

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

### Overview

The Grades 6-8 Next Generation English Language Proficiency Standards (NGELPS) contain 12 standards designed to facilitate the development of discipline-specific language practices at both the textual and discourse level. They are designed to help English language learners (ELLs) integrate their language development with the conceptual understanding they are acquiring within English language arts/literacy, mathematics, and science.

#### NGELP ~~Components~~ Standards

The NGELPS are designed to answer: “What does it look like to use language effectively during instruction and assessment?” For the purposes of clarity, the standards have been organized into four components: ~~ELLs need to develop...~~

- **Receptive** Language ~~Competencies~~ Standards (~~in~~ listening/reading);
- **Productive** Language ~~Standards~~ Competencies (~~in~~ speaking/writing);
- **Interactive** Language ~~Standards~~ Competencies (~~in~~ listening/speaking/reading/writing); and
- **Linguistic** ~~Standards~~ Competencies and Resources (~~in~~ how language systems work).

~~These components should not be considered as mutually exclusive, but as interlocking pieces which can be used separately or in combination.~~

Student competence in all four components is integral to full, independent

#### Framing of Standard Statements in Relation to CCSS Practices/NGSS Practices

To address the unique disciplinary language needs of each content area, each NGELP statement was strategically constructed to correspond to a primary set of CCSS/NGSS Practices (in ELA/Literacy, Mathematics, and Science, respectively). [A useful diagram for understanding the NGELPS-to-Practices correspondences is the Cheuk (2012) “Relationships and Convergences” Venn diagram.] *By explicitly calling attention to these practices, state ELP standards cultivate higher order thinking skills in ELLs and target their ability to comprehend and communicate about complex text.*

#### Abbreviation Key

EP = CCSS for English Language Arts/Literacy Practices

MP = CCSS for Mathematical Practices

SP = NGSS [Science] Practices

#### Key Understandings ~~which Permeate the NGELPS~~

- Each proficiency level includes a range of abilities; the descriptors in these matrices provide instructional and assessment targets for the end of each level and address both social and academic uses of language.
- Students with lower English language proficiency (ELP), while needing support with the English language, may be able to demonstrate understanding and complete more cognitively complex tasks; ~~they should not be taught only simplified content.~~
- ~~Teachers should align their scaffolding to the specific instructional task at hand and each student’s ability to undertake that task. Teachers should NOT but NOT encourage teachers to align their instructional scaffolds to a student’s overall proficiency level. Use of scaffolding should NOT encourage teachers’ to align their instructional scaffolds to students’~~
- Where otherwise not specifically noted in the correspondences (EP6, MP5), appropriate and strategic use of technology, multimedia, and tools should be built into the design of curriculum, instruction, and assessment aligned to these standards.
- **SUGGESTION:** Be aware and recognize the relationship between the cultural and linguistic resources each student brings with him/her and the linguistic, social, and cultural competencies required for effective communication in English.

~~All students are expected to be engaged in schooling; content and teaching should be adapted to meet the students at their linguistic proficiency level.~~

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~~overall proficiency levels but to the specific instructional task at hand and each student's ability to undertake that task independently.~~

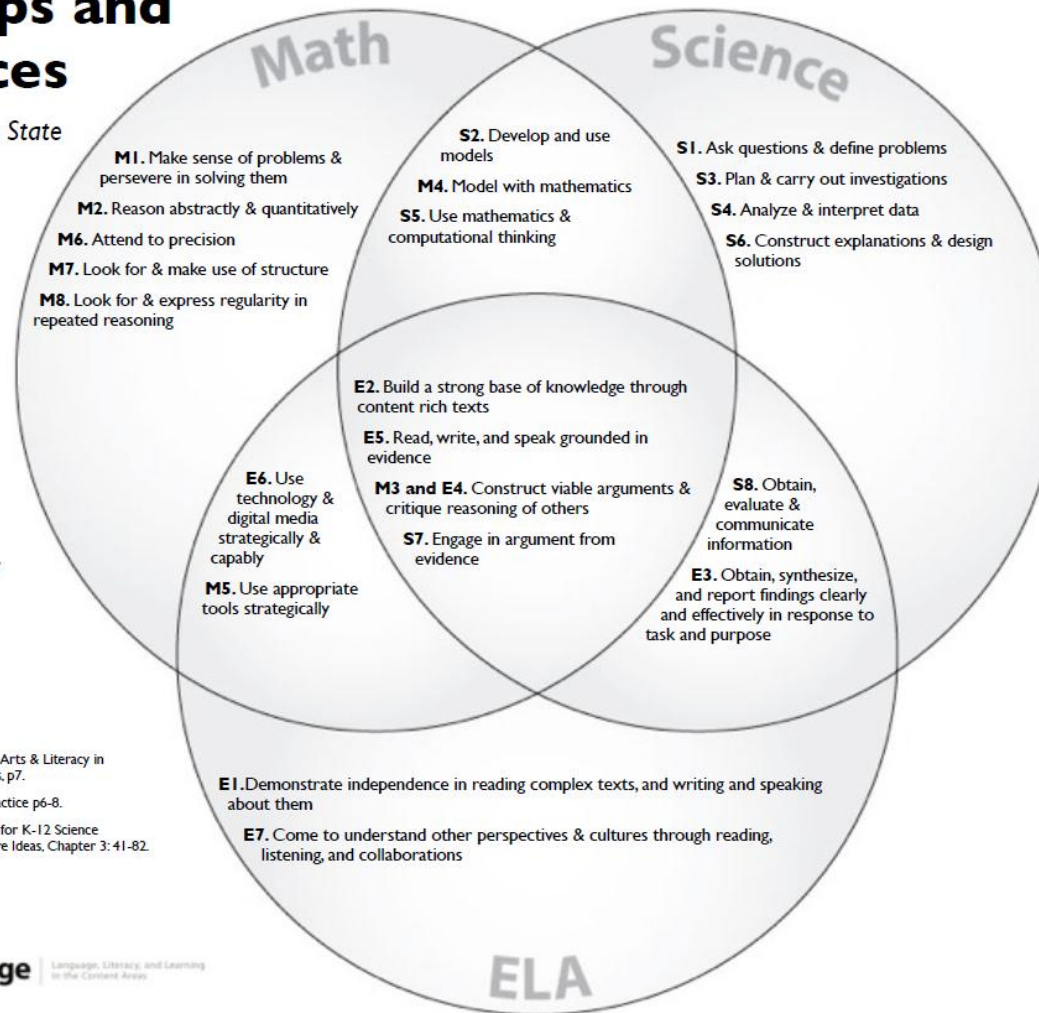
### **Reminder: ELLs with Fundamental Literacy Needs**

Educators may need to provide, in an accelerated time frame, additional foundational literacy skill development for those ELLs with limited or interrupted formal education (SLIFE/SIFE). Please refer to the CCSS K-4 Reading/Foundational Literacy (RF) Standards for this purpose.

## Relationships and Convergences

found in the *Common Core State Standards in Mathematics* (practices), *Common Core State Standards in ELA/Literacy* (student portraits), and the *Next Generation Science Standards* (science & engineering practices)

These student practices and portraits are grouped in a Venn diagram. The letter and number set preceding each phrase denotes the discipline and number designated by the content standards in ELA/Literacy, Mathematics, and Science.



**Sources:**

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p7.

Common Core State Standards for Mathematical Practice p6-8.

Next Generation Science Standards & A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, Chapter 3: 41-82.



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### Receptive Language ~~Competencies~~Standards

ELLs need to develop competence in using English to construct meaning found in oral discourse, text, multimedia, and other digital forms during one-to-one, small group, and whole group activities involving the teacher and/or peers.

An ELL can . . .	English Language Proficiency Levels				
	1	2	3	4	5
1. Listen to and comprehend spoken communication.	Demonstrate comprehension of picture-referenced and highly contextualized words or phrases in simple oral directions, explanations, presentations, conversations, problems, demonstrations, and conversations.	Demonstrate comprehension of basic, grade-appropriate words and phrases, simple explanations, presentations involving a limited range of academic vocabulary in highly context-embedded multi-step oral directions, explanations, presentations, conversations, problems, demonstrations, and conversations.	<del>Use context clues to demonstrate increased comprehension, using context clues,</del> of concrete, yet somewhat complex, grade-appropriate explanations, presentations, conversations, problems, demonstrations, and conversations which incorporate an increasing range of academic vocabulary.	Demonstrate comprehension of a broad range of increasingly complex, extended grade-appropriate, context-reduced spoken discourse, such as explanations, presentations, problems, demonstrations, and conversations.	<del>Consistently demonstrate</del> comprehension of central ideas and key details of grade-appropriate complex, context-reduced, extended spoken discourse, such as complex explanations, presentations, problems, and demonstrations, and conversations.
. . . during instruction and assessment involving one or more of the following practices:					
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.		SP1. Ask questions and <i>define</i> problems. SP8. <i>Obtain, evaluate,</i> and communicate information.	

An ELL can . . .	English Language Proficiency Levels				
	1	2	3	4	5
2. Read and construct meaning from literary and informational texts, and from viewing multimedia.	Demonstrate comprehension of frequently occurring words and phrases in simple written texts and multimedia (e.g., video clips, audio clips, and Flash files) texts that include extensive visual support (e.g., pictures and illustrations).	Demonstrate comprehension of basic words and phrases in written texts and multimedia on highly context-embedded grade-appropriate topics. Begins to use features of written texts, such as headings, bold print, and related graphics to help construct meaning of challenging texts.	<del>Use context clues to demonstrate increased comprehension, using context clues, context-reduced explicit—yet somewhat complex—</del> written texts and multimedia, grade-appropriate topics. Show increasing independence in seeking clarification of unknown words and expressions <del>by consulting learner dictionaries (both bilingual and simplified English versions) and other language resources.</del>	Demonstrate comprehension of central ideas of increasingly complex written texts and multimedia on context-reduced, grade-appropriate topics that may include information that is not explicitly stated. Independently seek clarification of unknown words, phrases, and idiomatic and colloquial expressions <del>by consulting simplified English-only reference materials, such as dictionaries and online resources.</del>	<del>Consistently demonstrate</del> comprehension of extended, complex written texts and multimedia that deal with context-reduced, grade-appropriate topics and include information that is implied but not explicitly stated. Independently seek clarification of unknown words, phrases, and idiomatic and colloquial expressions <del>by consulting English-only reference materials, such as dictionaries and online resources.</del>
. . . during instruction and assessment involving one or more of the following practices:					

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EP2. Build a strong base of knowledge through content-rich texts.

EP5. *Read*, write, and speak grounded in evidence.

EP6. Use technology and digital media strategically and capably.

EP7. Come to understand other perspectives and cultures through *reading, listening*, and collaboration.

MP5. Use appropriate tools strategically.

SP8. Obtain, evaluate, and communicate information.

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An ELL can . . .	English Language Proficiency Levels				
	1	2	3	4	5
3. Extract evidence from text through close reading or listening.	Recognize print and speech features (e.g., quotation marks to indicate dialogue; rising intonation to indicate a question) as evidence that supports understanding of simple oral and written texts or models.	Identify key words and phrases as evidence that supports understanding of oral and written texts on context-embedded or concrete, grade-appropriate topics or models.  <u>“Very similar” to level 3</u>	Identify literal statements as evidence that supports understanding of central ideas in grade-appropriate oral and written texts <u>on context-reduced</u> or models.  <u>Very similar to level 2 but not sure how to redo: add context-reduced??since level 2 includes context-embedded</u>	Identify non-literal statements and relationships as evidence that supports understanding of central ideas and inferences in grade-appropriate oral and written texts or models.	Understand the nuances and shades of meaning in words and phrases in statements in order to identify those statements and relationships as evidence that supports arguments and conclusions in grade-appropriate oral and written texts or models.
<p>. . . during instruction and assessment involving one or more of the following practices:</p> <p>EP5. Read, write, and speak grounded in evidence. <span style="float: right;">SP1. Ask questions and define problems</span></p> <p>MP1. Make sense of problems &amp; persevere in solving them.</p>					