ELL Stage IV: Grades 6-8

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.

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 key information and details in text.

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 can identify and summarize key information and details in text.

ELL Stage IV: Grades 6-8

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 left to right, top to bottom directionality and return sweep, holding a book right side up and turning pages in the correct direction.	E-1: demonstrating the one to one correlation between spoken and printed word.	B-1: N/A	LI-1: N/A	HI-1: N/A
PE-2: identifying and distinguishing between printed letters (upper and lower case) and words.	E-2: identifying letters, words, and sentences and their distinguishing features (*e.g., capitalization, internal and ending punctuation*).	B-2: recognizing the distinguishing features of a paragraph (*e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences*).	LI-2: N/A	HI-2: N/A

Print Concepts

ELL Stage IV: Grades 6-8

Reading

Standard 1: The student will demonstrate understanding of print concepts of the English language.

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Print Concepts	**The student will demonstrate knowledge of print concepts by:**				
	PE-3: identifying organizational features of a book (*e.g., title, author, and table of contents*) with instructional support. (math, science, social studies)	E-3: identifying organizational features of a book, a dictionary and a newspaper with instructional support. (math, science, social studies)	B-3: locating specific information using the organizational features of a book, a dictionary and a newspaper. (math, science, social studies)	LI-3: N/A	HI-3: N/A
	PE-4: alphabetizing a series of words to the first letter. (math, science, social studies)	E-4: alphabetizing a series of words to the third letter. (math, science, social studies)	B-4: alphabetizing a series of words. (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)

ELL Stage IV: Grades 6-8

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:				
PE-1: distinguishing initial, final and medial sounds in single syllable words.	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 regularly spelled two-syllable words and common CVC words by applying the most common letter-sound correspondences, including the sounds represented by: single letters, consonant blends, consonant digraphs, vowel digraphs and diphthongs.	B-2: segmenting syllables of multi-syllabic words (/but/ter/fly/).	LI-2: N/A	HI-2: N/A

Phonemic Awareness/Decoding

Phonemic Awareness

ELL Stage IV: Grades 6-8

Reading

<table>
<tr>
<td rowspan="6">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>
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<tr>
<td rowspan="5">Phonemic Awareness</td>
<td>Pre-Emergent</td>
<td>Emergent</td>
<td>Basic</td>
<td>Low Intermediate</td>
<td>High Intermediate</td>
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<tr>
<td colspan="5">The student will demonstrate knowledge of phonemic awareness by:</td>
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<tr>
<td>PE-3: blending initial, medial, and final spoken phonemes to produce words.</td>
<td>E-3: blending two or three spoken syllables to produce words including the phonemes represented by consonant blends, diagraphs, diphthongs, and r-controlled vowels.</td>
<td>B-3: N/A</td>
<td>LI-3: N/A</td>
<td>HI-3: N/A</td>
</tr>
<tr>
<td>PE-4: distinguishing spoken rhyming words from non-rhyming words.</td>
<td>E-4: orally forming words by substituting simple onset (/c/) with given rimes (/at/).</td>
<td>B-4: producing rhyming words and creating new words when a specific sound is changed, added or removed.</td>
<td>LI-4: N/A.</td>
<td>HI-4: N/A</td>
</tr>
</table>

ELL Stage IV: Grades 6-8

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-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-5: N/A
	PE-6: producing letter sounds represented by the single lettered consonants and vowels 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 diagraphs (*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-6: N/A

ELL Stage IV: Grades 6-8

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-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-7: 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*).	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-8: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. (math, science, social studies)

(Left vertical label: Phonemic Awareness/Decoding)

ELL Stage IV: Grades 6-8

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-9: reading one syllable words using letter-sound knowledge.	E-9: applying knowledge of basic syllabication rules when decoding one or two-syllable words and compound words. (math, science, social studies)	B-9: reading one-syllable and multi-syllabic words using syllabication rules. (math, science, social studies)	LI-9: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text to derive meaning. (math, science, social studies)	HI-9: N/A
	PE-10: identifying base words (clean, walk) and inflectional endings (-s, -ed, -ing). (math, science, social studies)	E-10: reading base words and inflectional endings (-s, -ed, -ing) and identifying their functions; (tense, plurality, comparison and part of speech). (math, science, social studies)	B-10: reading words with appropriate pronunciation and applying knowledge of parts of speech and the function of inflectional endings. (math, science, social studies)	LI-10: applying knowledge of inflectional endings to include regular and irregular forms of words in content area text. (math, science, social studies)	HI-10: N/A

Phonemic Awareness/Decoding — *Decoding*

ELL Stage IV: Grades 6-8

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-11: reading words with common prefixes and suffixes with instructional support. (math, science, social studies)	E-11: applying knowledge of affixes to base words in context. (math, science, social studies)	B-11: applying knowledge of affixes to base words in context. (math, science, social studies)	LI-11: applying knowledge of affixes to base words in context. (math, science, social studies)	HI-11: applying knowledge of affixes to base words in context. (math, science, social studies)
	PE-12: recognizing and repeating high frequency words. (math, science, social studies)	E-12: reading high frequency words. (math, science, social studies)	B-12: reading high frequency words. (math, science, social studies)	LI-12: reading high frequency words. (math, science, social studies)	HI-12: reading high frequency words. (math, science, social studies)
	PE-13: recognizing common contractions.	E-13: reading common contractions.	B-13: reading contractions.	LI-13: reading contractions.	HI-13: reading contractions.

ELL Stage IV: Grades 6-8

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.				
		The student will demonstrate knowledge of decoding by:				
	Decoding	PE-14: recognizing word order (syntax) in sentences (*e.g., She lives in a shoe. Cats have nine lives.*)	E-14: applying knowledge of word order (syntax) to confirm decoding of text.	B-14: applying knowledge of word order (syntax) to confirm decoding of text.	LI-14: applying knowledge of word order (syntax) to confirm decoding of text. (social studies)	HI-14: applying knowledge of word order (syntax) to confirm decoding of text. (social studies)

ELL Stage IV: Grades 6-8

Reading

	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: reading aloud sight words, sentences, and familiar patterned text (*e.g., poems, chants*).	E-1: reading aloud passages from familiar text, observing phrasing, punctuation and expression.	B-1: reading aloud passages from unfamiliar text, observing phrasing, punctuation and expression.	LI-1: reading aloud passages from familiar content area text, observing phrasing, punctuation and expression.	HI-1: reading aloud passages from unfamiliar content area text, observing phrasing, punctuation and expression.

ELL Stage IV: Grades 6-8

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-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 with nonfiction. (math, science, social studies)	HI-1: comparing and contrasting fiction with nonfiction. (math, science, social studies)
		PE-2: N/A	E-2: N/A	B-2: N/A	LI-2: identifying forms of literature (*e.g., poetry, novel, short story, biography, autobiography, drama*) based upon their characteristics. (science, social studies)	HI-2: identifying forms of literature (*e.g., poetry, novel, short story, biography, autobiography, drama*) based upon their characteristics. (science, social studies)
		PE-3: making predictions based on cover, title and illustrations with instructional support.	E-3: making predictions based on cover, title, illustrations and text.	B-3: predicting what might happen next in a reading selection.	LI-3: predicting text content using prior knowledge and text features (*e.g., illustrations, titles, topic sentences, and key words*).	HI-3: generating and confirming predictions about text for accuracy.

ELL Stage IV: Grades 6-8
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.						
Comprehending Text	Fiction/Non-Fiction	**The student will demonstrate knowledge of reading comprehension by:**				
		PE-4: answering yes/no questions about text (heard or read) with instructional support. (math, science, social studies)	E-4: answering yes/no questions about text in complete sentences. (math, science, social studies)	B-4: answering who, what, where, when, why, which and how questions about text. (math, science, social studies)	LI-4: answering literal and personal response questions about text. (math, science, social studies)	HI-4: answering literal, inferential and personal response questions about text. (math, science, social studies)
		PE-5: N/A Pre-Req: PE-4	E-5: N/A Pre-Req: E-4	B-5: asking who, what, where, when, why, which and how questions about text. (math, science, social studies)	LI-5: generating clarifying questions about text. (math, science, social studies)	HI-5: generating clarifying questions about text. (math, science, social studies)
		PE-6: retelling a story or event (heard or read) by sequencing pictures. (math, science, social studies)	E-6: retelling a story or event by sequencing event 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)

ELL Stage IV: Grades 6-8

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: N/A	E-7: making connections between reading experiences and life experiences (text-to-self). (science, social studies)	B-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text). (science, social studies)	LI-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text). (science, social studies)	HI-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text). (science, social studies)
	PE-8: identifying the topic from text heard or read. (math, science, social studies)	E-8: identifying the main idea and two-to-three details. (math, science, social studies)	B-8: summarizing the main idea and supporting details from text. (math, science, social studies)	LI-8: summarizing the main idea and supporting details from text using academic vocabulary. (math, science, social studies)	HI-8: summarizing the main idea and supporting details from text using academic vocabulary. (math, science, social studies)

ELL Stage IV: Grades 6-8

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-9: N/A	E-9: identifying signal words (*e.g., first, next, finally)* that indicate chronological order. (math, science, social studies)	B-9: locating sequential/ chronological order signal words (*e.g., first, next, finally, today, now)* in text. (math, science, social studies)	LI-9: locating sequential/ chronological order signal words (*e.g., first, next, finally, today, now, meanwhile, not long ago)* in text. (math, science, social studies)	HI-9: locating sequential/ chronological order signal words (*e.g., first, next, finally, today, now, meanwhile, not long ago)* in text. (math, science, social studies)
	PE-10: NA	E-10: identifying signal words in text that indicate comparison/contrast (*e.g., similarly, on the other hand, however, yet, in spite of*). (science, social studies)	B-10: locating signal words in text that indicate comparison/contrast (*e.g., similarly, on the other hand, however, yet, in spite of*). (science, social studies)	LI-10: locating signal words in text that indicate comparison/contrast (*e.g., similarly, on the other hand, however, yet, in spite of*). (science, social studies)	HI-10: locating signal words in text that indicate comparison/ contrast (*e.g., similarly, on the other hand, however, yet, in spite of*). (science, social studies)

ELL Stage IV: Grades 6-8

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-11: NA	E-11: identifying signal words in text 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 in text that indicate cause and effect (*e.g., as a result of, consequently, so that, because of, since*). (science, social studies)	LI-11: locating signal words in text that indicate cause and effect. (*e.g., as a result of, consequently, so that, because of, since*). (science, social studies)	HI-11: locating signal words in text that indicate cause and effect (*e.g., as a result of, consequently, so that, because of, since*). (science, social studies)
PE-12: NA	E-12: identifying the author's main purpose (*e.g., to inform, to persuade, to entertain*). (social studies)	B-12: identifying the author's main purpose (*e.g., to inform, to persuade, to entertain*). (social studies)	LI-12: determining the author's main purpose (*e.g., to inform, to persuade, to entertain*). (social studies)	HI-12: determining the author's stated or implied purpose (*e.g., to inform, to persuade, to entertain*). (social studies)

Comprehending Text

Fiction/Non-Fiction

ELL Stage IV: Grades 6-8
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:					

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehending Text	**Fiction/Non-Fiction**	PE-13: NA	E-13: identifying the cause and effect relationship between two related events in a literary selection, with instructional support. (science, social studies)	B-13: identifying the cause and effect relationship between two related events in a literary selection. (science, social studies)	LI-13: determining the cause and effect relationship between two related events in a literary selection. (science, social studies)	HI-13: determining the cause and effect relationship between two related events in a literary selection. (science, social studies)
		PE-14: NA	E-14: NA	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 characters within a fictional text heard or read.	E-15: identifying major characters within a fictional text.	B-15: distinguishing between major and minor characters within a fictional text.	LI-15: describing the characteristics of the major and minor characters within a fictional text.	HI-15: analyzing the motivations of the major and minor characters within a fictional text.

ELL Stage IV: Grades 6-8

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**	PE-16: comparing and contrasting two characters within a fictional text heard or read, with instructional support.	E-16: comparing and contrasting two characters within a fictional text with instructional support.	B-16: comparing and contrasting two characters within a fictional text.	LI-16: comparing and contrasting two characters within a fictional text.	HI-16: comparing, contrasting, and describing the connections between two characters within a fictional text.
	PE-17: identifying the setting within a fictional text heard or read.	E-17: identifying the setting within a fictional text.	B-17: describing the various settings within a fictional text.	LI-17: distinguishing between settings within a fictional text.	HI-17: analyzing the settings within a fictional text.
	PE-18: comparing and contrasting two settings within a fictional text heard or read.	E-18: comparing and contrasting two settings within a fictional text.	B-18: comparing and contrasting two settings within a fictional text.	LI-18: comparing and contrasting two settings within a fictional text.	HI-18: comparing, contrasting, and describing the connections between two settings within a fictional text.

ELL Stage IV: Grades 6-8

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:					
Fiction	PE-19: N/A	E-19: identifying the plot (sequence of events) in a fictional text heard or read.	B-19: identifying the main problem or conflict of a plot in a fictional text.	LI-19: identifying the plot and its components (*e.g., main events, conflict, rising action, climax, falling action resolution*) in a fictional text.	HI-19: describing the plot and its components (*e.g., main events, conflict, rising action, climax, falling action and resolution*) in a fictional text.
	PE-20: relating illustrations to fictional text.	E-20: relating illustrations to fictional text.	B-20: relating illustrations to fictional text.	LI-20: relating illustrations to fictional text.	HI-20: relating illustrations to fictional text.
Non-Fiction	PE-21: NA	E-21: identifying content area vocabulary within math, science and social studies text. (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)

Comprehending Text

ELL Stage IV: Grades 6-8

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-22: following simple one-to-two step written instructions with visual support. (math, science, social studies)	E-22: following simple one-to-two step written instructions. (math, science, social studies)	B-22: following a set of written multi-step instructions to perform routine procedures and answer questions. (math, science, social studies)	LI-22: following a set of written multi-step instructions to perform routine procedures, answer questions or solve problems in math, science and social studies. (math, science, social studies)	HI-22: following a set of written multi-step instructions to perform unfamiliar procedures, answer questions or solve problems in math, science and social studies. (math, science, social studies)
	PE-23: NA	E-23: identifying print and electronic reference sources (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks*) needed for a specific purpose. (math, science, social studies)	B-23: locating information in print and electronic reference sources (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks*) periodicals for a specific purpose. (math, science, social studies)	LI-23: locating information in print and electronic reference sources (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks*) for a specific purpose. (math, science, social studies)	HI-23: locating information in print and electronic reference sources (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks*) for a specific purpose. (math, science, social studies)

ELL Stage IV: Grades 6-8

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-24: identifying external text (*e.g., illustrations, photographs, charts, maps, diagrams, graphs*) within nonfiction text. (math, science and social studies)	E-24: selecting external text (*e.g., illustrations, photographs, charts, timelines, maps, diagrams, graphs, tables*) within nonfiction text for a specific purpose. (math, science, social studies)	B-24: locating information from external text within nonfiction text for a specific purpose. (math, science, social studies)	LI-24: ,interpreting information from external text within nonfiction text for a specific purpose. (math, science, social studies)	HI-24: interpreting information from external text within 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*). (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)

ELL Stage IV: Grades 6-8

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	Non-Fiction	PE-26: N/A	E-26: identifying organizational features on a page of nonfiction text. (*e.g., indentation, title, headings, subheadings, boxed information, bulleted information, captions, cutaways*). (math, science, social studies)	B-26: locating specific information using the organizational features on a page of nonfiction text. (math, science, social studies)	LI-26: explaining the purpose of organizational features on a page of nonfiction text. (math, science, social studies)	HI-26: explaining the purpose of organizational features on a page of nonfiction text. (math, science, social studies)
		PE-27: identifying the organizational features of a book (*e.g., cover title page, index, glossary, table of contents, appendix*). (math, science, social studies)	E-27: identifying the purpose of an organizational feature of a book. (math, science, social studies)	B-27: selecting an organizational feature of a book for a specific purpose. (math, science, social studies)	LI-27: locating information from an organizational feature of a book for a specific purpose. (math, science, social studies)	LI-27: locating information from an organizational feature of a book for a specific purpose. (math, science, social studies)

ELL Stage IV: Grades 6-8

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 functional documents (*e.g., maps, schedules, forms, menus and graphic organizers*).	E-28: identifying functional documents (*e.g., maps, graphs, tables, graphic organizers*) in math, science and social studies.	B-28: interpreting information in functional documents (*e.g., maps, schedules, letters, graphic organizers*) for a specific purpose.	LI-28: locating information in functional documents (*e.g., letters, memos, directories, search engines, manuals, recipes, graphic organizers*).	HI-28: interpreting information in functional documents (*e.g., memos, directories, search engines, manuals, recipes, graphic organizers*).
	PE-29: identifying and comparing two items within an expository text heard or read. (math, science, social studies)	E-29: comparing and contrasting two items within an expository text. (math, science, social studies)	B-29: comparing and contrasting two items within an expository text. (math, science, social studies)	LI-29: comparing and contrasting two items within an expository text. (math, science, social studies)	HI-29: comparing and contrasting two items within an expository text. (math, science, social studies)
	PE-30: NA	E-30: NA	B-30: identifying fact and opinion in persuasive text. (social studies)	LI-30: distinguishing fact from opinion in persuasive text by providing supporting evidence. (social studies)	HI-30: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence. (social studies)

ELL Stage IV: Grades 6-8

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-31: N/A	E-31: N/A	B-31: identifying words used in persuasive text to affect the reader (*e.g., stereotypes, testimonial, exaggeration, loaded words*). (social studies)	LI-31: identifying words used in persuasive text to affect the reader (*e.g., stereotypes, testimonial, exaggeration, loaded words*). (social studies)	HI-31: identifying words used in persuasive text to affect the reader (*e.g., stereotypes, testimonial, exaggeration, loaded words*). (social studies)
	Fiction/Non-Fiction	PE-32: identifying repetition in poetry.	E-32: identifying rhyme and repetition in poetry.	B-32: identifying characteristics and structural elements (*e.g., imagery, rhyme, verse, rhythm of poetry*).	LI-32: differentiating the characteristics and structural elements (*e.g., imagery, rhyme, verse, rhythm of poetry*).	HI-32: identifying the types of poetry by characteristics and structural elements.