ELL Stage V: Grades 9-12

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 understand universal symbols and graphics associated with text. 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 is developing phonemic awareness and decodes words using letter-sound knowledge. The student can read and comprehend text with repetitive, predictable patterns. The student's fluency will impede comprehension.

Basic

The student at this level has the ability to decode and comprehend text independently read in English. The student relies on visuals, organizational features, and contextual clues to comprehend text. The student uses sound/symbol relationships and syllabication rules to decode. The student's fluency may impede comprehension.

ELL Stage V: Grades 9-12

Reading

PROFICIENCY LEVEL DESCRIPTORS
Low Intermediate
The student at this level has the ability to comprehend text by reading fluently in English. The student relies on organizational features and contextual clues to comprehend a variety of fiction and nonfiction genres. The student can identify and summarize information in text.
High Intermediate
The student at this level has the ability to comprehend grade-level text by reading fluently in English. The student relies on organizational features and contextual clues to comprehend a variety of fiction and nonfiction genres. The student can identify, summarize, and analyze information, including literary elements, in text.
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.

ELL Stage V: Grades 9-12

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:				
PE-1: demonstrating the command of left to right, top to bottom directionality, and return sweep when handling reading materials.	E-1: demonstrating the one-to-one correlation between a spoken word and a printed word.	B-1: N/A	LI-1: N/A	HI-1: N/A
PE-2: distinguishing between printed letters, words, and sentences.	E-2: distinguishing between printed words, sentences, and paragraphs.	B-2: N/A	LI-2: N/A	HI-2: N/A
PE-3: recognizing common print conventions. (*e.g., ending punctuation, upper and lower case letters*)	E-3: recognizing print conventions. (*e.g., punctuation, upper and lower case letters*)	B-3: N/A	LI-3: N/A	HI-3: N/A

Print Concepts

ELL Stage V: Grades 9-12

Reading

Print Concepts	**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:				
	PE-4: locating the organizational features of a book or resource. (*e.g., title, author, table of contents*) (math, science, social studies)	E-4: locating the organizational features of a book/resource/ dictionary. (*e.g., title, author, table of contents, index, glossary*) (math, science, social studies)	B-4: locating and applying specific information by using the organizational features of a book/resource/ dictionary. (*e.g., title, author, table of contents, index, glossary*) (math, science, social studies)	LI-4: N/A	HI-4: N/A
	PE-5: alphabetizing a series of words to the first letter. (math, science, social studies)	E-5: alphabetizing a series of words to the third letter. (math, science, social studies)	B-5: alphabetizing a series of words. (math, science, social studies)	LI-5: alphabetizing a series of words. (math, science, social studies)	HI-5: alphabetizing a series of words. (math, science, social studies)

ELL Stage V: Grades 9-12

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-1: distinguishing between initial, medial, and final spoken sounds. (i.e., vowels and consonants)	E-1: producing groups of words that begin with the same initial, final, and medial sounds in single and two-syllable words.	B-1: N/A	LI-1: N/A	HI-1: N/A
	PE-2: segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final, and medial sounds to form new words.	E-2: segmenting syllables of multi-syllabic words. (*e.g.,* /but/ter/fly/)	B-2: N/A	LI-2: N/A	HI-2: N/A

ELL Stage V: Grades 9-12

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-3: blending initial, medial, and final spoken sounds to produce words.	E-3: blending spoken syllables to produce words including diphthongs, r-controlled vowels, consonant blends, and digraphs. (*e.g., /f/…/i/…/n/…/d/ - find)*	B-3: N/A	LI-3: N/A	HI-3: N/A
	PE-4: distinguishing spoken rhyming words from non-rhyming words. (*e.g., run, sun versus run, man*)	E-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/).	B-4: generating a series of rhyming words.	LI-4: N/A	HI-4: N/A

ELL Stage V: Grades 9-12

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:				
Decoding	PE-5: identifying and naming the upper and lower case letters of the alphabet.	E-5: N/A	B-5: N/A	LI-5: N/A	HI-1: N/A
	PE-6: producing letter sounds represented by the single lettered consonants and vowel graphemes to decode common CVC words.	E-6: decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (*e.g., th, sh, ck*) and diphthongs. (*e.g., ea, ie, ee*) and r-controlled vowels.	B-6: applying knowledge of spelling pattern exceptions.	LI-6: N/A	HI-2: N/A

(Row label on left margin: Phonemic Awareness/Decoding)

ELL Stage V: Grades 9-12

Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
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.				
	Decoding	**The student will demonstrate knowledge of decoding by:**				
		PE-7: reading a newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position. (*e.g., think to thank*)	E-7: reading a newly created word when a specific grapheme is changed, added, or removed in the initial, medial, or final position. (*e.g., face to place*).	B-7: N/A	LI-7: N/A	HI-3: N/A
		PE-8: reading one-syllable words, using letter-sound knowledge.	E-8: applying knowledge of basic syllabication rules when decoding two- or three-syllable and compound words. (*e.g., su/per, sup/per, fam/i/ly*) (math, science, social studies)	B-8: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. (math, science, social studies)	LI-8: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. (math, science, social studies)	HI-4: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. (math, science, social studies)

ELL Stage V: Grades 9-12

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
Phonemic Awareness/Decoding — **Decoding**	The student will demonstrate knowledge of decoding by:				
	PE-9: identifying base words (*e.g., clean, walk*) and inflectional endings (*e.g., -s, -ed, -ing*). (math, science, social studies)	E-9: reading base words and inflectional endings and identifying their functions (i.e., tense, plurality, comparison and part of speech). (*e.g., cleans = third-person singular present tense verb*) (math, science, social studies)	B-9: reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings. (math, science, social studies)	LI-9: applying knowledge of inflectional endings, to include regular and irregular forms, in context. (math, science, social studies)	HI-5: applying knowledge of inflectional endings, to include regular and irregular forms, in context. (math, science, social studies)
	PE-10: reading words with common prefixes and suffixes with instructional support. (math, science, social studies)	E-10: applying the spelling rules for adding suffixes to base words. (math, science, social studies)	B-10: applying knowledge of affixes to base words in context. (math, science, social studies)	LI-10: applying knowledge of affixes to base words in context. (math, science, social studies)	HI-6: applying knowledge of affixes to base words in context. (math, science, social studies)

ELL Stage V: Grades 9-12

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-11: recognizing and repeating high-frequency words. (math, science, social studies)	E-11: reading high-frequency words. (math, science, social studies)	B-11: reading high-frequency words. (math, science, social studies)	LI-11: reading high-frequency words. (math, science, social studies)	HI-7: reading high-frequency words. (math, science, social studies)
PE-12: recognizing common contractions.	E-12: reading contractions.	B-12: reading contractions.	LI-12: reading contractions.	HI-8: reading contractions.
PE-13: recognizing word order (i.e., syntax) in sentences. (*e.g., She lives in a shoe. Cats have nine lives.*)	E-13: applying knowledge of word order (i.e., syntax) to confirm decoding of text.	B-13: applying knowledge of word order (i.e., syntax) to confirm decoding of text.	LI-13: applying knowledge of word order (i.e., syntax) to confirm decoding of content area text. (social studies)	HI-9: applying knowledge of word order (i.e., syntax) to confirm decoding of content area text. (social studies)

Row labels (left side): **Phonemic Awareness/Decoding** / **Decoding**

ELL Stage V: Grades 9-12

Reading

Fluency	Standard 3: The student will read with fluency and accuracy.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate knowledge of fluency and accuracy by:				
	PE-1: reading aloud sight words, sentences, and familiar patterned text with fluency. (i.e., accuracy and attention to punctuation)	E-1: reading short passages aloud fluently (i.e., accuracy, attention to punctuation) with 90% comprehension.	B-1: reading grade-level subject matter passages aloud fluently with 90% comprehension.	LI-1: reading grade-level text aloud fluently with 90% comprehension.	HI-1: reading grade-level text aloud fluently with 90% comprehension.
	PE-2: N/A	E-2: N/A	B-2: reading grade-level subject matter passages silently with 90% comprehension.	LI-2: reading grade-level text silently with 90% comprehension.	HI-2: reading grade-level text silently with 90% comprehension.

ELL Stage V: Grades 9-12

Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	**Fiction/Non-Fiction**					

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-1: N/A	E-1: designating text as fiction or nonfiction. (math, science, social studies)	B-1: distinguishing between fiction and nonfiction. (math, science, social studies)	LI-1: comparing and contrasting fiction and nonfiction. (math, science, social studies)	HI-1: comparing and contrasting fiction and nonfiction. (math, science, social studies)
PE-2: N/A	E-2: N/A	B-2: identify common forms of literature (*e.g., poetry, novel, short story, biography, autobiography, drama*) based upon their characteristics. (science, social studies)	LI-2: identify various genres of fiction (*e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths*) based upon their characteristics. (science, social studies)	HI-2: identify various genres of fiction (*e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths*) based upon their characteristics. (science, social studies)

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:				
PE-3: predicting text content using prior knowledge and text features. (*e.g. illustrations, titles, topic sentences, key words*)	E-3: predicting text content using prior knowledge and text features. (*e.g. illustrations, titles, topic sentences, key words*)	B-3: formulating and confirming predictions about text for accuracy.	LI-3: formulating and confirming predictions about text for accuracy.	HI-3: formulating and confirming predictions about text for accuracy.
PE-4: answering yes/no questions about text heard or read with support. (math, science, social studies)	E-4: answering literal questions about text. (*e.g., who, what, when, and where*) (math, science, social studies)	B-4: answering literal questions about text. (*e.g., who, what, when, where, when, why, which, and how*) (math, science, social studies)	LI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text. (math, science, social studies)	HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text. (math, science, social studies)
PE-5: N/A Pre-Req: PE-4	E-5: generating questions about text. (math, science, social studies)	B-5: generating clarifying questions. (math, science, social studies)	LI-5: generating clarifying questions. (math, science, social studies)	HI-5: generating clarifying questions. (math, science, social studies)

Comprehending Text — *Fiction/Non-Fiction*

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.				
Pre-Emergent	**Emergent**	**Basic**	**Low Intermediate**	**High Intermediate**
The student will demonstrate knowledge of reading comprehension by:				
PE-6: sequencing pictures to retell a story or events heard or read. (math, science, social studies)	E-6: retelling a story or event with a beginning, middle and end using transition words with instructional support. (math, science, social studies)	B-6: retelling a literary selection by sequencing events using transition words. (math, science, social studies)	LI-6: retelling a literary selection by sequencing events using transition words. (math, science, social studies)	HI-6: retelling a literary selection by sequencing events using transition words. (math, science, social studies)
PE-7: N/A	E-7: making connections to text while reading. (*e.g., text-to-text and text-to-self*) (science, social studies)	B-7: making connections to text while reading. (*e.g., text-to-text, text-to-self, and text-to-world*) (science, social studies)	LI-7: summarizing connections to text while reading. (*e.g., text-to-text, text-to-self, and text-to-world*) (science, social studies)	HI-7: explaining connections made to text while reading. (*text-to-text, text-to-self, and text-to-world*) (math, science, social studies)
PE-8: restate the facts from text heard or read. (math, science, social studies)	E-8: identifying the main idea (*explicit*) and supporting details in text. (math, science, social studies)	B-8: determining the main idea (*explicit and implicit*) and supporting details in text. (math, science, social studies)	LI-8: summarizing the main idea (*explicit or implicit*) and supporting details in text. (math, science, social studies)	HI-8: summarizing the main idea (*explicit or implicit*) and supporting details in text. (math, science, social studies)

Row labels: Comprehending Text — Fiction/Non-Fiction

ELL Stage V: Grades 9-12
Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text		**Standard 4**: The student will analyze text for expression, enjoyment, information, and understanding.				
	Fiction/Non-Fiction	The student will demonstrate knowledge of reading comprehension by:				
		PE-9: identifying signal words that indicate sequential/chronological order. (*e.g., first, next, finally*) (math, science, social studies)	E-9: locating sequential/chronological order signal words in text. (*e.g., first, next, finally, today, now*) (math, science, social studies)	B-9: locating sequential/chronological order signal words in text. (*e.g., first, next, finally, today, now*) (math, science, social studies)	LI-9: locating sequential/chronological order signal words in text. (*e.g., first, next, finally, today, now, meanwhile, not long ago*) (math, science, social studies)	HI-9: locating sequential/chronological order signal words in text. (*e.g., first, next, finally, today, now, meanwhile, not long ago*) (math, science, social studies)
		PE-10: N/A	E-10: identifying signal words that indicate comparison/contrast. (*e.g., similarly, on the other hand, however, yet, in spite of*) (science, social studies)	B-10: locating signal words that indicate comparison/contrast. (*e.g., similarly, on the other hand, however, yet, in spite of*) (science, social studies)	LI-10: locating signal words that indicate comparison/contrast. (*e.g., similarly, on the other hand, however, yet, in spite of*) (science, social studies)	HI-10: locating signal words that indicate comparison/contrast. (*e.g., similarly, on the other hand, however, yet, in spite of*) (science, social studies)

ELL Stage V: Grades 9-12

Reading

Comprehending Text		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
		Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.				
		The student will demonstrate knowledge of reading comprehension by:				
	Fiction/Non-Fiction	PE-11: N/A	E-11: identifying signal words that indicate cause and effect. (*e.g., as a result of, consequently, so that, because of, since*) (science, social studies)	B-11: locating signal words that indicate cause and effect. (*e.g., as a result of, consequently, so that, because of, since*) (science, social studies)	LI-11: identifying signal words that indicate cause and effect. (*e.g., as a result of, consequently, so that, because of, since*) (science, social studies)	HI-11: identifying signal words that indicate cause and effect. *(as a result of, consequently, so that, because of, since)* (science, social studies)
		PE-12: N/A	E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain). (social studies)	B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain). (social studies)	LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain). (social studies)	HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain). (social studies)

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.					
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:					

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	**Fiction/Non-Fiction**	PE-13: N/A Pre-Req: PE-6	E-13: identifying two events that are related in a literary selection. (science, social studies)	B-13: identifying the cause and effect relationship of two related events in a literary selection. (science, social studies)	LI-13: determining the cause and effect relationship of two related events in a literary selection. (science, social studies)	HI-13: determining the cause and effect relationship of two related events in a literary selection. (science, social studies)
		PE-14: N/A	E-14: N/A	B-14: drawing conclusions from information implied or inferred in a literary selection. (social studies)	LI-14: drawing conclusions from information implied or inferred in a literary selection. (social studies)	HI-14: drawing conclusions from information implied or inferred in a literary selection. (social studies)
	Fiction	PE-15: identifying a character from a fictional text heard or read.	E-15: identifying character traits of the main character in a fictional text, with instructional support.	B-15: describing and distinguishing between major and minor characters in a fictional text.	LI-15: describing the characteristics of the major and minor characters in a fictional text.	HI-15: analyzing the motivations of the major and minor characters in a fictional text.

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:				
PE-16: identifying the setting from a fictional text heard or read.	E-16: describing the setting, using key words, from a fictional text.	B-16: describing the setting from a fictional text.	LI-16: describing the setting from a fictional text.	HI-16: describing the setting from a fictional text.
PE-17: identifying key events in a fictional text heard or read.	E-17: identifying the plot (sequence of events) of a fictional text.	B-17: identifying the conflict of a plot in a fictional text.	LI-17: identifying the conflict, climax, and resolution of a fictional text.	HI-17: describing the plot and its components. *(e.g., main events, conflict, rising action, climax, falling action and resolution.)*
PE-18: relating illustrations to fictional text.	E- 18: relating illustrations to fictional text.	B-18: relating illustrations to fictional text.	LI-18: relating illustrations to fictional text.	HI-18: relating illustrations to fictional text.

Comprehending Text

Fiction

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.					
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:					
Comprehending Text — Fiction	PE-19: identifying two characters within a fictional text heard or read.	E-19: comparing and contrasting two characters within a fictional text, with instructional support.	B-19: comparing and contrasting two characters within a fictional text.	LI-19: comparing, contrasting, and describing the connection between two characters within a fictional text.	HI-19: comparing, contrasting, and describing the connection between two characters within a fictional text.
	PE-20: identifying two settings within a fictional text heard or read.	E-20: comparing and contrasting two settings within a fictional text, with instructional support.	B-20: comparing and contrasting two settings within a fictional text.	LI-20: comparing, contrasting, and describing the connection between two settings within a fictional text.	HI-20: comparing, contrasting, and describing the connection between two settings within a fictional text.
Non-Fiction	PE-21: N/A	E-21: identifying content area vocabulary, including grade-level math, science, and social studies. (math, science, social studies)	B-21: applying understanding of content area vocabulary within math, science, and social studies texts. (math, science, social studies)	LI-21: applying understanding of content area vocabulary within math, science, and social studies texts. (math, science, social studies)	HI-21: applying understanding of content area vocabulary within math, science, and social studies texts. (math, science, social studies)

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:				

Comprehending Text — Non-Fiction

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-22: following simple one- or two-step directions with visual support. (math, science, social studies)	E-22: following a written multiple-step procedural task. (math, science, social studies)	B-22: carrying out to completion a set of written multiple-step direction/instructions. *(e.g., technical manual to perform a task)* (math, science, social studies)	LI-22: carrying out to completion a set of written multiple-step directions/ instructions. (math, science, social studies)	HI-22: carrying out to completion a set of written multiple-step directions/ instructions. (math, science, social studies)
PE-23: N/A	E-23: locating information in print and electronic reference sources for a specific purpose. (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc.*) (math, science, social studies)	B-23: locating information in print and electronic reference sources for a specific purpose. (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc.*) (math, science, social studies)	LI-23: locating information in print and electronic reference sources for a specific purpose. (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc.*) (math, science, social studies)	HI-23: locating information in print and electronic reference sources for a specific purpose. (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc.*) (math, science, social studies)

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.					
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:					
Comprehending Text — Non-Fiction	PE-24: recognizing signs, symbols, and labels in the environment. (math, science, social studies)	E-24: interpreting signs, symbols, and labels in the environment. (math, science, social studies)	B-24: interpreting signs, symbols, and labels in the environment. (math, science, social studies)	LI-24: interpreting signs, symbols, and labels in the environment. (math, science, social studies)	HI-24: interpreting signs, symbols, and labels in the environment. (math, science, social studies)
	PE-25: identifying external text within nonfiction text. (*e.g., charts, maps, diagrams, illustrations, photographs*) (math, science, social studies)	E-25: identifying and using external text within nonfiction text for a specific purpose. (*e.g., symbols, charts, maps, diagrams, illustrations, tables, timelines, and graphs, etc.*) (math, science, social studies)	B-25: interpreting external text within nonfiction text for a specific purpose. (math, science, social studies)	LI-25: interpreting external text within nonfiction text for a specific purpose. (math, science, social studies)	HI-25: interpreting external text within nonfiction text for a specific purpose. (math, science, social studies)

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:				
PE- 26: identifying print (font) features on a page in nonfiction text. *(e.g., bold face, italicized, underlined, etc.)* (math, science, social studies)	E- 26: explaining the purpose of print (font) features on a page in nonfiction text. (math, science, social studies)	B- 26: explaining the purpose of print (font) features on a page in nonfiction text. (math, science, social studies)	LI- 26: explaining the purpose of print (font) features on a page in nonfiction text. (math, science, social studies)	HI- 26: explaining the purpose of print (font) features on a page in nonfiction text. (math, science, social studies)
PE-27: identifying organizational features on a page of nonfiction text. (*e.g., indentation, title, headings, subheading, boxed information, bulleted information, captions, cutaways, etc.*) (math, science, social studies)	PE-27: locating specific information using organizational features on a page of nonfiction text. (math, science, social studies)	B-27: explaining the purpose of organizational features on a page of nonfiction text. (math, science, social studies)	LI-27: explaining the purpose of organizational features on a page of nonfiction text. (math, science, social studies)	HI-27: explaining the purpose of organizational features on a page of nonfiction text. (math, science, social studies)

Comprehending Text — *Non-Fiction*

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.					
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:					
Comprehending Text — **Non-Fiction**	PE-28: identifying the organizational features of a book. (*e.g., cover, title page, index, table of contents, glossary, appendix, etc.)*	E-28: identifying the purpose of an organizational feature of a book.	B-28: selecting an organizational feature of a book for a specific purpose.	LI-28: locating information from an organizational feature of a book for a specific purpose.	HI-28: locating information from an organizational feature of a book for a specific purpose.
	PE-29: locating information within functional documents (graphic organizers, menus, directories, flyers, brochures, etc.).	E-29: interpreting information within functional documents (graphic organizers, manuals, recipes, memos, menus, directories, flyers, brochures, etc.).	B-29: interpreting information within functional documents.	LI-29: interpreting information within functional documents.	HI-29: interpreting information within functional documents.
	PE-30: N/A	E-30: N/A	B-30: determining information that is relevant, irrelevant, or missing in functional text. (*e.g., legend, illustrations, diagram, sequence)*	LI-30: determining information that is relevant, irrelevant, or missing in functional text. (*e.g., legend, illustrations, diagram, sequence)*	HI-30: determining information that is relevant, irrelevant, or missing in functional text. (*e.g., legend, illustrations, diagram, sequence)*

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.				
Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will demonstrate knowledge of reading comprehension by:				
PE-31: identifying and comparing two items within an expository text heard or read. (math, science, social studies)	E-31: comparing and contrasting two items within an expository text. (math, science, social studies)	B-31: comparing and contrasting two items within an expository text. (math, science, social studies)	LI-31: comparing and contrasting two items within an expository text. (math, science, social studies)	HI-31: comparing and contrasting two items within an expository text. (math, science, social studies)
PE-32: N/A	E-32: N/A	B-32: identifying fact and opinion in persuasive text. (social studies)	LI-32: distinguishing fact from opinion in persuasive text by providing supporting evidence. (social studies)	HI-32: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence. (social studies)
PE-33: N/A	E-33: N/A	B-33: identifying words used in persuasive text to affect the reader. (*e.g., stereotypes, testimonial, exaggeration, loaded words, etc.*)	LI-33: identifying words used in persuasive text to affect the reader. (*e.g., stereotypes, testimonial, exaggeration, loaded words, etc.*)	HI-33: identifying words used in persuasive text to affect the reader. (*e.g., stereotypes, testimonial, exaggeration, loaded words, etc.*)

Comprehending Text — Non-Fiction

ELL Stage V: Grades 9-12

Reading

Standard 4: The student will analyze text for expression, enjoyment, information, and understanding.					
Comprehending Text	**Pre-Emergent**	**Emergent**	**Basic**	**Low Intermediate**	**High Intermediate**
	The student will demonstrate knowledge of reading comprehension by:				
Fiction/Non-Fiction	PE-34: identifying repetition in poetry.	E-34: identifying repetition and rhyme in poetry.	B-34: identifying the structural elements of poetry. *(e.g., stanza, verse, rhyme scheme, and rhythm)*	LI-34: differentiating the structural elements between types of poetry. *(e.g., stanza, verse, rhyme scheme, and rhythm)*	HI-34: identifying the types of poetry by characteristics and structural elements.
	PE-35: N/A	E-35: identifying words the author uses to create a visual image and rich auditory experience.	B-35: identifying different elements of figurative language, including simile, metaphor, and personification in a literary selection.	LI-35: explaining different elements of figurative language, including simile, metaphor, and personification in a literary selection.	HI-35: interpreting figurative language, including simile, metaphor, personification, hyperbole, symbolism, and imagery in a literary selection.