured collaborative discussion using discussion frames and sentence frames of language structures around the effective use of text structure.</li> </ul> <p><b>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2. 5.3</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Engage</b> in collaborative discussion using discussion starters, sentence starters of language structures around the effective use of text structure.</li> </ul> <p><b>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2. 5.3</b></p>	<p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Engage</b> in collaborative discussion around the effective use of text structure.</li> </ul> <p><b>NEPF-IP. 3.1, 3.2, 3.3, 3.4, 5.2. 5.3</b></p>