

Proficiency Level Descriptors		Specificity
<b>1 Beginning</b>	Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational reading skills.	<ul style="list-style-type: none"> <li>derive little or no meaning from grade- appropriate stories read aloud, unless the stories are                             <ul style="list-style-type: none"> <li>read in short “chunks”</li> <li>controlled to include high-frequency, concrete, and recently practiced terms</li> <li>accompanied by ample visual and linguistic supports</li> </ul> </li> <li>recognize and understand environmental print in English</li> <li>have difficulty decoding most grade appropriate English text                             <ul style="list-style-type: none"> <li>understand the meaning of very few words in English</li> <li>struggle significantly with sounds in spoken English words and with sound-symbol relationships</li> </ul> </li> </ul>
<b>2 Intermediate</b>	Intermediate ELLs have a limited ability to use the English language to build foundational reading skills.	<ul style="list-style-type: none"> <li>demonstrate limited comprehension of grade- appropriate stories, unless the stories include                             <ul style="list-style-type: none"> <li>predictable story lines</li> <li>highly familiar topics</li> <li>primarily high-frequency, concrete vocabulary</li> <li>short, simple sentences</li> <li>visual and linguistic supports</li> </ul> </li> <li>regularly recognize and understand common environmental print</li> <li>have difficulty decoding grade-appropriate English text                             <ul style="list-style-type: none"> <li>understand the meaning of only those English words they hear frequently</li> <li>struggle with some sounds in English words and some sound-symbol relationships</li> </ul> </li> </ul>
<b>3 Advanced</b>	Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills.	<ul style="list-style-type: none"> <li>demonstrate comprehension of most main points and most supporting ideas in grade- appropriate stories read</li> <li>recognize some basic English vocabulary and high-frequency words in isolated print</li> <li>decode most grade-appropriate text                             <ul style="list-style-type: none"> <li>understand the meaning of most grade-appropriate words</li> <li>have little difficulty with sounds and sound-symbol relationships</li> </ul> </li> </ul>
<b>4 Advanced High</b>	Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.	<ul style="list-style-type: none"> <li>demonstrate, with minimal second language acquisition support and at a level nearly comparable to peers</li> <li>with some exceptions, recognize sight vocabulary and high-frequency words nearly comparable to peers</li> <li>with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text nearly comparable to peers</li> </ul>

## ELP Standards

Application	Instructional Focus
<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</i>	<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>aloud for students not yet at the stage of decoding written text.</i></p>	<ul style="list-style-type: none"> <li>(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</li> <li>(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</li> <li>(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</li> </ul>
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