



ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 6-8

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SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES 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 Social Studies (SS). The social studies practices (SSP) identified in this document were created by the National Council for the Social Studies. 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 Social Studies](#)

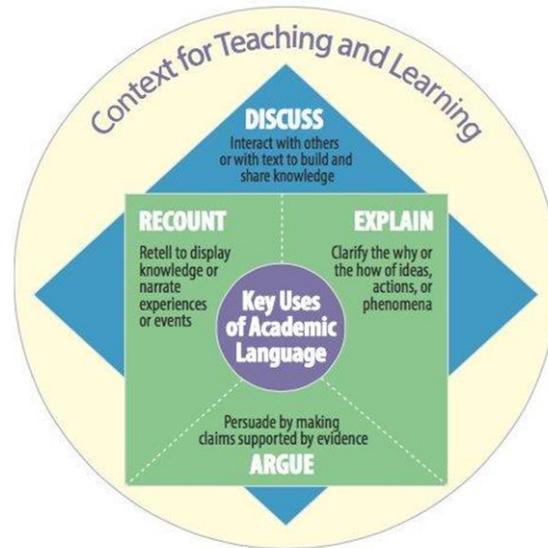
- A. Student Moves: Language Use Expectations
- B. Teacher Moves: Supports for Processing, Producing, and Collaborating in the Language of the Content
- C. Teacher Moves: Supports for Collaborating in the Academic Language

Section 3: [Instructional Guidance: Social Studies Practices](#)

- A. Summary: Content Disciplinary Practices and Example Tasks
- B. Social Studies Disciplinary Practices
 - Practice 1: Constructing compelling questions
 - Practice 2: Creating supporting questions
 - Practice 3: Gathering and evaluating sources
 - Practice 4: Developing claims and using evidence
 - Practice 5: Communicating and critiquing conclusions
 - Practice 6: Taking informed action

Section 1: Key Uses of Academic Language

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



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

SECTION 2: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES 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, interactive, or L1 support, students can...</p> <ul style="list-style-type: none"> • Identify familiar objects or places from oral statements. • Point to objects, people, or places based on short oral descriptions. • Sequence labeled visuals per oral directions. • Identify settings or time frames in narrative or informational scenarios read aloud. • Match oral sentences of cause and effect to illustrations. • Signal agreement or disagreement of short oral statements or questions. • Identify responses to Wh-questions in charts or illustrated text. • Sequence illustrated text of narrative or informational events. • Locate main ideas in a series of simple sentences. • Compare ideas on the same topic in a series of simple sentences. • Classify true from false short statements. • Distinguish facts from opinions in text | <p>With visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> • Match main ideas of familiar text read aloud with visuals. • State the next event in a series based on clues from narrative or informational oral texts. • Identify main ideas and details in oral discourse. • Identify opposing perspectives from oral text (e.g. sides in wars, regimes, or revolutions). • Formulate opinions based on evidence presented within oral discourse. • Identify topic sentences, main ideas, and details in paragraphs. • Match content-related cause to effect in graphically-supported text. • Identify claims and reasons for each claim. • Identify evidence to support analysis of what texts say (e.g. position papers). • Classify pros and cons of claims and evidence presented within written texts. | <ul style="list-style-type: none"> • Reconstruct past experiences or series of events based on oral discourse. • Recognize nuanced meanings of words and phrases in extended oral discourse. • Categorize perspectives of multiple speakers. • Identify effects and consequences of events and phenomena from class discussions. • Recognize specific language used to enhance clarity and precision. • Identify strengths, limitations, and potential biases from oral presentations. • Organize claims and counter claims presented in debates. • Identify how text structures supports comprehension. • Identify the central idea or theme and how it is supported by clear descriptions and extended details. • Recognize multiple perspectives and points of view on any given issue. • Identify the logical connections among claims, counterclaims, reasons, and evidence. |

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

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

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

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

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

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

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

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

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

SECTION 3: INSTRUCTIONAL GUIDANCE
for English Language Development in the Content Area of
Social Studies Grades 6-8

SECTION 3: INSTRUCTIONAL GUIDANCE: SOCIAL STUDIES 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**:

| Social Studies Practices | Example Tasks | Recount | Explain | Argue | Discuss |
|--|--|---|--|---|--|
| 1. Construct compelling questions | <ul style="list-style-type: none"> Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. <p>[SS.6-8.WGGS.20.]</p> | <ul style="list-style-type: none"> Proficient students can restate and/or describe varying perspectives on oppression and resistance and Pose compelling questions with peers | <ul style="list-style-type: none"> Proficient students can explain how a compelling question represents key ideas in the disciplinary concepts. Proficient students can explain points of agreement experts have about interpretations and applications of disciplinary concepts associated with a compelling question about instances of oppression and resistance. | <ul style="list-style-type: none"> Proficient students can defend their compelling questions on how instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. | <ul style="list-style-type: none"> Proficient students can participate in collaborative conversations on instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. |
| 2. Create supporting questions | <ul style="list-style-type: none"> Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response. <p>[SS.6-8.WGGS.20.]</p> | <ul style="list-style-type: none"> Proficient students can paraphrase how the supporting questions relates to the compelling question is mutually reinforcing. | <ul style="list-style-type: none"> Proficient students can describe how the supporting questions address the compelling questions and the relationship between the two. | <ul style="list-style-type: none"> Proficient students can clarify how the supporting questions relate to the compelling questions to express points of agreement or disagreement in connections with instances of oppression in the modern world. | <ul style="list-style-type: none"> Proficient students can participate in collaborative conversations as to how the supporting questions lead to specific knowledge and understanding in support of the compelling questions. |

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

| Social Studies Practices | Example Tasks | Recount | Explain | Argue | Discuss |
|--|---|--|--|--|---|
| 3. Gather and evaluate sources | <ul style="list-style-type: none"> • Assess the impact of diverse ideologies on politics, society, and culture in early U.S. History. [SS.6-8.EUSH.12.] | <ul style="list-style-type: none"> • Using grade-appropriate books and other reliable media, proficient students can summarize information that assesses the impact of diverse ideologies on politics, society, and culture in early U.S. History. | <ul style="list-style-type: none"> • Using grade-appropriate books and other reliable media, proficient students can explain the role of bias (e.g. the authorship, point of view, purpose, and format) and audience in presenting arguments or evidence about the impact of diverse ideologies on politics, society, and culture in early U.S. History. | <ul style="list-style-type: none"> • Using grade-appropriate books and other reliable media, proficient students can evaluate the credibility of source by determining its relevance and intended use to support an argument that examines the development of political parties in U.S. History. | <ul style="list-style-type: none"> • Using grade-appropriate books and other reliable media, proficient students can defend an opinion whether a source is relevant in answering the compelling and supporting questions. |
| 4. Develop claims and use evidence | <ul style="list-style-type: none"> • Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors. [SS.6-8.EUSH.42.] | <ul style="list-style-type: none"> • Proficient students can identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations in assessing the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors. | <ul style="list-style-type: none"> • Proficient students give examples of claims and counterclaims while pointing out the strengths and limitations of both to address the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors. | <ul style="list-style-type: none"> • Proficient students can critique opposing claims while pointing out the strengths and limitations of both to address the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors. | <ul style="list-style-type: none"> • Proficient students can challenge ideas respectfully on the strengths and limitations of claims and counterclaims to address state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors. |

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

| Social Studies Practices | Example Tasks | Recount | Explain | Argue | Discuss |
|--|---|--|---|--|--|
| <p>5. Communicate and critique conclusions</p> | <ul style="list-style-type: none"> • Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc. [SS.6-8.EUSH.14.] | <ul style="list-style-type: none"> • Proficient students can summarize early in the inquiry process interpretations of historical events from a variety of historical and cultural perspectives including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc. | <ul style="list-style-type: none"> • Proficient students can elaborate by adding precision and details to help strengthen the students’ conclusions about the historical events from a variety of historical and cultural perspectives including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc. | <ul style="list-style-type: none"> • Proficient students can counter a different point of view using claims and evidence from multiple sources, while acknowledging the strengths and limitations of their claims. | <ul style="list-style-type: none"> • Proficient students can extend conversations and give clear examples about the historical events from a variety of historical and cultural perspectives including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc. |
| <p>6. Take informed action</p> | <ul style="list-style-type: none"> • Compare a current national issue to a historical event from early U.S. History in order to propose a solution based upon past outcomes. [SS.6-8.EUSH.33.] | <ul style="list-style-type: none"> • Proficient students can retell short content-related events of how rules, laws, and authorities keep people and property safe and secure in Nevada. | <ul style="list-style-type: none"> • Proficient students can connect the sequential, cyclical, or causal relationships of following or not following rules, laws, and authorities. | <ul style="list-style-type: none"> • Proficient students can respond to opinion statements of others with reasons or evidence about the purpose of rules and laws and why they are important. | <ul style="list-style-type: none"> • Using clarifying questions apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out of school civic contexts to demonstrate engagement, proficient students can collaboratively develop an inquiry about solutions based upon past outcomes. |

Section 3B: Social Studies Disciplinary Practices

Practice 1a: Constructing Compelling Questions – Teacher Moves

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

| Entering/Emerging (Levels 1-2) | Developing/Expanding (Levels 3-4) | Bridging/Reaching (Levels 5-6) |
|--|--|---|
| <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct compelling questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer compelling questions. • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sufficient wait time to allow students to formulate ideas and questions in English. ❖ Example: Should conflict be embraced? How _____? Why _____? • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p> | <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct compelling questions. Explicit attention to cognates. • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer compelling questions. ❖ Example: Should conflict be embraced? How _____? Why _____, and is there another alternative? • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sufficient wait time to allow students to formulate ideas and questions in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p> | <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct compelling questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Provide language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer compelling questions. ❖ Example: Should conflict be embraced? How _____, and is there another alternative? Why is ____ significant? • Provide sufficient wait time to allow students to formulate ideas and questions in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <p>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</p> |

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 1b: Constructing Compelling Questions – 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>Entering/Emerging (Levels 1-2)</p> | <p>Developing/Expanding (Levels 3-4)</p> | <p>Bridging/Reaching (Levels 5-6)</p> |
|--|--|--|
| <p>Success Criteria</p> <p>Students will be able to construct compelling questions based upon disciplinary concepts, using simple sentence frames and visual supports.</p> <p>Students will be able to evaluate various interpretations in answer to compelling questions within and across disciplines, using simple sentence frames and visual supports.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> | <p>Success Criteria</p> <p>Students will be able to construct compelling questions based upon disciplinary concepts, using simple and complex sentence frames.</p> <p>Students will be able to evaluate various interpretations in answer to compelling questions within and across disciplines, using simple and complex sentence frames.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> | <p>Success Criteria</p> <p>Students will be able to construct compelling questions based upon disciplinary concepts, using simple and complex sentence frames.</p> <p>Students will be able to evaluate various interpretations in answer to compelling questions within and across disciplines, using simple and complex sentence frames.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> |

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 2a: Creating Supporting Questions – Teacher Moves

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

| <p>Entering/Emerging (Levels 1-2)</p> | <p>Developing/Expanding (Levels 3-4)</p> | <p>Bridging/Reaching (Levels 5-6)</p> |
|---|---|---|
| <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct supporting questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer supporting question. ❖ Example: Should conflict be embraced? In what ways, _____? • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> | <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct supporting questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer supporting questions. ❖ Example: Should conflict be embraced? In what ways, _____? What factors would change if _____? • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <ul style="list-style-type: none"> ❖ My turn/ your turn ❖ Partner A/Partner B ❖ Collaborative groups <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> | <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct supporting questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer supporting questions. ❖ Example: Should conflict be embraced? In what ways, _____? What factors would change if _____? In your opinion, _____ what is best _____? • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> |

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 2b: Creating Supporting Questions – 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;">Success Criteria</p> <p>Students will be able to generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions, using simple sentence frames and visual supports.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> | <p style="text-align: center;">Success Criteria</p> <p>Students will be able to generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions, using simple and complex sentence frames.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> | <p style="text-align: center;">Success Criteria</p> <p>Students will be able to generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions supports as needed.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> |

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 3a: Gathering and Evaluating Sources – Teacher Moves

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

| <p>Entering/Emerging (Levels 1-2)</p> | <p>Developing/Expanding (Levels 3-4)</p> | <p>Bridging/Reaching (Levels 5-6)</p> |
|---|---|---|
| <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to gather and evaluate sources. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer questions for evaluating sources. ❖ Example: I thought that _____? • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> | <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to gather and evaluate sources. • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer questions for evaluating sources. ❖ Example: Should conflict be embraced? I used to think ____, but now I know _____. I wonder _____. • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <ul style="list-style-type: none"> ❖ My turn/ your turn ❖ Partner A/Partner B ❖ Collaborative groups <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> | <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to gather and evaluate sources. • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer questions for evaluating sources. ❖ Example: I used to think _____, but now I know _____. I wonder _____. Perhaps _____. • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> |

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 3b: Gathering and Evaluating Sources – 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>Entering/Emerging (Levels 1-2)</p> | <p>Developing/Expanding (Levels 3-4)</p> | <p>Bridging/Reaching (Levels 5-6)</p> |
|---|--|--|
| <p>Success Criteria</p> <p>Students will be able to gather relevant information from multiple texts and evaluate the sources, context and corroboration of the texts with close reading and disciplinary skills using simple sentence frames and visual supports.</p> <p>Students will be able to seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each using simple sentence.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> | <p>Success Criteria</p> <p>Students will be able to gather relevant information from multiple texts and evaluate the sources, context and corroboration of the texts with close reading and disciplinary skills using simple and complex sentence frames.</p> <p>Students will be able to seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each using simple and complex sentence frames.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> | <p>Success Criteria</p> <p>Students will be able to gather relevant information from multiple texts and evaluate the sources, context and corroboration of the texts with close reading and disciplinary skills supports as needed.</p> <p>Students will be able to seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each supports as needed.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> |

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 4a: Developing Claims and Using Evidence – Teacher Moves

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

| <p>Entering/Emerging (Levels 1-2)</p> | <p>Developing/Expanding (Levels 3-4)</p> | <p>Bridging/Reaching (Levels 5-6)</p> |
|--|---|--|
| <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to develop claims and using evidence. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to claims ❖ Example: I claim that_____. • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> | <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to develop claims and using evidence. • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses to claims. ❖ Example: : I claim that _____ because _____. • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <ul style="list-style-type: none"> ❖ My turn/ your turn ❖ Partner A/Partner B ❖ Collaborative groups <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> | <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to develop claims and using evidence. • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses to claims. ❖ Example: I claim that _____ because _____. • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> |

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 4b: Developing Claims and Using Evidence – 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>Entering/Emerging (Levels 1-2)</p> | <p>Developing/Expanding (Levels 3-4)</p> | <p>Bridging/Reaching (Levels 5-6)</p> |
|---|---|--|
| <p>Success Criteria</p> <p>Using varied source material, students will be able to, develop an argument based on substantive claims, with strong evidence, and clear reasoning using simple sentence frames and visual supports.</p> <p>Students will be able to examine different arguments while pointing out the strengths and limitations of each, using simple sentence frames and visual supports.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> | <p>Success Criteria</p> <p>Using varied source material, students will be able to, develop an argument based on substantive claims, with strong evidence, and clear reasoning using simple and complex sentence frames.</p> <p>Students will be able to examine different arguments while pointing out the strengths and limitations of each, using simple and complex sentence frames.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> | <p>Success Criteria</p> <p>Using varied source material, students will be able to develop an argument based on substantive claims, with strong evidence, and clear reasoning using supports as needed.</p> <p>Students will be able to examine different arguments while pointing out the strengths and limitations of each, supports as needed.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> |

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 5a: Communicating and Critiquing Conclusions – Teacher Moves

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

| <p>Entering/Emerging (Levels 1-2)</p> | <p>Developing/Expanding (Levels 3-4)</p> | <p>Bridging/Reaching (Levels 5-6)</p> |
|---|---|--|
| <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to communicate and critique conclusions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses for conclusions. ❖ Example: I am confused_____. • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> | <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to communicate and critique conclusions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses for conclusions. ❖ Example: I am confused_____ because the author claims_____. • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <ul style="list-style-type: none"> ❖ My turn/ your turn ❖ Partner A/Partner B ❖ Collaborative groups <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> | <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to communicate and critique conclusions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses for conclusions. ❖ Example: I am confused_____ because the author claims_____. In my opinion, based on other sources, _____ the conclusion is _____. • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> |

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 5b: Communicating and Critiquing Conclusions – 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;">Success Criteria</p> <p>Students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning, using simple sentence frames and visual supports to critique conclusions.</p> <p>Students will be able to participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued, using simple sentence frames and visual supports. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> | <p style="text-align: center;">Success Criteria</p> <p>Students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning, using simple and complex sentence frames to critique conclusions.</p> <p>Students will be able to participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued, using simple and complex sentence frames. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> | <p style="text-align: center;">Success Criteria</p> <p>Students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning, supports as needed.</p> <p>Students will be able to participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued, using supports as needed. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> |

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 6a: Taking Informed Action – Teacher Moves

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

| <p>Entering/Emerging (Levels 1-2)</p> | <p>Developing/Expanding (Levels 3-4)</p> | <p>Bridging/Reaching (Levels 5-6)</p> |
|--|---|--|
| <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to take informed action. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer questions about key details in a text. ❖ Example: I believe _____. The solution to the problem is _____. • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> | <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to take informed action. • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses to ask and answer questions about key details in a text. ❖ Example: I believe _____. The solution to this problem is _____. I know this because _____. • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <ul style="list-style-type: none"> ❖ My turn/ your turn ❖ Partner A/Partner B ❖ Collaborative groups <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> | <ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to take informed action. • Provide a system for students to record and process key academic and content-specific vocabulary. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses to ask and answer questions about key details in a text. ❖ Example: I believe _____. The solution to this problem is _____. I know this because _____. Therefore, _____. • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure. <p>NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)</p> |

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 6b: Taking Informed Action – 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>Entering/Emerging (Levels 1-2)</p> | <p>Developing/Expanding (Levels 3-4)</p> | <p>Bridging/Reaching (Levels 5-6)</p> |
|--|--|--|
| <p style="text-align: center;">Success Criteria</p> <p>Students will be able to draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional and global problems at various times and places, using simple sentence frames and visual supports.</p> <p>Students will be able to apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues, using simple sentence frames and visual supports.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> | <p style="text-align: center;">Success Criteria</p> <p>Students will be able to draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional and global problems at various times and places, using simple and complex sentence frames.</p> <p>Students will be able to apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues, using simple and complex sentence frames.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> | <p style="text-align: center;">Success Criteria</p> <p>Students will be able to draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional and global problems at various times and places, supports as needed.</p> <p>Students will be able to apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues, supports as needed.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p> |