

## Grades 6-8 Next Generation English Language Proficiency Standards

### Linguistic Standards Competencies and Resources

ELLs need to develop competence in using English to build awareness in how English is structured and organized, how meaning is made through language choices, and about language resources available to them. By focusing on language as it relates to communicative and academic endeavors, teachers can help students develop the needed forms and functions of English.

An ELL can . . .	English Language Proficiency Levels				
	1	2	3	4	5
<p><b>10. Develop command of standard English conventions.</b> Use standard English conventions to support effective communication.</p>	<p>Produce <u>grade-appropriate</u> spoken/<u>written</u> words and phrases <u>with limited accuracy</u> in pronunciation, grammar, and usage, and <u>written words and phrases with limited accuracy</u> in punctuation, capitalization, grammar, and usage <u>that includeing accurate use of ending marks in rote phrases and capitalization of common proper nouns.</u></p>	<p>Produce a growing number of grade-appropriate spoken/<u>written words, phrases, and sentences with basic accuracy</u> in pronunciation, grammar, and usage, and <u>written words, phrases, and sentences with basic accuracy</u> in punctuation, capitalization, grammar, and usage <u>including accurate use of ending marks, capitalization of beginnings of sentences and present and present progressive verb tenses, and simple past tense.</u></p>	<p>Produce grade-appropriate spoken/<u>written words, phrases, and sentences with adequate accurate accuracy</u> in pronunciation, grammar, and usage, and <u>increasingly complex written words, phrases, and sentences with adequate accuracy</u> in punctuation, capitalization, grammar, and usage <u>including accurate use of commas to list and create grammatically complex sentences with conjunctions, capitalization of formal titles (i.e. Mr., Dr.) and past and future verb tenses.</u></p>	<p>Produce <u>complex, grade-appropriate spoken/written words, phrases, and sentences including with extensive accuracy</u> in pronunciation, grammar, and usage, and <u>complex written words, phrases, and sentences with extensive accuracy</u> in punctuation, capitalization, grammar, and usage <u>accurate use of paragraph structures, capitalization of book or article titles and conditional and subjunctive verb tenses.</u></p>	<p>Produce <u>complex, grade-appropriate spoken/written words, phrases, and sentences using with subordinate clauses and conjunctions comprehensive accuracy</u> in pronunciation, grammar, and usage, and <u>complex written words, phrases, and sentences with comprehensive accuracy</u> in punctuation, capitalization, spelling, grammar, and usage <u>including accurate use of conventional spelling of high frequency words and quotation marks (with commas) to express dialogue or cite direct quotes.</u></p>
<p>. . . during instruction and assessment involving one or more of the following practices:            EP1. Demonstrate independence in reading complex texts, and writing and speaking about them.            EP3. Obtain, synthesize, and report findings clearly and effectively in response to task and purpose.            EP6. Use technology &amp; digital media strategically &amp; capably.</p>				<p>MP6. Attend to precision.            MP7. Look for and make use of structure.            SP8. <i>Obtain, evaluate,</i> and communicate information.</p>	

**Comment [o1]:** Still feels like an ELA standard. Standard as re-written makes more sense. Tried to re-vamp the proficiency levels to match the revised standard but still concerned that it is too ELA standard-oriented. Can we address elements of this standard within Standard 11 or at least address the conventions from a stronger ELD perspective.

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<b>11. Create coherent and cohesive</b> (substitute “connected” for “cohesive?”) text and speech.	Produce single words and phrases learned as a ‘chunk’ in response to questions or queries about topics or objects in the immediate environment. <del>Produce cohesive, coherent text independently in the native language, but not in English.</del>	Use a growing number of words, phrases, and sentences that include simple pronouns (e.g., he, she, it) <del>as anaphoric referents to previously introduced information,</del> and simple conjunctions (e.g., and, but) to express thoughts and ideas.	Use increasingly complex words, phrases <del>and</del> sentences <del>and knowledge of language (e.g., how pronouns or synonyms refer back to nouns in text)</del> to link and express ideas and opinions with increasing coherence and cohesion.	Use complex words, phrases, and sentences and combine clauses in a limited number of ways to express and link ideas and opinions, <del>ideas and opinions</del> coherently and cohesively, and with an improving sense of style.	Use complex words, phrases, and sentences, and combine clauses in a wide variety of ways to organize, express, and link ideas and opinions coherently and cohesively, and to vary and maintain style.
<b>. . . during instruction and assessment involving one or more of the following practices:</b> EP3. Obtain, synthesize, and report findings clearly and effectively in response to task and purpose. EP5. Read, write, and speak grounded in evidence. MP1. Make sense of problems and persevere in solving them.			MP3. Construct viable arguments & critique reasoning of others. MP7. Look for and make use of structure. SP7. Engage in argument from evidence		

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<b>12. Apply knowledge of language to support learning of English.</b>	Recognize similarities and differences between the native language and English but rely primarily on native language to communicate.	Recognize several similarities and differences between the native language and English and begin to apply this knowledge to communicate in English, but with significant language transfer errors.	Apply knowledge of the similarities and differences between the native language and English to improve communicative skills in English, but with some language transfer errors are evident. Begin to ask questions about various word usage and linguistic elements used by others.	Apply knowledge of the similarities and differences between the native language and English to communicate effectively in English with some minor language transfer errors. Begin to identify different registers and varieties of English.	Apply knowledge of the similarities and differences between native language and English to communicate in English with few, if any, language transfer errors. Comprehend oral and written language in multiple registers and varieties of English.
<b>. . . during instruction and assessment involving one or more of the following practices:</b> EP7. Come to understand other perspectives and cultures through reading, listening, and collaboration.			MP1. Make sense of problems and persevere in solving them. MP7. Look for and make use of structure.		SP6. Construct explanations & design solutions

**Comment [o2]:** Can't assess this. Want to remove this as a standard and instead include it as a bullet in the intro. If this is kept, this seems that it would relate to bilingual/dual immersion programs only.