ELL Stage I : Kindergarten

Reading

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

The student at this level has no ability to comprehend text independently read in English. The student understands that environmental print (signs, universal symbols, graphics and labels in the environment) conveys meaning.

Emergent

The student at this level has a limited ability to comprehend text independently read in English. The student is developing phonemic awareness and sound/symbol relationships. The student can participate in text chorally read aloud that is highly predictable, uses repetitive syntax and linguistic redundancy.

Basic

The student at this level has a limited ability to decode and comprehend text in English. The student is developing phonemic awareness and sound/symbol relationships. 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 a limited ability to decode and comprehend text in English. The student demonstrates knowledge of phonemic awareness and sound/symbol relationships. The student can independently identify key information from text read aloud.

High Intermediate

The student at this level has the ability to decode and comprehend text in English. The student demonstrates knowledge of phonemic awareness and sound/symbol relationships. The student can independently identify key information and details from text read aloud.

Proficient

The student will demonstrate competency in Reading based on the knowledge, skills, and abilities specified in the Performance Indicators at the High Intermediate level in order to access grade-level academic content.

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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: holding the book right side up and turning pages in the correct direction.	E-1: recognizing left to right and top to bottom directionality of reading.	B-1: identifying the front cover, back cover, and title page of a book to establish directionality.	LI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books with instructional support.	HI-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
	PE-2: recognizing that environmental print and symbols represent and convey meaning.	E-2: recognizing that print represents spoken language and conveys meaning.	B-2: recognizing that sentences are made up of separate words.	LI-2: recognizing that words are represented by a sequence of letters.	HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
	PE-3: recognizing common print conventions with instructional support. (*e.g., periods*)	E-3: recognizing common print conventions with instructional support. (*e.g., periods and question marks*)	B-3: recognizing common print conventions with instructional support. (*e.g., periods, question marks, capital letters and quotation marks*)	LI-3: recognizing common print conventions. *(e.g., periods, question marks, capital letters and quotation marks)*	HI-3: naming common print conventions.

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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
	The student will demonstrate knowledge of phonemic awareness by:				
Phonemic Awareness/Decoding — Phonemic Awareness	PE-1: identifying the initial sound (not letter) of a spoken word.	E-1: identifying the initial and final sounds (not letters) of a spoken word.	B-1: discriminating between initial, medial, and final spoken sounds within a word.	LI-1: segmenting one-syllable words into its phonemes, with instructional support.	HI-1: segmenting one-syllable words into its phonemes.
	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 the same 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: N/A	E-3: N/A	B-3: N/A	LI-3: blending initial, medial, and final spoken sounds to produce words.	HI-3: blending two or three spoken syllables to produce words.

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Reading

Phonemic Awareness/Decoding	**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
	The student will demonstrate knowledge of phonemic awareness by:				
Phonemic Awareness	PE-4: repeating rhymes with instructional support.	E-4: distinguishing spoken rhyming words from non-rhyming words.	B-4: identifying rhyming words in response to an oral prompt.	LI-4: producing rhyming words in response to an oral prompt.	HI-4: orally forming words by substituting simple onsets *(/c/)* with given rimes *(/at/)*.
	The student will demonstrate knowledge of decoding by:				
Decoding	PE-5: distinguishing letters from numbers and symbols. (math)	E-5: matching upper case and lower case letters.	B-5: matching and naming upper case letters to lower case letters.	LI-5: matching and naming upper case and lower case letters with different fonts.	HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.

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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
The student will demonstrate knowledge of decoding by:					
	PE-6: repeating letter sounds represented by the single lettered consonants.	E-6: repeating letter sounds represented by the single lettered consonants and vowels.	B-6: producing letter sounds represented by the single lettered consonants and vowels with support.	LI-6: producing letter sounds represented by the single lettered consonants.	HI-6: producing letter sounds represented by the single lettered consonants and vowels.
	PE-7: repeating high frequency words. (science, social studies, math)	E-7: recognizing high frequency words. (science, social studies, math)	B-7: reading high frequency words with instructional support. (science, social studies, math)	LI-7: reading high frequency words with automaticity. (science, social studies, math)	HI-7: reading high frequency words with automaticity in context. (science, social studies, math)
	PE-8: repeating words within word families.	E-8: recognizing that a new word is created when an initial letter is changed (i.e., word families).	B-8: producing new words when an initial letter is changed (i.e., word families) with instructional support.	LI-8: producing new words when initial sound(s), including blends, are changed (i.e., word families).	HI-8: producing new words when initial sound(s), including diagraphs, are changed (i.e., word families).

Phonemic Awareness/Decoding — Decoding

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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.				
Phonemic Awareness/Decoding		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	Decoding	The student will demonstrate knowledge of phonemic awareness by:				
		PE-9: N/A	E-9: N/A	B-9: recognizing that a new word is created when a specific letter is changed, added, or removed.	LI-9: decoding a new word when a specific letter is changed, added, or removed with instructional support.	HI-9: decoding a new word when a specific letter is changed, added, or removed.
		PE-10: repeating initial, medial, and final sounds of common CVC words.	E-10: producing isolated initial, medial and final sounds of common CVC words with instructional support.	B-10: blending common CVC words with instructional support.	LI-10: decoding common CVC words with instructional support.	HI-10: decoding common CVC words.

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Reading

		Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.				
Comprehending Text		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		The student will demonstrate knowledge of reading comprehension by:				
	Fiction/Non-Fiction	PE-1: N/A	E-1: N/A	B-1: participating in teacher guided discussions about whether a literary selection, heard or read, is real or fantasy. (math, science, social studies)	LI-1: determining whether a literary selection, heard or read, is real or fantasy, with instructional support. (math, science, social studies)	HI-1: determining whether a literary selection, heard or read, is real or fantasy. (math, science, social studies)
	Fiction/Non-Fiction	PE-2: participating in teacher guided discussions about the title, cover illustrations, and text.	E-2: responding to teacher guided prompts to make predictions about the title, cover illustrations, and text.	B-2: making predictions based on the title, cover illustrations, and text.	LI-2: making and confirming predictions based on the title, cover illustrations, and text with instructional support.	HI-2: making and confirming predictions based on the title, cover illustrations, and text.

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Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.						
Comprehending Text						
		The student will demonstrate knowledge of reading comprehension by:				
	Fiction/Non-Fiction	PE-3: answering simple questions by using physical actions in response to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.

(math, science, social studies) | E-3: answering simple questions or drawing pictures to respond to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.

(math, science, social studies) | B-3: answering comprehension questions to respond to text heard or read.

(math, science, social studies) | LI-3: using key words, phrases, and complete sentences to answer comprehension questions in response to text, heard or read.

(math, science, social studies) | HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.

(math, science, social studies) |
| | Fiction/Non-Fiction | PE-4: sequencing a series of given pictures to retell a story or event, with instructional support.

(math, science, social studies) | E-4: sequencing a series of given pictures to retell a story or event.

(math, science, social studies) | B-4: sequencing a series of given pictures to retell a story or event using key words.

(math, science, social studies) | LI-4: sequencing a story or event in complete sentences.

(math, science, social studies) | HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (*e.g., first, next, last*)

(math, science, social studies) |

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Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text		**Standard 3**: The student will analyze text for expression, enjoyment, and response to other related content areas.				
		The student will demonstrate knowledge of reading comprehension by:				
	Fiction/Non-Fiction	PE-5: repeating facts or events from text read aloud. (math, science, social studies)	E-5: illustrating facts or events from text read aloud. (science, social studies)	B-5: participating in teacher guided discussions to restate facts from text read aloud. (science, social studies)	LI-5: identifying facts from text read aloud, with instructional support. (science, social studies)	HI-5: identifying facts from text read aloud. (science, social studies)
	Fiction	PE-6: retelling a story using illustrations. (math, science, social studies)	E-6: retelling a story using illustrations. (math, science, social studies)	B-6: retelling a story with a beginning, middle, and end. (math, science, social studies)	LI-6: retelling a story or event with a beginning, middle, and end in complete sentences. (math, science, social studies)	HI-6: retelling a story including the beginning, middle, and end using transition words (*e.g., first, next, last*) in complete sentences. (math, science, social studies)

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Reading

Comprehending Text

Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:				
Fiction PE-7: participating in teacher guided discussions of the main characters in a story read aloud. (social studies)	E-7: responding to teacher guided prompts to identifying the main characters of the story in a story read aloud. (social studies)	B-7: identifying the main characters of a story heard or read. (social studies)	LI-7: describing the main characters of a story with instructional support. (social studies)	HI-7: describing the main characters of a story. (social studies)
Fiction PE-8: participating in teacher guided discussions of the setting in a story read aloud. (social studies)	E-8: responding to teacher guided prompts to identifying the setting of the story in a story read aloud. (social studies)	B-8: identifying the setting of a story heard or read. (social studies)	LI-8: describing the setting of a story with instructional support. (social studies)	HI-8: describing the setting of a story. (social studies)

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Reading

Comprehending Text		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.					
		The student will demonstrate knowledge of reading comprehension by:				
	Fiction	PE-9: N/A	E-9:N/A	B-9: identifying the key events of a story heard or read.	LI-9: describing the key events of a story with instructional support.	HI-9: describing the key events of a story.
	Non-Fiction	PE-10: participating in teacher guided discussions about information from a completed graphic organizer. (math, science, social studies)	E-10: responding to teacher guided prompts about information from a completed graphic organizer. (math, science, social studies)	B-10: locating information from a completed graphic organizer. (math, science, social studies)	LI-10: locating information from a completed graphic organizer. (math, science, social studies)	HI-10: locating information from a completed graphic organizer. (math, science, social studies)

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Reading

Comprehending Text	**Standard 3**: The student will analyze text for expression, enjoyment, and response to other related content areas.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of reading comprehension by:				
Non-Fiction	PE-11: N/A	E-11: following simple written directions for classroom routines and academic activities that are accompanied by pictures. (math, science)	B-11: following simple written directions for classroom routines and academic activities that are accompanied by pictures. (math, science)	LI-11: following short two-to-three-step written directions for classroom routines and academic activities that are accompanied by pictures. (math, science)	HI-11: following multi-step written directions for classroom routines and academic activities that are accompanied by pictures. (science)
Non-Fiction	PE-12: recognizing signs, labels, symbols, and captions within the environment, with instructional support. (math, science, social studies)	E-12: recognizing signs, labels, symbols, and captions within the environment. (math, science, social studies)	B-12: interpreting signs, labels, symbols, and captions within the environment with instructional support. (math, science, social studies)	LI-12: interpreting signs, labels, symbols, and captions within the environment. (math, science, social studies)	HI-12: creating signs, labels, symbols, and captions within the environment. (math, science, social studies)