



**ELD FRAMEWORK FOR
DEVELOPING THE LANGUAGE
OF SOCIAL STUDIES GRADES 9-12**

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SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 9-12 - OVERVIEW

Section 1: Purpose

The **purpose of the English Language Development (ELD) Standards Framework and Instructional Guidance documents** is to provide clarity in the implementation and integration of the Nevada ELD Standards with Nevada Academic Content Standards and instruction. In addition, they support the application of the Nevada Educator Performance Framework (NEPF) Standards of best practices for English learners and other diverse student populations.

These Nevada ELD Standards documents specify the connection between the WIDA ELD Standards and the content disciplinary practices of 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](#)

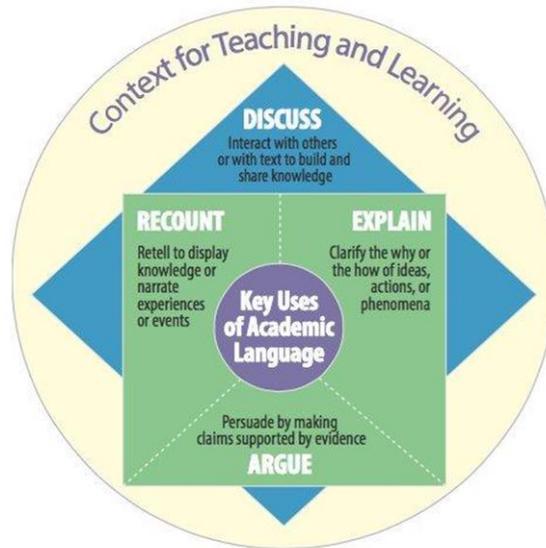
- A. Student Moves: Language Use Expectations
- B. Teacher Moves: Supports for Processing, Producing, and Collaborating in the Language of the Content

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 9-12

Section 2A: Student Moves: Language Use Expectations

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Receptive Listening & Reading	<p>With appropriate visual, graphic, interactive, or L1 support, students can...</p> <ul style="list-style-type: none"> • Match everyday oral content-related words and phrases to pictures, diagrams, or photographs • Follow modeled oral commands • Order events or stages of phenomena from oral statements • Compare information, symbols, or icons on charts or tables described orally • Match oral information to pictures, diagrams, or photographs that show points of view • Distinguish words and phrases related to opinions or facts from oral statements • Recognize the pros or cons of issues from short oral statements • Identify claims in oral statements • Locate main ideas in a series of related sentences • Differentiate between technical and everyday vocabulary that describe phenomena • Make connections between statements that make claims and those providing evidence 	<p>With visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> • Identify main ideas from short content-related oral presentations • Identify causes for particular events or phenomena in short oral presentations • Interpret cause and effect from oral discourse • Organize information related to different perspectives presented orally • Classify claims and evidence from oral presentations • Differentiate multiple perspectives presented orally • Identify how language provides clarity and precision in describing topics or phenomena • Summarize information with diagrams, models, flow charts, or illustrations • Compare information on phenomena across a variety of multimedia sources • Evaluate the strength of evidence statements • Identify persuasive language across content areas • Follow the progression of logical reasoning 	<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 9-12

SECTION 3: INSTRUCTIONAL GUIDANCE: SOCIAL STUDIES PRACTICES GRADES 9-12

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

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

Social Studies Practices	Example Tasks	Recount	Explain	Argue	Discuss
1. Construct compelling questions	<ul style="list-style-type: none"> • Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to causes (race, ethnicity, gender, nationality, class and/or religion etc.), reactions, and long term effects of oppression (e.g. price to obtaining freedom from oppression). [SS.9-12.WH.23.] 	<ul style="list-style-type: none"> • Proficient students can generate the compelling questions that analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to causes (race, ethnicity, gender, nationality, class and/or religion etc.), reactions, and long term effects of oppression. 	<ul style="list-style-type: none"> • Proficient students can clarify compelling questions that compares and contrasts the complex relationship between dominant cultures and minority groups throughout world history. 	<ul style="list-style-type: none"> • Proficient students can defend their compelling questions comparing points of agreement and disagreement experts have about the interpretations and causes (race, ethnicity, gender, nationality, class and/or religion etc.), reactions, and long term effects of oppression. 	<ul style="list-style-type: none"> • Proficient students can critique various interpretations and applications of disciplinary concepts to answer compelling questions as well as elaborate on peer’s ideas about the compelling question.
2. Create supporting questions	<ul style="list-style-type: none"> • Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to causes (race, ethnicity, gender, nationality, class and/or religion etc.), reactions, and long-term effects of oppression. [SS.9-12.WH.23.] 	<ul style="list-style-type: none"> • Proficient students can generate how the supporting questions relate to the compelling question using expert points of agreement and disagreement. 	<ul style="list-style-type: none"> • Proficient students can explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with supporting questions. 	<ul style="list-style-type: none"> • Proficient students can clarify how experts’ interpretations generate supporting questions to answer the compelling question. 	<ul style="list-style-type: none"> • Proficient students can participate in collaborative conversations as to how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

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Social Studies Practices	Example Tasks	Recount	Explain	Argue	Discuss
<p>3. Gather and evaluate sources</p>	<ul style="list-style-type: none"> • Investigate the causes and impacts of diverse ideologies on politics, society, and culture in U.S. History (e.g. Civil War) [SS.9-12.US.13.] 	<ul style="list-style-type: none"> • Using the origin, authority, structure, context, and corroborative value of multiple sources, proficient students can summarize the causes of diverse ideologies on politics, society, and culture in U.S. History. 	<ul style="list-style-type: none"> • Using the origin, authority, structure, context, and corroborative value of multiple sources, proficient students can compare the impact of diverse ideologies on politics, society, and culture in U.S. History. 	<ul style="list-style-type: none"> • Using the origin, authority, structure, context, and corroborative value of multiple sources, proficient students can support an argument that examines the causes and impacts of diverse ideologies on politics, society, and culture in U.S. History. 	<ul style="list-style-type: none"> • Using the origin, authority, structure, context, and corroborative value of multiple sources, proficient students with peers can defend an opinion whether a source is relevant in answering the compelling and supporting questions.
<p>4. Develop claims and use evidence</p>	<ul style="list-style-type: none"> • Evaluate multiple factors that have impacted the U.S. economy over time, including but not limited to trade, resources, labor, and monetary systems (e.g. Stock market and major commodities' impact on U.S. economy overtime.) [SS.9-12.US.44.] 	<ul style="list-style-type: none"> • Proficient students can identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims about the multiple factors that have impacted the U.S. economy over time, including but not limited to trade, resources, labor, and monetary systems. 	<ul style="list-style-type: none"> • Proficient students can provide evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. 	<ul style="list-style-type: none"> • Proficient students can refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 	<ul style="list-style-type: none"> • Proficient students can challenge ideas respectfully on the strengths and limitations of claims and counterclaims using multiple factors that have impacted the U.S. economy over time, including but not limited to trade, resources, labor, and monetary systems.

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Social Studies Practices	Example Tasks	Recount	Explain	Argue	Discuss
<p>5. Communicate and critique conclusions</p>	<ul style="list-style-type: none"> • Analyze how the interpretation of the founding documents has evolved throughout U.S. History (e.g. U.S. Constitution). [SS.9-12.CE.16.] 	<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: (e.g. Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc.) 	<ul style="list-style-type: none"> • Proficient students can explain using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., case and effect, chronological, procedural, and technical). 	<ul style="list-style-type: none"> • Proficient students can construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. 	<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: (e.g., Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc.)
<p>6. Take informed action</p>	<ul style="list-style-type: none"> • Explain the historical background of a current national issue and propose a course of action to solve it (e.g. Regulations on the Energy Market). [SS.9-12.US.36.] 	<ul style="list-style-type: none"> • Proficient students can retell the characteristics and causes of local, regional, and global problems over time. 	<ul style="list-style-type: none"> • Proficient students can explain challenges and opportunities faced by those trying to address these problems over time and place, through the development of ideas (orally and in writing) with relevant and sufficient facts, extended descriptions, concrete details, or quotations, from a variety of sources. 	<ul style="list-style-type: none"> • Proficient students can justify individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. 	<ul style="list-style-type: none"> • Using clarifying questions proficient students can apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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: What is the price to obtaining freedom from oppression? What is ____? When is ____? • 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: In the expert’s opinion in source 1, what is the price to obtaining freedom from oppression? In the expert’s opinion in source 1, what is ____? When is ____? • 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: In your opinion, do you agree or disagree with the source ____ and why? • 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 When constructing compelling questions, students will be able to reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas using simple sentence frames and visual supports. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria When constructing compelling questions, students will be able to reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas using simple and complex sentence frames. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria When constructing compelling questions, students will be able to reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas using supports as needed. (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:

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 supporting 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. • 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: What are specific instances of minority groups gaining freedom from oppression? What actions ____? What are ways ____? What factors ____? • 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: What were specific instances of oppression and resistance movements? What actions ____? In the expert’s opinion, what cause ____? • 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: What were specific instances of oppression and resistance movements? What ____ and ____? In your opinion, what is the most influential ____? • 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 and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process 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 and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process 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 and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process with 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:

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 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 _____ because expert 1 said _____. • 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 paragraph responses with detail to ask and answer questions for evaluating sources. ❖ Example: Should conflict be embraced? I used to think _____, but expert 2 said _____. 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 paragraph responses with detail to ask and answer questions for evaluating sources. ❖ Example: I used to think _____, but after reading expert 3 _____, 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 sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection using simple sentence frames and visual supports.</p> <p>Students will be able to evaluate the credibility of a source by examining how experts value the source 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 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 gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection using simple and complex sentence frames.</p> <p>Students will be able to evaluate the credibility of a source by examining how experts value the source 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 sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection with supports as needed.</p> <p>Students will be able to evaluate the credibility of a source by examining how experts value the source with 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 with 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 _____. Here is an example _____. • 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: After I compared expert 1 and expert 2 _____. I claim that _____. On the other hand, _____. • 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>Students will be able to identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims using simple sentence frames and visual supports.</p> <p>Students will be able to refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both 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 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims using simple and complex sentence frames.</p> <p>Students will be able to refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both 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 identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims with supports as needed.</p> <p>Students will be able to refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both with 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 _____ because source 1 claims _____ and source 2 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: 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 _____. 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 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 _____. I wonder _____. In my opinion, _____. • 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 arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses using simple sentence frames and visual supports.</p> <p>Students will be able to present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to read a range of audiences within and outside the classroom, using print, oral, and/or digital technologies using simple sentence frames and visual supports.</p> <p>Students will be able to participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence is acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues 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 arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses using simple and complex sentence frames.</p> <p>Students will be able to present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to read a range of audiences within and outside the classroom, using print, oral, and/or digital technologies using simple and complex sentence frames.</p> <p>Students will be able to participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence is acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues 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 arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses with supports as needed.</p> <p>Students will be able to present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to read a range of audiences within and outside the classroom, using print, oral, and/or digital technologies with 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, critiqued, and built upon in order to create new understandings of complex historical or current issues with 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 ____. • 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 NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3) 	<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: After reading ____, I believe the right choice is ____ 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: After reading ____, I believe the right choice is ____ 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 NEPF – IP.1.2;1.4;3.2; 3.3; 3.4; 4.3)

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>Success Criteria</p> <p>Students will be able to use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level using simple sentence frames and visual supports.</p> <p>Students will be able to apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level 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 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level using simple and complex sentence frames.</p> <p>Students will be able to apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level 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 use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level with supports as needed.</p> <p>Students will be able to apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level with supports as needed.</p> <p>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>