

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

### Interactive Language Standards Competencies

ELLs need to develop competence in using English to actively [interact with the complex](#), [participate in all](#) components of the classroom/discourse community [through metacognitive processing](#).

An ELL can . . .	English Language Proficiency Levels				
	1	2	3	4	5
7. Evaluate and communicate information gathered through research <a href="#">clearly and effectively</a> in response to a defined task and purpose.	Comprehend oral and written discourse/text using sources in the native language <a href="#">and/or English</a> , evaluate collected information and data, and use <a href="#">paralinguistic nonverbal</a> cues (e.g., gestures), single words, <a href="#">simple sentences</a> , diagrams and illustrations, and <a href="#">rote</a> phrases <a href="#">learned as a “chunk”</a> to communicate research findings and complete specific tasks.	Comprehend oral and written discourse/text using sources in both <a href="#">English and</a> the native language <a href="#">(when available) and in English</a> , evaluate collected information and data, and use a growing number of words, phrases, and sentence frames to express ideas and information, produce general research questions, and to complete specific tasks.	Comprehend oral and written discourse/text using mostly English language sources, evaluate collected information and data, and use increasingly complex words, phrases, and sentence <a href="#">frames</a> to express and summarize ideas and information, produce <a href="#">relevant</a> research questions, and to complete specific tasks.	Comprehend oral and written discourse/text using English language sources, evaluate collected information and data, and use complex sentences and phrases to integrate and express ideas and information, produce <a href="#">relevant and specific appropriate</a> research questions <a href="#">(e.g., cause/effect, problem/solution)</a> , and to complete specific tasks.	Comprehend oral and written discourse/text using English language sources, evaluate collected information and data, and use complex <a href="#">and sophisticated</a> sentences and phrases to integrate, express, and elaborate ideas and information, produce <a href="#">appropriate and relevant</a> , specific <a href="#">and complex</a> research questions (e.g., cause/effect, problem/solution), and to complete specific tasks.
. . . during instruction and assessment involving one or more of the following practices:					
EP 3. Obtain, synthesize, and report findings clearly and effectively in response to task and purpose.		MP1. Make sense of problems and persevere in solving them. MP7. Look for and make use of structure.		MP8. Look for & express regularity in repeated reasoning. SP8. Obtain, evaluate, and communicate information.	

An ELL can . . .	English Language Proficiency Levels				
	1	2	3	4	5
8. Express information, ideas, observations, and analyses in discussions and presentations, and respond to participant or audience comments and questions.	Express information, ideas, observations, and analyses <a href="#">and by</a> <a href="#">make minimal</a> contributing <a href="#">ions</a> to pair, group, and classroom discussions and presentations using <a href="#">nonverbal paralinguistic</a> cues (e.g., gestures), single words, simple phrases, and <a href="#">rote</a> phrases.	Express information, ideas, observations, and analyses <a href="#">by and make limited</a> contributing <a href="#">ions</a> to pair, group, and classroom discussions and presentations <a href="#">by asking with</a> yes-no and wh- questions and responses <a href="#">using</a> to simple questions using a growing number of words, phrases, and	Express information, ideas, observations, and analyses <a href="#">and make modest by</a> contributing <a href="#">ions</a> to pair, group, and classroom discussions by following turn-taking rules and adding basic, yet relevant information using increasingly complex words, phrases, and sentence <a href="#">frames</a> .	Express information, ideas, observations, and analyses <a href="#">by and</a> contributing <a href="#">ions</a> to pair, group, and classroom discussions by asking relevant questions, building upon the ideas of others by adding increasingly complex relevant information and evidence, and paraphrasing key ideas	Express information, ideas, observations, and analyses <a href="#">by and</a> contributing <a href="#">ions</a> to <a href="#">pair</a> class, group, and <a href="#">partner-classroom</a> discussions by asking probing questions, building upon the ideas of others by clearly expressing additional thoughts, ideas, relevant information and evidence, and providing useful feedback using complex words, phrases, and

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

	<del>learned as a "chunk."</del>	sentence frames.		using complex words, phrases, and sentences.	sentences.
<p>... during instruction and assessment involving one or more of the following practices:</p> <p>EP5. Read, <i>write</i>, and <i>speak</i> grounded in evidence.  EP7. Come to understand other perspectives and cultures through reading, listening, and <i>collaboration</i>.</p> <p>MP6. Attend to precision.  MP1. Make sense of problems and persevere in solving them.</p> <p>MP8. Look for &amp; express regularity in repeated reasoning.  SP6. Construct explanations &amp; design solutions  SP8. Obtain, evaluate, and <i>communicate</i> information.</p>					
<p>An ELL can . . .</p> <p><u>9. Analyze and critique the arguments of others. Understand the language of argument by creating and critiquing arguments orally and in writing.</u></p>	<b>English Language Proficiency Levels</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<del>Analyze the logic and meaning of</del> Create and critique arguments being made (orally or in writing) in the native language and in English critique arguments using nonverbal paralinguistic cues (e.g., gestures), single words, simple phrases, and rote phrases. <del>learned as a "chunk."</del>	Create and critique arguments made orally or in writing. Analyze the logic and meaning of arguments being made (orally or in writing) that are presented in simplified English (or texts glossed in the native language) and critique arguments in English using a growing number of words and phrases, and <u>completing simple</u> sentence frames.	Create and critique arguments made orally or in writing. Analyze the logic and meaning of arguments being made (orally or in writing) and critique arguments using increasingly complex words, phrases, and sentence frames when identifying key evidence <u>and monitoring own reasoning</u> .	Create and critique arguments made orally or in writing. Analyze the logic and meaning of arguments being made (orally or in writing) and critique arguments by asking relevant clarification questions and by using complex words and minimal sentence frames, phrases, and sentences when identifying key evidence <u>and logical presentation of the arguments and counter-arguments</u> .	Create and critique arguments made orally or in writing. Analyze the logic and meaning of arguments being made (orally or in writing) and critique arguments by asking probing questions, affirming others, and adding relevant information to support or refute claims made in the argument, to deepen the investigation, or complete the task.
<p>... during instruction and assessment involving one or more of the following practices:</p> <p>EP4. Construct viable arguments and critique reasoning of others.  EP7. Come to understand other perspectives and cultures through reading, listening, and collaboration.  MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.  SP1. Ask questions and define problems.  SP7. Engage in argument from evidence.</p>					

**Comment [o1]:** Not sure what this means. With native language glossaries?