



# ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES K-2

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## SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES K-2 - 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](#)

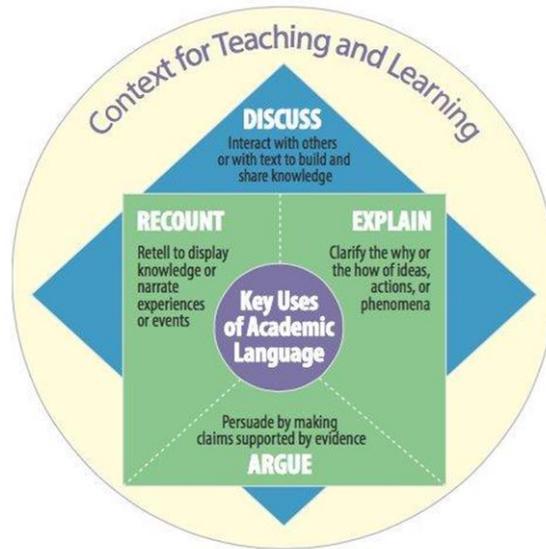
- A. Student Moves: Language Use Expectations
- B. Teacher Moves: Supports for Processing, Producing, and Collaborating in the Language of the Content
- C. Teacher Moves: Teacher Moves: Supports for Collaborating in the Academic Language

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

## SECTION 2: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES K-2

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

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Receptive Listening & Reading	<p>With appropriate visual, graphic or interactive support students can...</p> <ul style="list-style-type: none"> <li>• <b>Match</b> icons and symbols to corresponding pictures</li> <li>• <b>Match</b> illustrations with modeled language with a partner</li> <li>• <b>Reproduce</b> content-related information in oral text through drawings</li> <li>• <b>Point</b> to pictures described orally in context</li> <li>• <b>Identify</b> people and places associated with events described orally</li> <li>• <b>Point</b> to objects or people reflective of content-related vocabulary (e.g., family members)</li> <li>• <b>Identify</b> words or phrases that express opinions</li> <li>• <b>Signal</b> agreement or disagreement with short oral statements using gestures</li> </ul>	<p>With visual, graphic or interactive support, as necessary, student can...</p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> persons and settings in illustrated text read aloud</li> <li>• <b>Predict</b> next steps, actions, or events in informational text and stories read aloud (e.g., by pointing to pictures)</li> <li>• <b>Indicate</b> agreement or disagreement with authors' points of view of text read aloud with a partner</li> <li>• <b>Respond</b> nonverbally to show agreement or disagreement with opinions of others (e.g., thumbs up, thumbs down)</li> <li>• <b>Role play</b> in response to illustrated stories read aloud</li> <li>• <b>Draw</b> to make predictions from illustrated stories read aloud (e.g. "What happens next?")</li> <li>• <b>Identify</b> Wh – words in questions (e.g., who, what, when)</li> <li>• <b>Recall</b> content-related information from illustrated texts read aloud.</li> <li>• <b>Sort</b> illustrated content words and phrases into categories</li> <li>• <b>Determine</b> the author's point of view from illustrated texts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Arrange</b> content-related objects or illustrations according to oral discourse with a partner</li> <li>• <b>Identify</b> illustrations related to cause and effect from oral information</li> <li>• <b>Evaluate</b> situations in picture books and matching them to related reasons for choice</li> <li>• <b>Reconstruct</b> texts read orally using drawings or reenacting text with performances</li> <li>• <b>Identify</b> steps or stages of content-related processes or events from informational or explanatory texts.</li> <li>• <b>Identify</b> reasons for actions in stories or informational text.</li> <li>• <b>Identify</b> major events in stories/information text with prompting and support</li> <li>• <b>Identify</b> different points of view from illustrated text with prompting and support</li> <li>• <b>Identify</b> similarities in and differences between two texts on the same topic</li> <li>• <b>Identify</b> detailed information in oral discourse or through multimedia</li> </ul>

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

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

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p><b>Productive Speaking &amp; Writing</b></p>	<p>With appropriate visual, graphic or interactive support students can...</p> <ul style="list-style-type: none"> <li>• <b>Arrange</b> content-related objects or illustrations according to oral discourse with a partner</li> <li>• <b>Identify</b> illustrations related to cause and effect from oral information</li> <li>• <b>Evaluate</b> situations in picture books and matching them to related reasons for choice</li> <li>• <b>Reconstruct</b> texts read orally using drawings or reenacting text with performances</li> <li>• <b>Identify</b> steps or stages of content-related processes or events from informational or explanatory texts.</li> <li>• <b>Identify</b> reasons for actions in stories or informational text</li> <li>• <b>Identify</b> major events in stories/information text with prompting and support</li> <li>• <b>Identify</b> different points of view from illustrated text with prompting and support</li> <li>• <b>Identify</b> similarities in and differences between two texts on the same topic</li> <li>• <b>Identify</b> detailed information in oral discourse or through multimedia</li> </ul>	<p>With visual, graphic or interactive support, as necessary, students can...</p> <ul style="list-style-type: none"> <li>• <b>Retell</b> main events in short narrative stories to peers using pictures</li> <li>• <b>Reproduce</b> familiar words from labeled models or illustrations</li> <li>• <b>Describe</b> events or phenomena using sentence starters and drawings</li> <li>• <b>Retell</b> simple stories from picture cues</li> <li>• <b>Restate</b> information with some details</li> <li>• <b>Tell</b> why something happened</li> <li>• <b>Connect</b> ideas by building on guided conversations with peers</li> <li>• <b>Support</b> content –related ideas with examples</li> <li>• <b>Describe</b> feelings or reactions to situations</li> <li>• <b>Recall</b> information from events</li> <li>• <b>Produce</b> a series of related sentences from transition word starters (e.g. first, next, last)</li> <li>• <b>Express</b> feelings and a reason related to situations or events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rephrase</b> events from stories or information with a partner</li> <li>• <b>Describe</b> details about individual, settings, and major events in stories or informational text with prompting and support</li> <li>• <b>Agree or disagree</b> with reasons for categorizing content-related information with a partner</li> <li>• <b>State</b> personal opinions with justification for content-related ideas or topic</li> <li>• <b>Use</b> new words and phrases acquired in short illustrated sentences</li> <li>• <b>Produce</b> discourse appropriate to task and situation</li> <li>• <b>Ask and answer</b> content-related “how” and “why” questions</li> <li>• <b>Express</b> connected ideas with supporting details</li> <li>• <b>Provide</b> evidence for specific claims</li> <li>• <b>Compose</b> stories or narratives using sequential language</li> <li>• <b>Produce</b> narratives with at least two sequential events</li> <li>• <b>Produce</b> narrative sequences from timelines and labeled drawings</li> </ul>

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

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

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

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

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

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

**SECTION 3: INSTRUCTIONAL GUIDANCE**  
**for English Language Development in the Content Area of**  
**Social Studies Practices Grades K-2**

## SECTION 3: INSTRUCTIONAL GUIDANCE: SOCIAL STUDIES PRACTICES GRADES K-2

### 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. <b>Construct</b> compelling questions	<a href="#">How Would Our Lives Be Different If We Lived in a Different Kind of Community?</a>	<ul style="list-style-type: none"> <li>Proficient students <b>can state</b> the compelling questions comparing urban, suburban and rural communities.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can describe</b> compelling questions comparing and contrasting different communities (e.g., urban, suburban and rural).</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can clarify</b> their compelling questions on how lives would be different if we lived in different communities.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can participate</b> in collaborative conversations about urban, suburban and rural communities.</li> </ul>
2. <b>Create</b> supporting questions	<a href="#">How Would Our Lives Be Different If We Lived in a Different Kind of Community?</a>	<ul style="list-style-type: none"> <li>Proficient students <b>can generate</b> supporting questions comparing what makes a community urban, suburban or rural.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can describe</b> how communities are different and alike.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can clarify</b> what the advantages and disadvantages of living urban, suburban, or rural communities.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can participate</b> in collaborative conversations what the advantages and disadvantages of living urban, suburban, or rural communities.</li> </ul>
3. <b>Gather</b> and <b>evaluate</b> sources	<a href="#">How Would Our Lives Be Different If We Lived in a Different Kind of Community?</a>	<ul style="list-style-type: none"> <li>Using grade-appropriate books and other reliable media, proficient students <b>can summarize</b> information that compares life in urban, suburban or rural.</li> </ul>	<ul style="list-style-type: none"> <li>Using grade-appropriate books and other reliable media, proficient students <b>can synthesize</b> information about comparing life urban, suburban or rural.</li> </ul>	<ul style="list-style-type: none"> <li>Using grade-appropriate books and other reliable media, proficient students <b>can support</b> an argument comparing life in urban, suburban or rural.</li> </ul>	<ul style="list-style-type: none"> <li>Using grade-appropriate books and other reliable media, proficient students <b>can defend</b> an opinion whether a source is relevant in answering the compelling and supporting questions.</li> </ul>

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Social Studies Practices	Example Tasks	Recount	Explain	Argue	Discuss
4. <b>Develop</b> claims and <b>use</b> evidence	<a href="#">How Would Our Lives Be Different If We Lived in a Different Kind of Community?</a>	<ul style="list-style-type: none"> <li>Proficient students <b>can restate</b> characteristics of an urban, suburban or rural community.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can compare</b> and <b>contrast</b> characteristics of an urban, suburban or rural community.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can support</b> their claim explaining how communities are different and alike.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can build</b> on remarks of others, by linking evidence to the claims about the advantages and disadvantages of living in urban, suburban or rural communities.</li> </ul>
5. <b>Communicate</b> and <b>critique</b> conclusions	<a href="#">How Would Our Lives Be Different If We Lived in a Different Kind of Community?</a>	<ul style="list-style-type: none"> <li>Proficient students <b>can identify</b> how our lives would be different if we lived in a different kind of community.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can describe</b> and critique how our lives would be different if we lived in a different kind of community.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can use</b> data to provide evidence how our lives would be different if we lived in a different kind of community.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can discuss</b> and <b>communicate</b> conclusions how our lives would be different if we lived in a different kind of community.</li> </ul>
6. <b>Take</b> informed action	<a href="#">How Would Our Lives Be Different If We Lived in a Different Kind of Community?</a>	<ul style="list-style-type: none"> <li>Proficient students <b>can summarize</b> the characteristics of their community in Nevada to a pen pal.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can describe</b> the purpose of communicating with a pen pal outside of their community.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient students <b>can agree</b> or <b>disagree</b> on supporting evidence from their pen pals letters on living if it is better to live in a different community.</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, proficient students <b>can</b> collaboratively <b>develop</b> reasons how students' lives might be different if they lived in a different place.</li> </ul>

### 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"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required to construct compelling questions</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary</li> <li>• <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages)</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process</li> <li>• <b>Provide</b> sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer compelling questions.</li> <li>❖ <b>Example:</b> How can we work together? How _____? Why _____?</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required to construct compelling questions</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary</li> <li>• <b>Explicit</b> attention to cognates</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process</li> <li>• <b>Provide</b> 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.</li> <li>❖ <b>Example:</b> How can we work together effectively? (e.g. home, classroom, community?) How _____? Why _____?</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required to construct compelling questions</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary</li> <li>• <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages)</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process</li> <li>• <b>Provide</b> language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer compelling questions.</li> <li>❖ <b>Example:</b> If people are good citizens, how can we benefit from working together? How _____? Why _____?</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups <b>(NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2)</b></li> </ul>

**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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to generate compelling questions to explore how learning and working together builds a classroom community using simple sentence frames and visual supports.</p> <p><b>First Grade</b> With prompting and support, students will be able to generate compelling questions to explore the places people live and work using simple sentence frames and visual supports.</p> <p><b>Second grade</b> With prompting and support students will be able to, generate compelling questions to explore national identity and culture using simple sentence frames and visual supports. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to generate compelling questions to explore how learning and working together builds a classroom community using simple and complex sentence frames.</p> <p><b>First Grade</b> With prompting and support, students will be able to generate compelling questions to explore the places people live and work using simple and complex sentence frames.</p> <p><b>Second grade</b> With prompting and support students will be able to, generate compelling questions to explore national identity and culture using simple and complex sentence frames. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to generate compelling questions to explore how learning and working together builds a classroom community supports as needed.</p> <p><b>First Grade</b> With prompting and support, students will be able to generate compelling questions to explore the places people live and work supports as needed.</p> <p><b>Second grade</b> With prompting and support students will be able to, generate compelling questions to explore national identity and culture supports as needed. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 2a: Creating Supporting Questions – Teacher Moves

**Teacher Moves:** What supports can be provided to assist students in **using language to interpret or make meaning** of the content at different proficiency levels? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required to construct supporting questions.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Provide</b> sentence frames, pictures and gestures for students to develop simple questions and simple sentence or phrase responses to ask and answer questions.</li> <li>❖ <b>Example:</b> In what ways, do we work together (e.g. situations such as home, classroom, community)? In what ways, _____? Where _____? What are ways _____?</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4; 4.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required to construct supporting questions.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates.</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>• <b>Provide</b> sentence frames or question starters for students to develop simple questions and simple to complex sentences or phrase responses with detail to ask and answer questions.</li> <li>❖ <b>Example:</b> What are advantages of working together? What _____? What is the best _____? In your opinion, what _____?</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4; 4.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required to construct compelling questions.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>• <b>Provide</b> language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer questions.</li> <li>❖ <b>Example:</b> What are advantages and disadvantages of working together? What _____ and _____? What are the best _____ and the worst _____? In your opinion, what _____ and _____?</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4; 4.3)</b></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:

<p><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to generate supporting questions related to compelling questions using simple sentence frames and visual supports.</p> <p><b>First Grade</b> With prompting and support, students will be able to generate supporting questions related to compelling questions using simple sentence frames and visual supports.</p> <p><b>Second Grade</b> With prompting and support, students will be able to generate supporting questions related to compelling questions using simple sentence frames and visual supports. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to generate supporting questions related to compelling questions using simple and complex sentence frames.</p> <p><b>First Grade</b> With prompting and support, students will be able to generate supporting questions related to compelling questions using simple and complex sentence frames.</p> <p><b>Second Grade</b> With prompting and support, Students will be able to generate supporting questions related to compelling questions using simple and complex sentence frames. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to generate supporting questions related to compelling questions supports as needed.</p> <p><b>First Grade</b> With prompting and support, students will be able to generate supporting questions related to compelling questions supports as needed.</p> <p><b>Second Grade</b> With prompting and support, students will be able to generate supporting questions related to compelling questions supports as needed. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Provide</b> language frames, pictures and gestures for students to develop simple sentences or phrase responses.</li> <li>❖ <b>Example:</b> I thought _____.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF –IP.1.2; 2.2; 2.3; 3.3; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates.</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>• <b>Provide</b> language frames or sentence stems for students to develop simple to complex sentences or phrase responses with detail.</li> <li>❖ <b>Example:</b> I know _____ because in the video/book/picture _____.</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF –IP.1.2; 2.2; 2.3; 3.3; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>• <b>Provide</b> language frames or sentence stems for students to develop complex sentences and paragraph responses with details for elaboration of content.</li> <li>❖ <b>Example:</b> I used to think _____, but now I know _____.</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF –IP.1.2; 2.2; 2.3; 3.3; 5.3)</b></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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, using a primary sources from your school or community, students will be able to develop a reasonable idea about who created the source , when they created it, where they created it, and why they created it using simple sentence frames and visual supports.</p> <p><b>First grade</b> With prompting and support, students will be able to analyze two or more primary sources from the school or community to determine for each source who created it, when they created it, and why they created it using simple sentence frames and visual supports.</p> <p><b>Second Grade</b> With prompting and support, students will be able to analyze multiple primary sources to determine point of view and perspective using simple sentence frames and visual supports. <b>(NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, using a primary sources from your school or community, students will be able to develop a reasonable idea about who created the source , when they created it, where they created it, and why they created it using simple sentence frames and visual supports.</p> <p><b>First grade</b> With prompting and support, students will be able to analyze two or more primary sources from the school or community to determine for each source who created it, when they created it, and why they created it using simple sentence frames and visual supports.</p> <p><b>Second Grade</b> With prompting and support, students will be able to analyze multiple primary sources to determine point of view and perspective using simple sentence frames and visual supports. <b>(NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, using a primary sources from your school or community, students will be able to develop a reasonable idea about who created the source , when they created it, where they created it, and why they created it supports as needed.</p> <p><b>First Grade</b> With prompting and support, students will be able to analyze two or more primary sources from the school or community to determine for each source who created it, when they created it, and why they created it supports as needed.</p> <p><b>Second Grade</b> With prompting and support, students will be able to analyze multiple primary sources to determine point of view and perspective supports as needed. <b>(NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</b></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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates.</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Provide</b> language frames, pictures and gestures for students to ask and answer develop simple sentences or phrase responses about key details in a text or inquiry.</li> <li>❖ <b>Example:</b> I claim that_____.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates.</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>• <b>Provide</b> language frames or sentence stems using question starters for students to develop simple to complex sentences or phrase responses to ask and answer questions about key details in a text or inquiry.</li> <li>❖ <b>Example:</b> I claim that _____ because _____.</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas and questions in English.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>• <b>Provide</b> language frames or sentence stems for students to develop complex sentences and paragraph responses with details to ask and answer questions about key details in a text or inquiry.</li> <li>❖ <b>Example:</b> Since____, therefore, I claim that_____.</li> <li>• <b>Provide</b> sufficient wait time to allow students to formulate ideas in English.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.3)</b></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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to construct responses to compelling questions using examples using simple sentence frames and visual supports.</p> <p><b>First grade</b> With prompting and support, students will be able to construct responses to compelling questions using examples using simple sentence frames and visual supports.</p> <p><b>Second Grade</b> With prompting and support, students will be able to construct responses to compelling questions using reasoning, examples, and relevant details using simple sentence frames and visual supports. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to construct responses to compelling questions using examples using simple and complex sentence frames.</p> <p><b>First Grade</b> With prompting and support, students will be able to construct responses to compelling questions using examples using simple and complex sentence frames.</p> <p><b>Second Grade</b> With prompting and support, students will be able to construct responses to compelling questions using reasoning, examples, and relevant details using simple and complex sentence frames. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to construct responses to compelling questions using examples using simple and complex sentence frames.</p> <p><b>First Grade</b> With prompting and support, students will be able to construct responses to compelling questions using examples using simple and complex sentence frames.</p> <p><b>Second Grade</b> With prompting and support, students will be able to construct responses to compelling questions using reasoning, examples, and relevant details using simple and complex sentence frames. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required for communicating and critiquing conclusions.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>• <b>Provide</b> language frames, question starters, pictures and gestures for students to develop simple questions and simple sentences or phrase responses about key details in a text or inquiry.</li> <li>❖ <b>Example:</b> I am confused_____.</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 5.3)</p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required for communicating and critiquing conclusions.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>• <b>Provide</b> language frames and question starters for students to develop simple and complex sentences or phrase responses about key details in a text or inquiry.</li> <li>❖ <b>Example:</b> I am confused_____ because _____.</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 5.3)</p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required for communicating and critiquing conclusions.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates (words with similar spelling and meaning in different languages).</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>• <b>Provide</b> language frames and question starters for students to develop complex questions and paragraph responses about key details in a text or inquiry.</li> <li>❖ <b>Example:</b> I am confused _____ because _____. I wonder_____.</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 5.3)</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:

<p><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to construct organized explanations for various audiences and purposes using simple sentence frames and visual supports.</p> <p>With prompting and support, students will be able to participate in structured academic discussions using reasoning using simple and complex sentence frames.</p> <p><b>First grade</b> With prompting and support, students will be able to construct organized explanations for various audiences and purposes using simple sentence frames and visual supports.</p> <p>With prompting and support, students will be able to participate in structured academic discussions using reasoning using simple sentence frames and visual supports.</p> <p><b>Second Grade</b> With prompting and support, students will be able to construct organized explanations for various audiences and purposes using simple sentence frames and visual supports.</p>	<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to construct organized explanations for various audiences and purposes using simple and complex sentence frames.</p> <p>With prompting and support, students will be able to participate in structured academic discussions using reasoning using simple and complex sentence frames.</p> <p><b>First Grade</b> With prompting and support, students will be able to participate in academic discussions using simple and complex sentence frames.</p> <p>With prompting and support, students will be able to participate in structured academic discussions using reasoning using simple and complex sentence frames.</p> <p><b>Second Grade</b> With prompting and support, students will be able to construct organized explanations for various audiences and purposes using simple and complex sentence frames.</p>	<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to construct organized explanations for various audiences and purposes, using supports as needed.</p> <p>With prompting and support, students will be able to participate in structured academic discussions using reasoning using supports as needed.</p> <p><b>First Grade</b> With prompting and support, students will be able to participate in structured academic discussions using reasoning using supports as needed.</p> <p>With prompting and support, students will be able to participate in structured academic discussions using reasoning using supports as needed.</p> <p><b>Second Grade</b> With prompting and support, students will be able to construct organized explanations for various audiences and purposes using supports as needed.</p>

**ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES K-2**

<p align="center"><b>Entering/Emerging (Levels 1-2)</b></p>	<p align="center"><b>Developing/Expanding (Levels 3-4)</b></p>	<p align="center"><b>Bridging/Reaching (Levels 5-6)</b></p>
<p>With prompting and support, students will be able to participate in structured academic discussions using reasoning using simple sentence frames and visual supports. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p>With prompting and support, students will be able to participate in structured academic discussions using reasoning using simple and complex sentence frames. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></p>	<p>With prompting and support, students will be able to participate in structured academic discussions using reasoning using supports as needed. <b>(NEPF – IP.1.3; 2.2; 3.4; 5.3)</b></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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required for taking informed action.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates.</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>• <b>Provide</b> language frames , question starters, pictures and gestures for students to develop simple questions and simple sentences or phrase responses about key details in a text or investigation.</li> <li>❖ <b>Example:</b> I believe _____. The solution to this problem is _____.</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required for taking informed action.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates.</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>• <b>Provide</b> language frames and question starters for students to develop simple and complex sentences or phrase responses about key details in a text or investigation.</li> <li>❖ <b>Example:</b> I believe _____. The solution to this problem is _____. I know this because _____.</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</b></p>	<ul style="list-style-type: none"> <li>• <b>Explicitly model</b> orally the academic language and specific vocabulary required for taking informed action.</li> <li>• <b>Provide</b> a system for students to record and process key academic and content-specific vocabulary.</li> <li>• <b>Explicit</b> attention to cognates.</li> <li>• <b>Provide</b> key academic vocabulary during the inquiry process.</li> <li>• <b>Provide</b> language frames and question starters for students to develop complex questions and paragraph responses about key details in a text or investigation.</li> <li>❖ <b>Example:</b> I believe _____. The solution to this problem is _____. I know this because _____. Therefore, _____.</li> <li>• <b>Use</b> text with picture support for students to elaborate on newly acquired knowledge.</li> <li>• <b>Use</b> anchor charts to support periodic tracking of group’s collaborative sense-making.</li> <li>• <b>Provide</b> a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups.</li> </ul> <p><b>(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</b></p>

**Section 3B: 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><b>Entering/Emerging (Levels 1-2)</b></p>	<p><b>Developing/Expanding (Levels 3-4)</b></p>	<p><b>Bridging/Reaching (Levels 5-6)</b></p>
<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to list and discuss group or individual actions to help address local, regional and or global problems using simple sentence frames and visual supports.</p> <p>With prompting and support, students will be able to use deliberative and democratic procedures to take action about an issue in the classroom, school, or community using simple sentence frames and visual supports.</p> <p><b>First grade</b> With prompting and support, students will be able to list and discuss group or individual actions to help address community problems using simple sentence frames and visual supports.</p> <p>With prompting and support, students will be able to use deliberative and democratic procedures to take action about an issue in the community using simple sentence frames and visual supports.</p>	<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to list and discuss group or individual actions to help address local, regional and or global problems using simple sentence frames and visual supports.</p> <p>With prompting and support, students will be able to use deliberative and democratic procedures to take action about an issue in the classroom, school, or community using simple sentence frames and visual supports.</p> <p><b>First grade</b> With prompting and support, students will be able to list and discuss group or individual actions to help address community problems using simple sentence frames and visual supports.</p> <p>With prompting and support, students will be able to use deliberative and democratic procedures to take action about an issue in the community using simple sentence frames and visual supports.</p>	<p><b>Success Criteria</b></p> <p><b>Kindergarten</b> With prompting and support, students will be able to list and discuss group or individual actions to help address local, regional and or global problems using simple sentence frames and visual supports.</p> <p>With prompting and support, students will be able to use deliberative and democratic procedures to take action about an issue in the classroom, school, or community using simple sentence frames and visual supports.</p> <p><b>First grade</b> With prompting and support, students will be able to list and discuss group or individual actions to help address community problems using simple sentence frames and visual supports.</p> <p>With prompting and support, students will be able to use deliberative and democratic procedures to take action about an issue in the community using simple sentence frames and visual supports.</p>

**ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES K-2**

<p align="center"><b>Entering/Emerging (Levels 1-2)</b></p>	<p align="center"><b>Developing/Expanding (Levels 3-4)</b></p>	<p align="center"><b>Bridging/Reaching (Levels 5-6)</b></p>
<p align="center"><b>Second Grade</b></p> <p>With prompting and support, students will be able to list and discuss group or individual action to help address local, regional, and or national problems using simple sentence frames and visual supports.</p> <p>With prompting and support, students will be able to use deliberative and democratic procedures to take action about an issue in the community using simple sentence frames and visual supports.</p> <p><b>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</b></p>	<p align="center"><b>Second Grade</b></p> <p>With prompting and support, students will be able to list and discuss group or individual action to help address local, regional, and or national problems using simple and complex sentence frames.</p> <p>With prompting and support, students will be able to use deliberative and democratic procedures to take action about an issue in the community using simple and complex sentence frames.</p> <p><b>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</b></p>	<p align="center"><b>Second Grade</b></p> <p>With prompting and support, students will be able to list and discuss group or individual action to help address local, regional, and or national problems supports as needed.</p> <p>With prompting and support, students will be able to use deliberative and democratic procedures to take action about an issue in the community using simple and complex sentence frames.</p> <p><b>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</b></p>