



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

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## SECTION 1: ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF MATH 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 mathematics. The practices identified in this document were created within the Common Core State Standards (CCSS) for Mathematics. 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 Math](#)

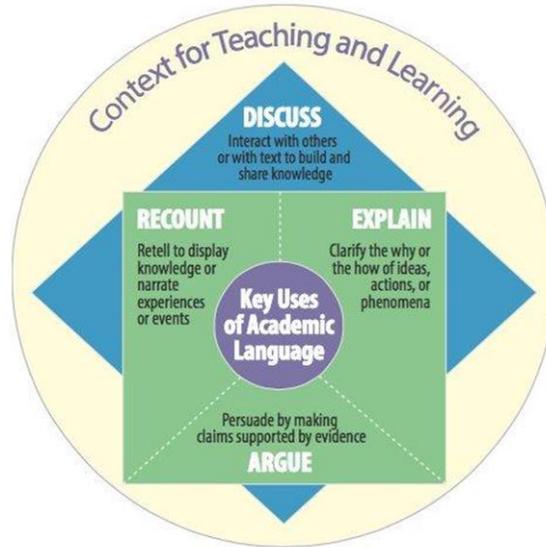
- A. Student Moves: Language Use Expectations
- B. Teacher Moves: Supports for Processing, Producing, and Collaborating in the Language of the Content
- C. Teacher Moves: Supports for Collaborating in the Academic Language

#### Section 3: [Instructional Guidance: Mathematical Practices](#)

- A. Summary: Content Disciplinary Practices and Example Tasks
- B. Math Disciplinary Practices
  - Practice 1: Make sense of problems and persevere in solving them
  - Practice 2: Reason abstractly and quantitatively
  - Practice 3: Construct viable arguments and critique the reasoning of others
  - Practice 4: Model with mathematics
  - Practice 5: Use appropriate tools strategically
  - Practice 6: Attend to precision
  - Practice 7: Look for and make use of structure
  - Practice 8: Look for and express regularity in repeated reasoning

**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 <b>Recount</b> 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 <b>Explain</b> 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 <b>Argue</b> 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 <b>Discuss</b> include participating in small or large group activities and projects.

## SECTION 2: ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF MATH GRADES 6-8

### 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"> <li>• <b>Recognize</b> the meaning of some words learned through conversation and show increasing awareness of differences between informal and language appropriate to the classroom.</li> <li>• <b>Determine</b> the meaning of some general academic and content-specific words and phrases.</li> <li>• <b>Label</b> key vocabulary or steps within a math operation.</li> <li>• <b>Identify</b> language of basic components of coordinate planes, graphs or equations from figures and oral statements.</li> <li>• <b>Identify</b> basic components of multi-dimensional shapes from visually supported words or phrases.</li> <li>• <b>Pair</b> descriptions of multi-dimensional shapes or their components with visually supported sentences.</li> </ul>	<p>With appropriate visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> <li>• <b>Determine</b> the meaning of general academic and content-specific words and phrases.</li> <li>• <b>Discriminate</b> between different meanings of language general and specific technical language associated with content in oral discourse.</li> <li>• <b>Match</b> specific language of complex graphs, equations or coordinate planes with figures and detailed oral descriptions.</li> <li>• <b>Compare/contrast</b> graphs, equations or coordinate planes from figures and oral scenarios using some technical language.</li> <li>• <b>Match</b> specific and some technical language associated with components of geometric arguments, constructions or shapes to visually supported text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Determine</b> the meaning of general academic and content-specific words and phrases.</li> <li>• <b>Apply</b> technical language related to math content problem-solving scenarios.</li> <li>• <b>Analyze</b> graphing techniques, graphical models or equations from oral reading of grade-level material (e.g., best fit lines, connections between multiple representations).</li> </ul>

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

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Productive Speaking & Writing	<p>With appropriate visual, graphic or interactive support students can...</p> <ul style="list-style-type: none"> <li>• <b>State</b> words in figures or formulas from illustrated examples.</li> <li>• <b>Use</b> general vocabulary in math sentences from illustrated examples.</li> <li>• <b>Participate</b> in short written exchanges.</li> <li>• <b>Listen actively</b> to others and respond to simple questions and some wh-questions.</li> <li>• <b>Construct</b> a simple claim and provide a reason to support the claim in solving a problem.</li> <li>• <b>Name</b> variables from illustrations and notation.</li> <li>• <b>Relate</b> functions of two variables from illustrations and notation.</li> <li>• <b>Produce</b> elements of equations or formulas from word/phrase banks and models (e.g., labeling diagrams).</li> <li>• <b>Describe</b> equations or formulas using figures and notation from word/phrase banks and models.</li> </ul>	<p>With visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> <li>• <b>Use</b> transitional words and phrases to connect ideas.</li> <li>• <b>Describe</b> how reasons support the specific approach or strategy in a math scenario.</li> <li>• <b>Participate</b> in written exchanges and respond to others' comments.</li> <li>• <b>Ask</b> and answer relevant questions and add relevant information with reasoning.</li> <li>• <b>Construct</b> a claim and provide a few reasons to support the claim in solving a problem.</li> <li>• <b>Interpret</b> representations of functions of two variables with or without visual support.</li> <li>• <b>Sequence</b> steps from solving problems involving equations or formulas using figures, notation, and sequential language.</li> <li>• <b>Explain</b> uses of equations or formulas using figures, notation, and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> a variety of lining words and phrases to connect ideas and reasoning.</li> <li>• <b>Use</b> a wide variety of general academic and content-specific words and phrases.</li> <li>• <b>Explain</b> different ways of problem-solving grade-level examples using specific or technical vocabulary.</li> <li>• <b>Participate</b> in extended conversations and discussions and build on the ideas of others.</li> <li>• <b>Pose</b> and respond to relevant questions and add relevant comments with reasoning.</li> <li>• <b>Construct</b> a claim and provide logically ordered reasons to support the claim in solving a problem.</li> <li>• <b>Analyze</b> functions of one variable in relation to another (e.g., rates of change, intercepts, zeros, asymptotes).</li> <li>• <b>Summarize</b> procedures for solving problems involving formulas and equations (e.g., geometry problems involving algebra).</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>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>Extend</b> content vocabulary with multiple examples and non-examples.</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>Require</b> the use of academic language.</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>Extend</b> content vocabulary with multiple examples and non-examples.</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>Confirm</b> students' prior knowledge of content topics.</li> <li>• <b>Extend</b> content vocabulary with multiple examples and non-examples.</li> </ul>

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

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

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

**SECTION 3: INSTRUCTIONAL GUIDANCE**  
**for English Language Development in the Content Area of**  
**Mathematical Practices Grades 6-8**

## SECTION 3: INSTRUCTIONAL GUIDANCE: MATH 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](#):

Math Practices	Example Tasks
1. <b>Make</b> sense of problems and persevere in solving them.	<a href="#">Ratios</a>
2. <b>Reason</b> abstractly and quantitatively.	<a href="#">Properties of Real Numbers/Solve Linear Equations</a>
3. <b>Construct</b> viable arguments and critique the reasoning of others.	<a href="#">Dan’s Division Strategy</a>
4. <b>Model</b> with mathematics.	<a href="#">Sale!</a>
5. <b>Use</b> appropriate tools strategically.	<a href="#">The Escalator, Assessment Variation</a>
6. <b>Attend</b> to precision.	<a href="#">Compare Freezing Points</a>
7. <b>Look</b> for and make use of structure.	<a href="#">Find the Missing Angle</a>
8. <b>Look</b> for and express regularity in repeated reasoning.	<a href="#">Extending the Definition of Exponents, Variation 1</a>

**Section 3B: Math Disciplinary Practices**

**Practice 1a: Make Sense of Problems and Persevere in Solving Them – 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>Provide</b> scaffolded tasks for students to draw a picture of their solution and to label it.</li> <li>• <b>Provide</b> simple patterned oral and written sentence frames for students to <b>emulate/copy</b> basic content provided with a predetermined learning partner.</li> <li>• <b>Model</b> the language of mathematical expressions for students to <b>label</b> the mathematical expressions with a predetermined learning partner; have students <b>state</b> the academic vocabulary associated with the number or illustrated expression.</li> <li>• <b>Provide</b> sentence frames or sentence starters for students to use to access group discussion.</li> </ul> <p><b>Example:</b> My answer makes sense because _____. I hadn't thought about _____. Can you please repeat that?</p> <p><b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers</b> to <b>explain</b> their understandings.</li> <li>• <b>Model</b> a predetermine dialogue structure for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements.</li> </ul> <p><b>Example:</b> I solved the problem by _____. I first _____. Then I _____. Finally, I _____. (To describe their process.) I think _____ because _____. What do you know? What do you need to find out?</p> <p><b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers</b> to <b>explain</b> their understandings.</li> <li>• <b>Model</b> consistently predetermine dialogue structures for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements.</li> </ul> <p><b>Example:</b> I solved the problem by _____. I first _____. Then I _____. Finally, _____. (To describe their process.) I think _____ because _____. What do you know? What do you need to find out?</p> <p><b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></p>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 1b: Make Sense of Problems and Persevere in Solving Them – 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:

<b>Entering/Emerging (Levels 1-2)</b>	<b>Developing/Expanding (Levels 3-4)</b>	<b>Bridging/Reaching (Levels 5-6)</b>
<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Student will ...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• Orally <b>explain, justify, and defend</b> their problem solving strategies.</li> <li>• <b>Use specific and technical academic vocabulary</b> in their <b>explanation, justification, and defense</b> of one of the preferred student strategies.</li> </ul> <p><b>Assessment Tool</b>  <a href="#">Assessing the 8 Mathematical Practices Rubric</a>  <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 2a: Reason Abstractly and Quantitatively – 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>Provide</b> scaffolded tasks for students to draw a picture of their solution and to label it.</li> <li>• <b>Provide</b> simple patterned oral and written sentence frames for students to <b>emulate/copy</b> basic content provided with a predetermined learning partner.</li> <li>• <b>Model</b> the language of mathematical expressions for students to <b>label</b> the mathematical expressions with a predetermined learning partner; have students <b>state</b> the academic vocabulary associated with the number or illustrated expression.</li> <li>• <b>Provide</b> sentence frames or sentence starters for students to use to access group discussion. <b>Example:</b> The numbers I can use to represent this problem are _____.</li> <li>• Questions for students: What is the problem asking you to figure out? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers to explain</b> their understandings.</li> <li>• <b>Model</b> a predetermine dialogue structure for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> I know _____ because _____. I learned _____.</li> <li>• Questions for students: What do the numbers in the problem represent? What do the words in the problem mean? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers to explain</b> their understandings.</li> <li>• <b>Model</b> consistently predetermine dialogue structures for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> A different way to find the answer is _____. I noticed that _____.</li> </ul> <p><b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></p>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 2b: Reason Abstractly and Quantitatively – 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:

<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>
<p><b>Success Criteria</b></p> <p><b>Student will ...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• Orally <b>explain, justify, and defend</b> their problem solving strategies.</li> <li>• <b>Use specific and technical academic vocabulary</b> in their <b>explanation, justification, and defense</b> of one of the preferred student strategies.</li> </ul> <p><b>Assessment Tool</b>  <a href="#">Assessing the 8 Mathematical Practices Rubric</a>  <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 3a: Construct Viable Arguments and Critique the Reasoning of Others – 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>Provide</b> scaffolded tasks for students to draw a picture of their solution and to label it.</li> <li>• <b>Provide</b> simple patterned oral and written sentence frames for students to <b>emulate/copy</b> basic content provided with a predetermined learning partner.</li> <li>• <b>Model</b> the language of mathematical expressions for students to <b>label</b> the mathematical expressions with a predetermined learning partner; have students <b>state</b> the academic vocabulary associated with the number or illustrated expression.</li> <li>• <b>Provide</b> sentence frames or sentence starters for students to use to access group discussion. <b>Example:</b> How do you know that? My answer is _____. My solution is _____. I think my error is here (point).</li> <li>• Questions to ask students: Why did you decide to do it that way? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers to explain</b> their understandings.</li> <li>• <b>Model</b> a predetermine dialogue structure for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> I used this strategy because _____. My answer is correct because _____. Your answer is incorrect because _____.</li> <li>• Questions to ask students: Can you explain how or why you did this? Why do you think ____ did ____? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers to explain</b> their understandings.</li> <li>• <b>Model</b> consistently predetermine dialogue structures for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> I agree/disagree with you because _____. I wonder if _____. I did this because _____. I think this is where you made your error _____ because _____. I can justify my answer by _____.</li> <li>• Questions to ask students: How do you know that? Do you agree with Johnny’s answer? Why? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 3b: Construct Viable Arguments and Critique the Reasoning of Others – 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:

<b>Entering/Emerging (Levels 1-2)</b>	<b>Developing/Expanding (Levels 3-4)</b>	<b>Bridging/Reaching (Levels 5-6)</b>
<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Student will ...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• Orally <b>explain, justify, and defend</b> their problem solving strategies.</li> <li>• <b>Use specific and technical academic vocabulary</b> in their <b>explanation, justification, and defense</b> of one of the preferred student strategies.</li> </ul> <p><b>Assessment Tool</b>  <a href="#"><u>Assessing the 8 Mathematical Practices Rubric</u></a>  <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 4a: Model with Mathematics – 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>Provide</b> scaffolded tasks for students to draw a picture of their solution and to label it.</li> <li>• <b>Model</b> the language of mathematical expressions for students to <b>label</b> the mathematical expressions with a predetermined learning partner; have students <b>state</b> the academic vocabulary associated with the number or illustrated expression.</li> <li>• <b>Provide</b> sentence frames or sentence starters for students to use to access group discussion. <b>Example:</b> I drew _____. The graph shows _____. My answer is correct because I used the _____ model.</li> <li>• Questions to prompt students: Is this an example of a model? How would you use this model?</li> </ul> <p><b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers</b> to <b>explain</b> their understandings.</li> <li>• <b>Model</b> a predetermine dialogue structure for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> I used this model because _____. I drew _____ because _____.</li> <li>• Questions to prompt students: What picture can you draw to help you? What can we use for a model?</li> </ul> <p><b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers</b> to <b>explain</b> their understandings.</li> <li>• <b>Model</b> consistently predetermine dialogue structures for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> I can explain my solution to others by _____. I have seen this before when _____.</li> <li>• Questions to prompt students: What model did you use? Is there another way to represent that?</li> </ul> <p><b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></p>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 4b: Model with Mathematics – 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:

<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>
<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Student will ...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• Orally <b>explain, justify, and defend</b> their problem solving strategies.</li> <li>• <b>Use specific and technical academic vocabulary</b> in their <b>explanation, justification, and defense</b> of one of the preferred student strategies.</li> </ul> <p><b>Assessment Tool</b>  <a href="#"><u>Assessing the 8 Mathematical Practices Rubric</u></a>  <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 5a: Use Appropriate Tools Strategically – 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>Provide</b> scaffolded tasks for students to draw a picture of their solution and to label it.</li> <li>• <b>Provide</b> simple patterned oral and written sentence frames for students to <b>emulate/copy</b> basic content provided with a predetermined learning partner.</li> <li>• <b>Model</b> the language of mathematical expressions for students to <b>label</b> the mathematical expressions with a predetermined learning partner; have students <b>state</b> the academic vocabulary associated with the number or illustrated expression.</li> <li>• <b>Provide</b> sentence frames or sentence starters for students to use to access group discussion. <b>Example:</b> The tool I used showed me _____. The best tool to use is _____.</li> <li>• Questions to prompt students: Is this an example of a tool? How would you use this tool? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers</b> to <b>explain</b> their understandings.</li> <li>• <b>Model</b> a predetermine dialogue structure for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> I used this tool because _____. My answer is correct because of the _____ appropriate tool I used to solve the problem by _____. Can you tell me more about the tool that you used _____? Using a ____ shows us a _____.</li> <li>• Questions to prompt students: What can you use to help you solve this problem? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers</b> to <b>explain</b> their understandings.</li> <li>• <b>Model</b> consistently predetermine dialogue structures for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> This tool, _____ helps me prove my solution to others by _____. I agree/disagree with _____'s choice ____ tool, but I chose _____ instead/also because _____. I could have used ____ (tool) to _____.</li> <li>• Questions to prompt students: Why did you choose that tool to solve the problem? Is there a better tool that you can use? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 5b: Use Appropriate Tools Strategically – 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 style="text-align: center;"><b>Success Criteria</b></p> <p><b>Student will ...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• Orally <b>explain, justify,</b> and <b>defend</b> their problem solving strategies.</li> <li>• <b>Use specific</b> and <b>technical academic vocabulary</b> in their <b>explanation, justification,</b> and <b>defense</b> of one of the preferred student strategies.</li> </ul> <p><b>Assessment Tool</b>  <a href="#"><u>Assessing the 8 Mathematical Practices Rubric</u></a>  <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 6a: Attend to Precision – 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>Provide</b> scaffolded tasks for students to draw a picture of their solution and to label it.</li> <li>• <b>Model</b> the language of mathematical expressions for students to <b>label</b> the mathematical expressions with a predetermined learning partner; have students <b>state</b> the academic vocabulary associated with the number or illustrated expression.</li> <li>• <b>Provide</b> sentence frames or sentence starters for students to use to access group discussion. <b>Example:</b> I used the term _____ when working with this problem. I didn't understand _____. The math term _____ means _____. I labeled it _____.</li> <li>• Questions to prompt students: What do you notice? Is there a word you don't understand? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers</b> to <b>explain</b> their understandings.</li> <li>• <b>Model</b> a predetermine dialogue structure for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> I know my answer is accurate because _____. I used the label _____ because _____.</li> <li>• Questions to prompt students: Does your answer need a label in order to be precise? What terms should you use to be precise? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers</b> to <b>explain</b> their understandings.</li> <li>• <b>Model</b> consistently predetermine dialogue structures for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> I used the mathematical term _____ to explain _____. My answer is _____ rather than _____ because _____.</li> <li>• Questions to prompt students: Can you explain why you used <b>(significant digits)</b> for your answer? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 6b: Attend to Precision – 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:

<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>
<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Student will ...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p style="text-align: center;"><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• Orally <b>explain, justify, and defend</b> their problem solving strategies.</li> <li>• <b>Use specific and technical academic vocabulary</b> in their <b>explanation, justification, and defense</b> of one of the preferred student strategies.</li> </ul> <p><b>Assessment Tool</b>  <a href="#"><u>Assessing the 8 Mathematical Practices Rubric</u></a>  <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 7a: Look For and Make Use of Structure – 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>Provide</b> scaffolded tasks for students to draw a picture of their solution and to label it.</li> <li>• <b>Model</b> the language of mathematical expressions for students to <b>label</b> the mathematical expressions with a predetermined learning partner; have students <b>state</b> the academic vocabulary associated with the number or illustrated expression.</li> <li>• <b>Provide</b> sentence frames or sentence starters for students to use to access group discussion. <b>Example:</b> I noticed _____. I tried _____. They are similar because _____?</li> <li>• Questions to prompt students: What do you notice? Is there a pattern? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers</b> to <b>explain</b> their understandings.</li> <li>• <b>Model</b> a predetermine dialogue structure for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> I already know _____ so _____. This reminded me of _____.</li> <li>• Questions to prompt students: Have you done a similar type of problem before? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers</b> to <b>explain</b> their understandings.</li> <li>• <b>Model</b> consistently predetermine dialogue structures for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> I noticed the connection between _____ and _____. How is _____ related to _____?</li> <li>• Questions to prompt students: What do both problems have in common? What patterns do you see? What do you know about ___ that you can apply to this situation? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 7b: Look For and Make Use of Structure – 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:

<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>
<p><b>Success Criteria</b></p> <p><b>Student will ...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• Orally <b>explain, justify, and defend</b> their problem solving strategies.</li> <li>• <b>Use specific and technical academic vocabulary</b> in their <b>explanation, justification, and defense</b> of one of the preferred student strategies.</li> </ul> <p><b>Assessment Tool</b>  <a href="#">Assessing the 8 Mathematical Practices Rubric</a>  <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 8a: Look For and Express Regularity in Repeated Reasoning – 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>Provide</b> scaffolded tasks for students to draw a picture of their solution and to label it.</li> <li>• <b>Provide</b> simple patterned oral and written sentence frames for students to <b>emulate/copy</b> basic content provided with a predetermined learning partner.</li> <li>• <b>Model</b> the language of mathematical expressions for students to <b>label</b> the mathematical expressions with a predetermined learning partner; have students <b>state</b> the academic vocabulary associated with the number or illustrated expression.</li> <li>• <b>Provide</b> sentence frames or sentence starters for students to use to access group discussion. <b>Example:</b> I wonder/noticed _____. Conclusion is _____.</li> <li>• Questions to prompt students: What do you notice? Is there a pattern? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers</b> to <b>explain</b> their understandings.</li> <li>• <b>Model</b> a predetermine dialogue structure for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements.</li> <li>• <b>Example:</b> The pattern/rule I noticed was _____ because _____. This is the same because _____. This is true because _____. Based on the information, I can conclude _____.</li> <li>• Questions to prompt students: How could this problem help you solve another? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide</b> learning tasks in which students can <b>use illustrations or numbers</b> to <b>explain</b> their understandings.</li> <li>• <b>Model</b> consistently predetermine dialogue structures for students to <b>state</b> and <b>clarify</b> their reasoning to a partner or small group and <b>listen</b> to the ideas of others to <b>agree</b> or <b>disagree</b> with reasons to ensure the participation of all students.</li> <li>• <b>Provide</b> students with <b>sentence starters</b> from a leveled list of scaffolding statements. <b>Example:</b> If _____ then _____. I generalize that _____. The trend of the data is _____ because _____.</li> <li>• Questions to prompt students: What generalizations can you make? Can you find a short cut to solve the problem? <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>

**Section 3B: Math Disciplinary Practices (continued)**

**Practice 8b: Look For and Express Regularity in Repeated Reasoning – 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:

<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>
<p><b>Success Criteria</b></p> <p><b>Student will ...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• <b>Solve problems</b> and <b>identify</b> the associated <b>academic vocabulary</b> on Exit Slips and other formal or informal assessments.</li> <li>• <b>Describe</b> steps to solve problems using pictures, symbols, or artifacts.</li> </ul> <p><b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>• Orally <b>explain, justify, and defend</b> their problem solving strategies.</li> <li>• <b>Use specific and technical academic vocabulary</b> in their <b>explanation, justification, and defense</b> of one of the preferred student strategies.</li> </ul> <p><b>Assessment Tool</b>  <a href="#">Assessing the 8 Mathematical Practices Rubric</a>  <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>