

Proficiency Level Descriptors		Specificity
1 Beginning	Beginning ELLs have little or no ability to read and understand English used in academic and social contexts.	<ul style="list-style-type: none"> • read and understand the very limited or highly familiar English; vocabulary predominantly includes <ul style="list-style-type: none"> ◦ environmental print ◦ some very high-frequency words ◦ concrete words that can be represented by pictures • read slowly, word by word • have a very limited sense of English language structures • comprehend predominantly isolated familiar words and phrases, some sentences in highly routine contexts • are highly dependent on visuals and prior knowledge to derive meaning from text • are able to apply reading comprehension skills in English only when reading text
2 Intermediate	Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.	<ul style="list-style-type: none"> • read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes <ul style="list-style-type: none"> ◦ everyday oral language ◦ literal meanings of common words ◦ routine academic language and terms ◦ commonly used abstract language • often read slowly and in short phrases; may re-read to clarify meaning • have a growing understanding of basic English language structures • understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, story predictability • struggle to independently read and understand grade-level texts • are able to apply basic and some higher-order comprehension skills when reading linguistically accommodated texts
3 Advanced	Advanced ELLs have the ability to read and understand, with second language acquisition support, grade appropriate English used in academic and social contexts.	<ul style="list-style-type: none"> • read and understand grade appropriate English vocabulary used in social and academic contexts: <ul style="list-style-type: none"> ◦ read and understand grade appropriate concrete and abstract vocabulary ◦ demonstrate an emerging ability to understand words and phrases beyond their literal meaning ◦ understand multiple meanings of commonly used words • read longer phrases and simple sentences from familiar text with appropriate rate and speed • are developing skill in using English language structures to construct meaning of grade-appropriate text • are able to apply basic and higher-order comprehension skills and depend on visuals, teacher/peer assistance, and text features
4 Advanced High	Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.	<ul style="list-style-type: none"> • are able to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing • know enough English to be able to develop or demonstrate, elements of grade-appropriate writing • nearly comparable to writing of peers when writing about academically complex ideas, abstract ideas, or topics • occasional difficulty with naturalness of phrasing and expression • errors are minor and usually limited to low-frequency words and structures and rarely interfere with communication

ELP Standards

Application	Instructional Focus
<p><i>(4) The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.</i></p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;</p> <p>(B) recognize directionality of English reading such as left to right and top to bottom;</p> <p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> <p>(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic- related vocabulary and other prereading activities to enhance comprehension of written text</p> <p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p> <p>(F) use visual and contextual support and support from peers and teachers to read grade- appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p> <p>(H) read silently with increasing ease and comprehension for longer periods;</p> <p>(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs</p> <p>(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</p> <p>(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs</p>