

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

### Productive Language Competencies

ELLs need to develop competence in using English to produce meaningful speech acts and/or written documents to express, write, label, and summarize ideas, feelings, arguments, predictions, and solutions.

An ELL can . . .	English Language Proficiency Levels				
	1	2	3	4	5
<b>4.</b> Write and speak about complex <a href="#">and grade appropriate</a> ideas.	<a href="#">Summarize-Retell</a> short passages of speech or text with limited command <a href="#">of</a> academic and discipline-specific vocabulary and language structures, using single words, phrases learned as a <a href="#">‘chunk formulaic response’</a> , illustrations, <a href="#">graphic organizers</a> and modeled sentence patterns.	<a href="#">Summarize-Retell</a> short passages of speech or text with basic command of academic and discipline-specific vocabulary and language structures, using phrases and simple sentences.	Summarize or paraphrase speech or text with adequate <a href="#">(functional)</a> command of academic and discipline-specific vocabulary and language structures.	Summarize and paraphrase speech or text with extensive command <a href="#">of</a> academic and discipline-specific vocabulary (including synonyms and antonyms) and language structures.	Summarize and paraphrase information from various sources with comprehensive command of academic and discipline-specific vocabulary (including synonyms, antonyms, and figurative language) and language structures.
. . . 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. EP5. Read, write, and speak grounded in evidence.			<a href="#">MP7. Look for and make use of structure</a> MP4. Model with mathematics. SP8. <i>Obtain, evaluate,</i> and communicate information.		

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<b>5.</b> Adapt language choices to intended audience and purpose.	Recognize that different contexts (e.g., social, academic) require the use of different words and structures but <a href="#">might</a> rely on the native language to accomplish specific tasks.	Respond in varying degrees of appropriateness (e.g., “Can I have that?” vs. “Give me that”) to questions in social and academic situations.	Make mostly appropriate language choices when asking, answering, writing, and showing relationships between quantities and representations, according to purpose and audience.	Show an increasing awareness of the differences between social and academic language (i.e., register) and the ability to choose words and phrases to match the purpose and audience when asking, answering, writing, and showing relationships between quantities and representations.	Strategically employ styles and registers of English for specific purposes. Demonstrate understanding of the differences between social and academic language (i.e., register) by consistently choosing the right words and phrases to match the specific context and/or discipline, meaning, or tone when asking, answering, writing, and showing relationships between quantities and representations.
. . . during instruction and assessment involving one or more of the following practices: EP7. Come to understand other perspectives & cultures through reading, listening, and collaborations solutions <a href="#">SP1. Ask questions and define problems</a> <a href="#">MP2. Reason abstractly and quantitatively</a>			MP6. Attend to precision.	SP6. Construct explanations & design	

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6. Construct a claim and support it with reasoning and evidence.	Use high-frequency words and phrases learned as a <del>formulaic response chunk,</del> and illustrations to complete a graphic organizer based on a familiar topic_ or objects in the immediate environment, <del>with few, if any, supporting statements and/or representations.</del>	Use a growing number of words, phrases, and sentence frames to write basic claims about a familiar topic or objects in the immediate environment based on information from a graphic organizer, using modeled sentence patterns, supporting the claims <del>with including</del> a limited number of supporting statements and/or representations.	Use increasingly complex words, phrases, and sentences to construct claims about context-reduced grade-appropriate topics and support the claims <del>with including</del> a modest number of supporting statements and/or representations (generally facts and concrete details).	Use complex sentences and appropriate discipline-specific words and phrases to construct claims about context-reduced topics and support the claims <del>with including</del> a sufficient number of <del>mostly</del> well-constructed supporting statements and/or representations (facts, definitions, concrete details, and sequences).	Use complex sentences and appropriate discipline-specific words and phrases to construct claims about context-reduced academic topics and support the claims thoroughly <del>with including</del> well-constructed supporting statements and/or representations (facts, definitions, concrete details, quotations, clear sequences of events, and/or other relevant information or examples).
<p><b>. . . during instruction and assessment involving one or more of the following practices:</b></p> <p>EP2. Build a strong base of knowledge through content-rich texts.            EP4. Construct viable arguments &amp; critique reasoning of others.            EP5. Read, <i>write, and speak</i> grounded in evidence.</p> <p>MP3. Construct viable arguments &amp; critique reasoning of others.            SP2. Develop and use models            SP7. Engage in argument from evidence</p>					