ELL Stage III: Grades

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 distinguish between letters and words. The student may be able to understand universal symbols and graphics associated with text. 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 a limited 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 is developing phonemic awareness and uses sound/symbol relationships and syllabication rules to decode. The student's fluency may impede comprehension. 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 visuals, organizational features, and contextual clues to comprehend a variety of fiction and nonfiction genres. The student uses sound/symbol relationships and syllabication rules to decode. The student's fluency may impede comprehension. The student can identify key information and details elicited from the teacher.

High 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 uses sound/symbol relationships and syllabication rules to decode. The student can identify key information and details in text.

ELL Stage III: Grades

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: demonstrating the command of left to right, top to bottom directionality, and return sweep when handling reading materials.	E-1: tracking the one to one correlation between spoken and printed word.	B-1: N/A	LI-1: N/A	HI-1: N/A
	PE-2: distinguishing between printed letters (upper and lower case) and words.	E-2: identifying letters, words and sentences and their distinguishing features (*e.g. capitalization, ending punctuation, etc.*).	B-2: identifying paragraphs and their distinguishing features (*e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences, etc.*).	LI-2: N/A	HI-2: N/A

ELL Stage III: Grades

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-3: recognizing organizational features of a book (*e.g., title, author, and table of contents*) with instructional support. (math, science, social studies)	E-3: locating the organizational features of a book and a dictionary (*e.g., title, author, table of contents and glossary*) with instructional support. (math, science, social studies)	B-3: identifying specific information by using the organizational features of a book, a dictionary and a newspaper (*e.g., title, author, table of contents and glossary*). (math, science, social studies)	LI-3: comparing and contrasting two or more print sources based on their organizational features. (math, science, social studies)	HI-3: evaluating the usefulness of various print sources based on the organizational features for a given task. (math, science, social studies)
PE-4: alphabetizing a series of words to the first letter. (math, science, social studies)	E-4: alphabetizing a series of words to the second letter. (math, science, social studies)	B-4: alphabetizing a series of words to the third letter. (math, science, social studies)	LI-4: alphabetizing a series of words. (math, science, social studies)	HI-4: alphabetizing a series of words. (math, science, social studies)

Print Concepts

ELL Stage III: Grades

Reading

<table>
<tr><td colspan="6">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.</td></tr>
<tr><td rowspan="2">Phonemic Awareness/Decoding</td><td></td><td>Pre-Emergent</td><td>Emergent</td><td>Basic</td><td>Low Intermediate</td><td>High Intermediate</td></tr>
</table>

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Phonemic Awareness/Decoding	**Phonemic Awareness**					

The student will demonstrate knowledge of phonemic awareness by:

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-1: orally producing groups of words that begin with the same initial sound (alliteration).	E-1: orally producing the initial and final sounds (not the letter) of a spoken word.	B-1: identifying and manipulating initial and final sounds to make new words. (*e.g., rat to fat, fit to fig, etc.*)	LI-1: identifying and manipulating initial, final and medial sounds in single-syllable words.	HI-1: orally producing new words by manipulating initial, final and medial sounds in single-syllable words.
PE-2: identifying short vowel sounds in orally stated single-syllable words. (*e.g., hen, hat, mad, etc.*)	E-2: identifying long vowel sounds in orally stated single-syllable words. (*e.g., kite, made, cake, etc.*)	B-2: distinguishing between long and short vowel sounds in orally stated single-syllable words (*e.g., bit-bite, etc.*)	LI-2: N/A	HI-2: N/A
PE-3: segmenting sentences into words.	E-3: segmenting multi-syllabic words into syllables. (/but/ter/fly/)	B-3: segmenting one-syllable words into its phonemes. (dog = /d/…/o/…/g/)	LI-3: segmenting phonemes contained in consonant blends. (splat=/s/p/l/a/t/)	HI-3: segmenting syllables in multi-syllabic words.

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	PE-4: blending spoken simple onsets and rimes to form real words (onset /c/ and rime /at/). (math, science, social studies)	E-4: blending spoken phonemes to form two letter words (/i/t/, /a/t/, /m/e/). (math, science, social studies)	B-4: blending spoken phonemes to form a single-syllable word (/m/…/a/…/n/… makes man). (math, science, social studies)	LI-4: blending spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (/f/i/n/d/=find; /fl/a/t/=flat). (math, science, social studies)	HI-4: blending isolated phonemes to form multi-syllabic words, using r-controlled vowel sounds, digraphs, and diphthongs (/t/…/i/…/g/…/er/ makes tiger). (math, science, social studies)
	PE-5: recognizing the new spoken word when a specified phoneme is added, changed or removed.	E-5: distinguishing spoken rhyming words from non-rhyming words. (*e.g., run, sun versus run, man, etc.*)	B-5: selecting rhyming words in response to an oral prompt. (What rhymes with hat? –bat, sad, cat)	LI-5: orally producing rhyming words in response to given words. (Cat rhymes with… hat.)	HI-5: generating a series of rhyming words.

The left vertical label reads: **Phonemic Awareness/Decoding**

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:				
Phonemic Awareness/Decoding — Decoding	PE-6: recognizing and naming upper and lower case letters of the alphabet	E-6: producing sounds represented by the single-lettered consonant and vowel graphemes.	B-6: producing new words when an initial letter is changed (*e.g., word families*).	LI-6: reading complex word families (*e.g., -ight, -ought, etc.*)	HI-6: producing a new word when a specific grapheme is changed, added, or removed.
	PE-7: reading regularly spelled one-syllable words represented by single letters.	E-7: reading regularly spelled two-syllable and compound words including consonant blends. (bl, st, and tr)	B-7: reading regularly spelled two-syllable words and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.	LI-7: reading regularly spelled multi-syllabic and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.	HI-7: applying knowledge of spelling pattern exceptions.
	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

ELL Stage III: Grades

Reading

<table>
<tr>
<td rowspan="5">Phonemic Awareness/Decoding</td>
<td colspan="6">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.</td>
</tr>
<tr>
<td rowspan="4">Decoding</td>
<td>Pre-Emergent</td>
<td>Emergent</td>
<td>Basic</td>
<td>Low Intermediate</td>
<td>High Intermediate</td>
</tr>
<tr>
<td colspan="5">The student will demonstrate knowledge of decoding by:</td>
</tr>
<tr>
<td>PE-8: reading one-syllable words, using letter-sound knowledge.

(math, science, social studies)</td>
<td>E-8: reading two-syllable and compound words, using letter-sound knowledge.

(math, science, social studies)</td>
<td>B-8: reading two- or three-syllable and compound words, using letter-sound knowledge and syllabication rules with instructional support.

(math, science, social studies)</td>
<td>LI-8: applying knowledge of syllabication rules when decoding multi-syllabic and compound words.

(math, science, social studies)</td>
<td>HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context.

(math, science, social studies)</td>
</tr>
<tr>
<td>PE-9: identifying base words (walk, clean, dress) that have been modified by inflectional endings.

(math, science, social studies)</td>
<td>E-9: identifying inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech).

(math, science, social studies)</td>
<td>B-9: reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings (e.g., -s, -ed, -ing, etc.) with instructional support.

(math, science, social studies)</td>
<td>LI-9: reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings.

(math, science, social studies)</td>
<td>HI-9: applying knowledge of inflectional forms of words in context.

(math, science, social studies)</td>
</tr>
</table>

ELL Stage III: Grades

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
	The student will demonstrate knowledge of decoding by:				
Decoding	PE-10: repeating words with common prefixes, suffixes and roots including the endings -tion, -sion. (math, science, social studies)	E-10: reading given words with common prefixes, suffixes and roots including the endings -tion, -sion. (math, science, social studies)	B-10: applying spelling rules for adding suffixes. (*e.g., drop the final "e" and add endings; double the final consonant when adding an ending; change the final "y" to "i," etc.*) (math, science, social studies)	LI-10: applying knowledge of prefixes and suffixes (affixes) added to words in context with instructional support. (math, science, social studies)	HI-10: applying knowledge of affixes to words in context. (math, science, social studies)
	PE-11: repeating high frequency words. (math, science, social studies)	E-11: reading high frequency words with instructional support. (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-11: reading high frequency words. (math, science, social studies)

ELL Stage III: Grades

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 decoding by:					
	Decoding	PE-12: recognizing common contractions. (*e.g., I'm, I'll, can't, etc.*)	E-12: reading contractions. (*e.g., haven't, aren't, it's, etc.*)	B- 12: reading contractions.	LI-12: reading contractions.	HI- 12: reading contractions.
		PE-13: N/A	E-13: N/A	B-13: recognizing and using word order (syntax). (science, social studies)	LI-13: using word order (syntax). (science, social studies)	HI-13: using word order (syntax). (science, social studies)

ELL Stage III: Grades

Reading

	Standard 3: The student will read with fluency and accuracy.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate fluency and accuracy by:				
Fluency	PE-1: reading aloud sight words, sentences, and familiar patterned text with fluency. (i.e., accuracy and attention to punctuation)	E-1: reading aloud sight words, sentences and short passages from familiar patterned text (*e.g. poems and chants, etc.*) with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)	B-1: reading aloud passages from familiar or cumulative text (*e.g. The House that Jack Built*) with fluency. (i.e., accuracy, appropriate phrasing, attention to punctuation, and expression).	LI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)	HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)

Standard 4: 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:				

Comprehending Text

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Fiction/ Non-Fiction	PE-1: determining whether a literary selection, heard or read, is fiction or nonfiction with instructional support. (math, science, social studies)	E-1: determining whether a literary selection, heard or read, is fiction or nonfiction. (math, science, social studies)	B-1: identifying differences between fiction and nonfiction. (math, science, social studies)	LI-1 comparing and contrasting fiction with nonfiction with instructional support. (math, science, social studies)	HI-1: comparing and contrasting fiction with nonfiction. (math, science, social studies)
Fiction/ Non-Fiction	PE-2: making predictions based on cover, title and illustrations with instructional support.	E-2: making predictions based on cover, title, illustrations and text.	B-2: predicting what might happen next in a reading selection.	LI-2: predicting what might happen next in a reading selection.	HI-2: generating and confirming predictions about text for accuracy.
Fiction/ Non-Fiction	PE-3: answering Yes/No questions about text, heard or read, with instructional support. (math, science, social studies)	E-3: answering Yes/No questions about text, heard or read, in complete sentences. (math, science, social studies)	B-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) questions about text. (math, science, social studies)	LI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text. (math, science, social studies)	HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text. (math, science, social studies)

ELL Stage III: Grades

Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.					
	The student will demonstrate knowledge of reading comprehension by:					
Comprehending Text	Fiction/ Non-Fiction	PE-4: N/A Pre-Req: PE-3	E-4: asking Yes/No questions about text in complete sentences, with instructional support. (math, science, social studies)	B-4: asking who, what, where, when, why, which and how questions about text, with instructional support (math, science, social studies)	LI-4: asking who, what, where, when, why, which and how questions about text. (math, science, social studies)	HI-4: generating who, what, where, when, why, which and how questions to clarify text. (math, science, social studies)
	Fiction/ Non-Fiction	PE-5: sequencing pictures to retell text heard or read. (math, science, social studies)	E-5: retelling a story or event using key words and pictures. (math, science, social studies)	B-5: retelling a story or event with a beginning, middle and end. (math, science, social studies)	LI-5: retelling a story or event with a beginning, middle, and end in complete sentences. (math, science, social studies)	HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. (math, science, social studies)
	Fiction/ Non-Fiction	PE-6: N/A	E-6: making connections to text heard or read (i.e., text-to-self). (science, social studies)	B-6: making connections to text (i.e., text-to-self). (science, social studies)	LI-6: making connections to text (i.e., text-to-text and text-to-self). (science, social studies)	HI-6: making connections to text (i.e., text-to-text and text-to-self). (science, social studies)

Reading

	Standard 4: 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:				
Comprehending Text — Fiction/Non-Fiction	PE-7: identifying the topic from text heard or read. (math, science, social studies)	E-7: identifying two-to-three details from text heard or read. (math, science, social studies)	B-7: identifying the main idea and two-to-three details from text. (math, science, social studies)	LI-7: summarizing the main idea and supporting details from text. (math, science, social studies)	HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary. (math, science, social studies)
Comprehending Text — Fiction/Non-Fiction	PE-8: N/A Pre-Req: PE-5	E-8: identifying signal words that indicate sequential/ chronological order (i.e., first, next, finally). (math, science, social studies)	B-8: locating sequential/ chronological order signal words (i.e., first, next, finally, today, now) in text. (math, science, social studies)	LI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (math, science, social studies)	HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (math, science, social studies)

Reading

Standard 4: 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:				

Comprehending Text

Fiction/Non-Fiction

Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
PE-9: N/A	E-9: N/A	B-9: identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (science, social studies)	LI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (science, social studies)	HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (science, social studies)
PE10: N/A	E-10: N/A	B-10: identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) (science, social studies)	LI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) (science, social studies)	HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) (science, social studies)
PE-11: N/A	E-11: identifying the author's purpose for writing a book (i.e., to entertain, to inform, to persuade) with instructional support.	B-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	LI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)	HI-11: identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)

ELL Stage III: Grades

Reading

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.						
The student will demonstrate knowledge of reading comprehension by:						
Comprehending Text	Fiction/ Non-Fiction	PE-12: identifying two events which are related within a literary selection. (science, social studies)	E-12: identifying the cause and effect relationship of two related events in a literary selection with instructional support. (science, social studies)	B-12: identifying the cause and effect relationship of two related events in a literary selection. (science, social studies)	LI-12: identifying the cause and effect relationship of two related events in a literary selection. (science, social studies)	HI-12: identifying the cause and effect relationship of two related events in a literary selection. (science, social studies)
	Fiction/ Non-Fiction	PE-13: N/A	E-13: N/A	B-13: drawing conclusions from information implied or inferred in a literary selection. (social studies)	LI-13: drawing conclusions from information implied or inferred in a literary selection. (social studies)	HI-13: drawing conclusions from information implied or inferred in a literary selection. (social studies)
	Fiction	PE-14: identifying characters within a fictional text heard or read.	E-14: identifying characters and their traits, with instructional support, within a fictional text heard or read.	B-14: identifying characters and their traits within a fictional text.	LI-14: describing the characters' traits and their motivations within a fictional text.	HI-14: describing the characters' traits and their motivations within a fictional text.

Standard 4: 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-15: identifying the setting using key words from a fictional text heard or read.	E-15: describing the setting, with instructional support, using key words from a fictional text heard or read.	B-15: describing the setting using key words from a fictional text.	LI-15: describing the setting using key words from a fictional text.	HI-15: describing the setting using key words from a fictional text.
Fiction	PE-16: identifying the key events or ideas from a fictional text heard or read.	E-16: identifying the key events or ideas from a fictional text heard or read.	B-16: identifying the plot (specific events, problems and solutions) from a fictional text, with instructional support.	LI-16: identifying the plot (specific events, problems and solutions) from a fictional text.	HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
Fiction	PE-17: relating illustrations to fictional text.	E-17: relating illustrations to fictional text.	B-17: relating illustrations to fictional text.	LI-17: relating illustrations to fictional text.	HI-17: relating illustrations to fictional text.

Comprehending Text

ELL Stage III: Grades

Reading

<table>
<tr><td rowspan="4">Comprehending Text</td><td colspan="6">Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.</td></tr>
<tr><td></td><td>Pre-Emergent</td><td>Emergent</td><td>Basic</td><td>Low Intermediate</td><td>High Intermediate</td></tr>
<tr><td colspan="6">The student will demonstrate knowledge of reading comprehension by:</td></tr>
<tr><td>Fiction</td><td>PE-18: identifying two characters within a fictional text heard or read.</td><td>E-18: comparing and contrasting two characters, with instructional support, within a fictional text heard or read.</td><td>B-18: comparing and contrasting two characters within a fictional text.</td><td>LI-18: comparing and contrasting two characters within a fictional text.</td><td>HI-18: comparing and contrasting two characters within a fictional text.</td></tr>
<tr><td>Fiction</td><td>PE-19: identifying two settings within a fictional text heard or read.</td><td>E- 19: comparing and contrasting two settings, with instructional support, within a fictional text heard or read.</td><td>B-19: comparing and contrasting two settings within fictional text.</td><td>LI-19: comparing and contrasting two settings within a fictional text.</td><td>HI-19: comparing and contrasting two settings within a fictional text.</td></tr>
<tr><td>Non-Fiction</td><td>PE-20: identifying content vocabulary within math, science, and social studies texts.

(math, science, social studies)</td><td>E-20: identifying content vocabulary within math, science, and social studies texts.

(math, science, social studies)</td><td>B-20: identifying content vocabulary within math, science, and social studies texts.

(math, science, social studies)</td><td>LI-20: applying understanding of content vocabulary within math, science and social studies texts.

(math, science, social studies)</td><td>HI-20: applying understanding of content vocabulary within math, science and social studies texts.

(math, science, social studies)</td></tr>
</table>

ELL Stage III: Grades

Reading

Standard 4: 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:				
PE-21: following written directions with visual support to complete classroom activities. (math, science, social studies)	E-21: following written directions with teacher modeling when necessary to complete classroom activities. (math, science, social studies)	B-21: following two-to-three step written directions to complete task/procedure. (math, science, social studies)	L1-21: following multi-step written directions to complete task/procedure. (math, science, social studies)	HI-21: following multi-step written directions to complete task/procedure. (math, science, social studies)
PE-22: identifying a variety of reference materials. (*e.g., atlas, glossary, textbook, indexes, table of contents, etc.*) (math, science, social studies)	E-22: locating information in reference materials. (*e.g., atlas, glossary, textbook, indexes, table of contents, etc.*) (math, science, social studies)	B-22: locating information for a specific purpose. (*e.g., atlas, glossary, textbook, indexes, table of contents, etc.*) (math, science, social studies)	LI-22: locating information for a specific purpose. (*e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.*) (math, science, social studies)	HI-22: locating information for a specific purpose. (*e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.*) (math, science, social studies)
PE-23: recognizing signs, labels, and symbols in the environment with instructional support. (math, science, social studies)	E-23: recognizing signs, labels and symbols in the environment. (math, science, social studies)	B-23: interpreting signs, labels and symbols in the environment. (math, science, social studies)	LI-23: interpreting signs, labels and symbols in the environment. (math, science, social studies)	HI-23: interpreting signs, labels and symbols in the environment. (math, science, social studies)

Comprehending Text

Non-Fiction

ELL Stage III: Grades

Reading

Standard 4: 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:				
PE-24: identifying external text within nonfiction text. (*e.g., illustrations, photographs, charts, maps, diagrams, graphs, etc.*) (math, science, social studies)	E-24: identifying and selecting external text (*e.g., illustrations, photographs, charts, maps, diagrams, graphs, tables, timelines, symbols, etc.*) within nonfiction text for a specific purpose (*e.g. "Which external text will tell me_____?"*). (math, science, social studies)	B-24: locating specific information from external text in nonfiction text for a specific purpose. (math, science, social studies)	LI-24: interpreting information from external text in nonfiction text for a specific purpose. (*e.g., "According to the population map, most people live in the Northeast."*) (math, science, social studies)	HI-24: interpreting information from external text in nonfiction text for a specific purpose. (math, science, social studies)
PE-25: N/A	E-25: identifying print (font) features in nonfiction text. (*e.g., bold face, italicized, underlined, etc.*) (math, science, social studies)	B-25: explaining the purpose of print (font) features in nonfiction text. (math, science, social studies)	LI-25: explaining the purpose of print (font) features in nonfiction text. (math, science, social studies)	HI-25: explaining the purpose of print (font) features in nonfiction text. (math, science, social studies)

Comprehending Text — Non-Fiction / Non-Fiction

ELL Stage III: Grades

Reading

			Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text			**Standard 4:** The student will analyze text for expression, enjoyment, and response to other related content areas.				
			The student will demonstrate knowledge of reading comprehension by:				
	Non-Fiction		PE-26: N/A	E-26: identifying organizational features on a page in nonfiction text. (*e.g., indentation, title, headings, sub-headings, boxed information, bulleted information, cutaways, captions, etc.*) (math, science, social studies)	B-26: locating organizational features on a page in nonfiction text. (*e.g., indentation, title, headings, sub-headings, boxed information, bulleted information, cutaways, captions, etc.*) (math, science, social studies)	LI-26: explaining the purpose of organizational features on a page in nonfiction text. (math, science, social studies)	HI-26: explaining the purpose of organizational features on a page in nonfiction text. (math, science, social studies)
	Non-Fiction		PE-27: N/A	E-27: identifying parts of a book. (*e.g., cover, index, glossary, table of contents, appendix, etc.*) (math, science, social studies)	B-27: identifying the purpose of each part of a book. (*e.g., cover, index, glossary, table of contents, appendix, etc.*) (math, science, social studies)	LI-27: selecting a part of a book for a specific purpose. (*e.g., "Which part of a book will tell me_____?"*) (math, science, social studies)	HI-27: locating information from a part of a book for a specific purpose. (math, science, social studies)

ELL Stage III: Grades

Reading

	Standard 4: 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:				
Comprehending Text — Non-Fiction	PE-28: recognizing organizational features of a book (i.e., title, author, and table of contents) with instructional support. (math, science, social studies)	E-28: locating the organizational features of a book and a dictionary (i.e., title, author, table of contents and glossary) with instructional support. (math, science, social studies)	B-28: locating the organizational features of a book and a dictionary. (i.e., title, author, table of contents and glossary) (math, science, social studies)	LI-28: identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary) (math, science, social studies)	HI-28: identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary) (math, science, social studies)
Non-Fiction	PE-29: identifying functional documents by their organizational structure. (*e.g., menus, invitations, flyers, graphic organizers, etc.*) (math, science, social studies)	E-29: locating various facts in functional documents in response to questions. (*e.g., menus, recipes, invitations, schedules, flyers, graphic organizers, etc.*) (math, science, social studies)	B-29: selecting a functional document for a specific purpose. (*e.g., "Which document will tell me _____?"*) (math, science, social studies)	LI-29: interpreting information from functional documents for a specific purpose. (*e.g., "Which bus do I take to get home by 7pm?"*) (math, science, social studies)	HI-29: interpreting information from functional documents for a specific purpose. (*e.g., "Which bus do I take to get home by 7pm?"*) (math, science, social studies)

ELL Stage III: Grades

Reading

Comprehending Text						
	Standard 4: 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-30: identifying two items within an expository text heard or read. (math, science, social studies)	E-30: comparing two items, with instructional support, within an expository text heard or read. (math, science, social studies)	B-30: comparing and contrasting two items within an expository text, with instructional support. (math, science, social studies)	LI-30: comparing and contrasting two items within an expository text. (math, science, social studies)	HI-30: comparing and contrasting two items within an expository text. (math, science, social studies)
	Non-Fiction	PE-31: N/A	E-31: identifying vocabulary used to influence reader's perspectives in persuasive text (*e.g., emotional words, etc.*), with instructional support.	B-31: distinguishing fact from opinion in persuasive text. (*e.g., advertisements, product labels, written communications, etc.*)	LI-31: distinguishing fact from opinion in persuasive text. (*e.g., advertisements, product labels, written communications, etc.*)	HI-31: distinguishing fact from opinion in persuasive text. (*e.g., advertisements, product labels, written communications,*

ELL Stage III: Grades

Reading

Comprehending Text	**Standard 4:** 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/ Non-Fiction	PE-32: N/A	E-32: N/A	B-32: identifying words (i.e., nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.	LI-32: identifying words (i.e., nouns and adjectives) that the author selects in a literary selection to create a graphic visual image with instructional support.	HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
Fiction/ Non-Fiction	PE-33: participating in choral reading (*e.g., clapping and chanting, etc.*) in response to the rhythm of predictably patterned literary selections.	E-33: participating in choral reading by verbally stating the words of predictably patterned literary selections.	B-33: identifying words of rhyme, rhythm and repetition in literary selections.	LI-33: identifying words that the author selects to create a rich auditory experience in a literary selection with instructional support.	HI-33: identifying words that the author selects to create a rich auditory experience (*e.g., alliteration, onomatopoeia, etc.*) in a literary selection.

ELL Stage III: Grades

Reading

Comprehending Text	**Standard 4:** 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/ Non-Fiction	PE-34: identifying repetition in poetry.	E-34: identifying repetition and rhyme in poetry.	B-34: identifying repetition, rhyme, and rhythm in poetry.	LI-34: identifying structural elements of poetry. (*e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.*)	HI-34: identifying structural elements of poetry. (*e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.*)