

ELL Stage II: Grades 1-2

Reading

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

The student at this level has no ability to comprehend text independently read in English. The student may be able to recognize environmental print. The student may be able to distinguish between letters and words. The student recognizes that spoken words are represented by written language.

Emergent

The student at this level has a limited ability to comprehend text independently read in English. The student recognizes environmental print. The student is able to distinguish between letters and words. The student is developing phonemic awareness and sound/symbols relationships. The student recognizes that spoken words are represented by written language.

Basic

The student at this level has a limited ability to decode and comprehend text independently read in English. The student relies on visual and contextual clues to comprehend text. The student is developing phonemic awareness and uses sound/symbol relationships to decode. The student at this level demonstrates the one-to-one correlation between the printed and spoken word. The student can participate in text read aloud that is highly predictable, uses repetitive syntax and linguistic redundancy. From text read aloud, the student can identify key information elicited from the teacher.

Low Intermediate

The student at this level has the ability to decode and comprehend text independently read in English. The student relies on visual and contextual clues to comprehend text. The student is developing phonemic awareness and uses sound/symbol relationships and syllabication rules to decode. The student at this level demonstrates the one-to-one correlation between the printed and spoken word. The student's fluency may impede comprehension. The student can identify key information and details elicited from the teacher.

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High Intermediate

The student at this level has the ability to comprehend text by reading fluently in English. The student relies on contextual clues to comprehend text. The student uses sound/symbol relationships and syllabication rules to decode. The student can identify key information and details in text.

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Reading

Standard 1: The student will demonstrate understanding of print concepts of the English Language.						
Pre-Emergent		Emergent		Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of print concepts by:						
Print Concepts	PE-1: tracking text left to right and top to bottom, with return sweep.	E-1: tracking text left to right and top to bottom, with return sweep.	B-1: tracking written words read aloud with one-to-one correlation.	LI-1: N/A	HI-1: N/A	
	PE-2: distinguishing between printed letters (upper and lower case) and words.	E-2: distinguishing between printed letters (upper and lower case), words, and sentences.	B-2: distinguishing between printed letters, words, sentences, and paragraphs.	LI-2: N/A	HI-2: N/A	
	PE-3: recognizing common print conventions with support (initial capitalization and periods).	E-3: locating features of a sentence (initial capitalization and periods).	B-3: identifying features of a sentence (initial capitalization and ending punctuation).	LI-3: identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).	HI-3: identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).	

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	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Print Concepts	The student will demonstrate knowledge of print concepts by:				
	PE-4: locating the front and back cover of a book.	E-4: locating and identifying the title, author, and illustrator of a book.	B-4: locating and identifying the title, author, illustrator, title page, and table of contents of a book.	LI-4: N/A	HI-4: N/A
	PE-5: repeating the letters of the alphabet in order with a visual model.	E-5: organizing the letters of the alphabet in order with a visual model.	B-5: alphabetizing a series of words to the first letter with instructional support.	LI-5: alphabetizing a series of words to the first letter.	HI-5: alphabetizing a series of words to the second letter with instructional support.

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Reading

Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
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The student will demonstrate knowledge of phonemic awareness by:

Phonemic Awareness/Decoding

Phonemic Awareness

PE-1: identifying the initial and final sound (not letters) of a spoken word.	E-1: distinguishing between initial, medial, and final spoken sounds to produce words.	B-1: distinguishing between initial, medial, and final spoken sounds to produce words.	LI-1: distinguishing between initial, medial, and final spoken sounds to produce words.	HI-1: distinguishing between initial, medial, and final spoken sounds to produce words.
PE-2: identifying pictures that begin with the same given initial sound.	E-2: comparing two to three pictures and identifying those with the same initial sound.	B-2: sorting groups of pictures that begin with initial sounds.	LI-2: orally producing groups of words that begin with the same initial sounds (alliteration) with linguistic support.	HI-2: orally producing groups of words that begin with the same initial sounds (alliteration).
PE-3: identifying short vowel sounds in orally stated single-syllable words.	E-3: identifying short and long vowel sounds in orally stated single-syllable words.	B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words.	LI-3: N/A	HI-3: N/A

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Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of phonemic awareness by:						
Phonemic Awareness/Decoding	Phonemic Awareness	PE-4: orally segmenting one-syllable words into its phonemes with instructional support.	E-4: orally segmenting one-syllable words into its phonemes.	B-4: segmenting one-syllable words with more than three sounds into phonemes.	LI-4: segmenting two-syllable words into syllables.	HI-4: segmenting multi-syllable words into syllables.
		PE-5: blending spoken phonemes to form two-letter words with instructional support.	E-5: blending spoken phonemes to form a single-syllable word.	B-5: blending spoken phonemes with more than three sounds into one-syllable words.	LI-5: blending two syllables to form words, using r-controlled vowel sounds, digraphs, and diphthongs.	HI-5: blending syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.
		PE-6: repeat rhyming words.	E-6: distinguishing spoken rhyming words from non-rhyming words.	B-6: identifying rhyming words in response to oral prompt. (What rhymes with hat?).	LI-6: orally producing rhyming words in response to spoken words.	HI-6: forming words by blending spoken simple onsets (/c/) and rimes (/at/).

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of decoding by:						
Phonemic Awareness/Decoding	Decoding	PE-1: distinguishing letters from numbers and symbols.	E-1: N/A	B-1: N/A	LI-1: N/A	HI-1: N/A
		PE-2: recognizing and naming upper and lower case letters of the alphabet.	E-2: matching and naming upper case letters to lower case letters.	B-2: matching and naming upper case and lower case letters with different fonts.	LI-2: naming all upper and lower case letters of the alphabet with different fonts out of sequence.	HI-2: N/A

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of decoding by:				
Phonemic Awareness/Decoding	Decoding	PE-3: repeating letter sounds represented by the single-letter consonants and vowels.	E-3: producing letter sounds represented by the single-letter consonants and vowel graphemes.	B-3: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support. <small>(math, science, social studies)</small>	LI-3: reading regularly spelled two-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters. <small>(math, science, social studies)</small>	HI-3: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters. <small>(math, science, social studies)</small>
		PE-4: recognizing that a new word is created when an initial grapheme is changed. (word families)	E-4: producing new words when an initial grapheme is changed (word families) with instructional support.	B-4: recognizing that a new word is created when a specific grapheme is changed, added, or removed.	LI-4: producing a new word when a specific grapheme is changed, added, or removed.	HI-4: producing a new word when a specific grapheme is changed, added, or removed.

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of decoding by:						
Phonemic Awareness/Decoding	Decoding	PE-5: N/A Pre-Req: PE-3	E-5: N/A Pre-Req: E-3	B-5: N/A Pre-Req: B-3 (math, science, social studies)	LI-5: reading two-syllable words, using syllabication rules. (math, science, social studies)	HI-5: reading multi-syllabic words, using syllabication rules. (math, science, social studies)
		PE-6: N/A	E-6: N/A	B-6: repeating base words that have been modified by inflectional endings. (math, science, social studies)	LI-6: identifying base words that have been modified by inflectional endings. (math, science, social studies)	HI-6: identifying inflectional endings (-s, -ed, -ing) and their functions (tense, plurality, comparison and part of speech). (math, science, social studies)
		PE-7: repeating high frequency words. (math, science, social studies)	E-7: reading high frequency words with instructional support. (math, science, social studies)	B-7: reading high frequency words and irregular sight words with instructional support. (math, science, social studies)	LI-7: reading high frequency words and irregular sight words. (math, science, social studies)	HI-7: reading high frequency words and irregular sight words fluently. (math, science, social studies)

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		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of decoding by:						
Phonemic Awareness/Decoding	Decoding	PE-8: N/A	E-8: N/A	B-8: repeating common contractions.	LI-8: recognizing common contractions.	HI-8: reading contractions fluently.
		PE-9: N/A	E-9: N/A	B-9: using context to confirm decoding in a sentence. <small>(social studies)</small>	LI-9: using knowledge of word order (syntax) and context to confirm decoding. <small>(social studies)</small>	HI-9: using knowledge of word order (syntax) and context to confirm decoding of text. <small>(social studies)</small>

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Standard 3: The student will read with fluency and accuracy.						
Fluency	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
	The student will demonstrate fluency and accuracy by :					
	PE-1: echo reading short phrases (including high frequency/sight words) with fluency.	E-1: echo reading (including high frequency/sight words) with fluency.	B-1: reading aloud (including high frequency/sight words) with fluency and instructional support.	LI-1: reading aloud (including high frequency/sight words) with fluency.	HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.	
PE-2: using punctuation to guide echo reading.	E-2: using punctuation including periods, question marks, and exclamation marks to guide echo reading.	B-2: using punctuation, including periods, question marks, and exclamation marks to guide reading for fluency.	LI-2: using punctuation, including commas, periods, question marks and exclamation marks to guide reading for fluency.	HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.		

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Standard 4: The student will analyze text for expression, enjoyment, and response to other related content										
Pre-Emergent		Emergent		Basic		Low Intermediate		High Intermediate		
The student will demonstrate knowledge of reading comprehension by:										
Comprehending Text	PE-1: N/A <small>(math, science, social studies)</small>		E-1: determining whether a literary selection, heard or read, is real or fantasy, with instructional support. <small>(math, science, social studies)</small>		B-1: identifying literary selections, heard or read, as realistic or fantasy based on characteristics of the selection. <small>(math, science, social studies)</small>		LI-1: identifying characteristics of literary selections that designate the text as fiction or nonfiction. <small>(math, science, social studies)</small>		HI-1: identifying the differences between fiction and nonfiction. <small>(math, science, social studies)</small>	
	PE-2: making predictions based on cover, title and illustrations with instructional support.		E-2: making predictions based on cover, title and illustrations.		B-2: making predictions based on cover, title, illustrations and text.		LI-2: predicting what might happen next in a reading selection.		HI-2: comparing a prediction about an action or event to what actually occurred within a text.	
	PE-3: answering yes/no questions about text heard or read, with instructional support. <small>(math, science, social studies)</small>		E-3: answering yes/no questions about text heard or read. <small>(math, science, social studies)</small>		B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support. <small>(math, science, social studies)</small>		LI-3: answering questions about text. <small>(math, science, social studies)</small>		HI-3: locating facts and answering questions about text. <small>(math, science, social studies)</small>	

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	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:				
	PE-4: N/A Pre-Req: PE-3	E-4: N/A Pre-Req: E-3	B-4: asking questions (who, what, when, which, where, why) to clarify text with instructional support. <small>(math, science, social studies)</small>	LI-4: asking questions to clarify text. <small>(math, science, social studies)</small>	HI-4: asking questions to clarify text. <small>(math, science, social studies)</small>
	PE-5: sequencing pictures to retell text heard or read. <small>(math, science, social studies)</small>	E-5: sequencing a story or event using key words and pictures. <small>(math, science, social studies)</small>	B-5: sequencing a story or event with a beginning, middle and end, using pictures and key words. <small>(math, science, social studies)</small>	LI-5: sequencing a story or event with a beginning, middle and end in complete sentences. <small>(math, science, social studies)</small>	HI-5: sequencing a story or event with a beginning, middle and end with transition words/phrases in complete sentences. <small>(math, science, social studies)</small>
	PE-6: N/A	E-6: making connections to text while reading (text-to-self). <small>(science, social studies)</small>	B-6: making connections to text while reading (text-to-text and text-to-self). <small>(science, social studies)</small>	LI-6: making connections to text while reading (text-to-text and text-to-self). <small>(science, social studies)</small>	HI-6: making connections to text while reading (text-to-text and text-to-self). <small>(science, social studies)</small>

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	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:				
	PE-7: N/A	E-7: identifying the topic from text heard or read. (math, science, social studies)	B-7: identifying the topic/main idea and key details from text heard or read, using sentence frames. (math, science, social studies)	LI-7: paraphrasing the main idea and details from text, using complete sentences. (math, science, social studies)	HI-7: summarizing the main idea and details from text, using complete sentences. (math, science, social studies)
	PE-8: N/A	E-8: N/A	B-8: identifying external text features (e.g., <i>charts, maps, diagrams, illustrations, tables, and timelines</i>) of text. (math, science, social studies)	LI-8: locating specific information from external text features of text. (math, science, social studies)	HI-8: extracting and interpreting specific information from external text features of text. (math, science, social studies)
	PE-9: N/A	E-9: identifying the purpose for reading specific books. (e.g., <i>to be entertained, to be informed</i>) (math, science, social studies)	B-9: identifying the purpose for reading specific books. (math, science, social studies)	LI-9: identifying the purpose for reading specific books. (math, science, social studies)	HI-9: identifying the author's purpose for writing a book. (math, science, social studies)

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	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:				
	PE-10: N/A Pre-Req: PE-3	E-10: responding to stories by answering yes-no questions about cause and effect with instructional support. (math, science, social studies)	B-10: responding to stories by answering questions about cause and effect with instructional support. (math, science, social studies)	LI-10: identifying cause and effect of specific events in a literary selection using sentence frames. (math, science, social studies)	HI-10: identifying cause and effect of specific events in a literary selection. (math, science, social studies)
	PE-11: identifying main characters by pointing, naming or labeling from a literary selection read aloud. (social studies)	E-11: identifying main characters from a literary selection heard or read. (social studies)	B-11: identifying characters from a literary selection heard or read. (social studies)	LI-11: describing characters from a literary selection. (social studies)	HI-11: describing characters from a literary selection. (social studies)
	PE-12: identifying the setting from a selection read aloud. (social studies)	E-12: identifying the setting from a literary selection heard or read. (social studies)	B-12: identifying the setting from a literary selection. (social studies)	LI-12: describing the setting from a literary selection. (social studies)	HI-12: describing the setting from a literary selection. (social studies)

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	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:				
	PE-13: N/A Pre-Req: PE-5	E-13: identifying the key events or ideas, with given sentence frames, from a literary selection heard or read.	B-13: identifying the key events or ideas from a literary selection with sentence frames.	LI-13: paraphrasing the key events or ideas from a literary selection.	HI-13: summarizing the key events from a literary selection.
	PE-14: N/A	E-14: N/A	B-14: identifying conflict/resolution (plot) from a literary selection with instructional support.	LI-14: identifying the plot (specific events, problem and solution) in a literary selection.	HI-14: identifying and describing the plot in a literary selection.
	PE-15: participating in teacher guided discussions about information from a completed graphic organizer.	E-15: responding to teacher guided prompts about information from a completed graphic organizer.	B-15: locating information from a completed graphic organizer.	LI-15: locating information from a completed graphic organizer.	HI-15: locating information from a completed graphic organizer.

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	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:				
	PE-16: following one- or two-step written directions accompanied by visual cues to complete classroom routines. <small>(math, science, social studies)</small>	E-16: following two- or three-step written directions accompanied by visual cues to complete classroom routines. <small>(math, science, social studies)</small>	B-16: following multiple-step written directions for classroom routines and academic activities. <small>(math, science, social studies)</small>	LI-16: following multiple-step positive and negative written directions which include prepositions. <small>(math, science, social studies)</small>	HI-16: following multiple-step positive and negative written directions which include prepositions. <small>(math, science, social studies)</small>
	PE-17: N/A	E-17: N/A	B-17: N/A	LI-17: identifying a variety of sources (e.g., <i>trade books, magazines, electronic sources, textbooks</i>) that may be used to answer specific questions and/or to gather information with instructional support. <small>(math, science, social studies)</small>	HI-17: identifying a variety of sources (e.g., <i>trade books, encyclopedias, magazine, electronic sources, and textbooks</i>) that may be used to answer specific questions and/or gather information. <small>(math, science, social studies)</small>

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	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	The student will demonstrate knowledge of reading comprehension by:				
	PE-18: recognizing signs, labels, symbols and captions within the environment. <small>(math, science, social studies)</small>	E-18: identifying signs, symbols, labels, and captions within the environment. <small>(math, science, social studies)</small>	B-18: interpreting signs, labels, symbols and captions within the environment. <small>(math, science, social studies)</small>	LI-18: interpreting signs, labels, symbols and captions within the environment. <small>(math, science, social studies)</small>	HI-18: interpreting signs, labels, symbols and captions within the environment. <small>(math, science, social studies)</small>
	PE-19: N/A Pre-Req: PE-2	E-19: N/A Pre-Req: E-2	B-19: N/A Pre-Req: B-2	LI-19: identifying organizational features (<i>e.g., titles, table of contents, heading bold print</i>) of expository text. <small>(math, science, social studies)</small>	HI-19: locating specific information by using organizational features (<i>e.g., titles, table of contents, heading captions, bold print, glossary, indices</i>) in expository text. <small>(math, science, social studies)</small>
	PE-20: N/A	E-20: N/A	B-20: identifying words (nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.	LI-20: identifying words (nouns and adjectives) that the author selects in a literary selection to create a graphic visual image with instructional support.	HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.

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Comprehending Text	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of reading comprehension by:				
	PE-21: participating in choral reading (clapping and chanting) in response to the rhyme and rhythm of predictably patterned literary selections.	E-21: participating in choral reading by verbally stating the words of predictably patterned literary selections.	B-21: identifying words of rhyme, rhythm and repetition in literary selections with instructional support.	LI-21: identifying words that the author selects to create a rich auditory experience in a literary selection with instructional support.	HI-21: identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.

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