

## Language Pattern: Print Concepts

ELPS 3(A) demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom

Proficiency Level Descriptors	General	Content Specificity
1 Pre-Production	imitate others reading a book from top to bottom and turning pages from left to right	
2 Beginning	attempt to read a book top to bottom and turn pages from left to right independently	
3 Intermediate	read a book top to bottom and turn pages from left to right independently	
4 High Intermediate	read a book top to bottom and turn pages from left to right independently	
5 Advanced	read a book top to bottom and turn pages from left to right independently	

## Language Pattern: Phonology Vowels

ELPS 3(B) decode words using the relationships between sounds and letters and identify syllable patterns, cognates, affixes, roots, or base words

Proficiency Level Descriptors	General	Content Specificity
1 Pre-Production		<b>ELAR:</b> short and long vowel sounds
2 Beginning		<b>ELAR:</b> multisyllabic words with short and long vowels
3 Intermediate		<b>ELAR:</b> multisyllabic words with short and long vowels and vowel teams
4 High Intermediate		<b>ELAR:</b> vowel teams in multisyllabic words
5 Advanced		<b>ELAR:</b> vowel teams in multisyllabic words with increasing accuracy

## Language Pattern: Phonology Consonant Clusters

ELPS 3(B) decode words using the relationships between sounds and letters and identify syllable patterns, cognates, affixes, roots, or base words

Proficiency Level Descriptors	General	Content Specificity
1 Pre-Production		<b>ELAR:</b> consonant sounds and clusters
2 Beginning		<b>ELAR:</b> consonant clusters or digraphs
3 Intermediate		<b>ELAR:</b> two-letter consonant clusters or digraphs
4 High Intermediate		<b>ELAR:</b> beginning and ending consonant clusters or digraphs
5 Advanced		<b>ELAR:</b> two- and three-letter consonant clusters or digraphs with increasing accuracy

## Language Pattern: Vocabulary

ELPS 3(C) use high-frequency words, contextual factors, and word analysis such as Greek and Latin prefixes, suffixes, and roots and cognates to comprehend content-area vocabulary in text

Proficiency Level Descriptors	General	Content Specificity
1 Pre-Production	match pre-taught content-area vocabulary with images and concepts found in text	
2 Beginning	use pictorial models; cognates or Greek and Latin prefixes, suffixes, affixes, or roots to understand content-area vocabulary found in text	
3 Intermediate	use explicitly taught content-area vocabulary; cognates, Greek and Latin prefixes, suffixes, or roots to comprehend text	
4 High Intermediate	demonstrate comprehension of familiar content-area concepts found in text by responding orally or in writing using key vocabulary with increasing accuracy	
5 Advanced	demonstrate comprehension of familiar and unfamiliar content-area concepts found in text by responding orally or in writing using key vocabulary, with accuracy	

## Language Pattern: Language Structures: Semantics/Pragmatics

ELPS 3(D) use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend a variety of text

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>		<b>ELAR:</b> descriptive language <b>Math:</b> mathematical language structures <b>Science:</b> scientific and engineering language structures <b>Social Studies:</b> social studies language structures
<b>2 Beginning</b>		<b>ELAR:</b> descriptive language <b>Math:</b> mathematical language structures and symbols <b>Science:</b> scientific and engineering language structures <b>Social Studies:</b> social studies language structures
<b>3 Intermediate</b>		<b>ELAR:</b> multiple-meaning words, figurative language <b>Math:</b> mathematical process vocabulary <b>Science:</b> sequential, compare/contrast, and cause/effect language <b>Social Studies:</b> chronological order, location, and cause/effect language
<b>4 High Intermediate</b>		<b>ELAR:</b> multiple-meaning words and figurative language <b>Math:</b> mathematical process and relationship language <b>Science:</b> problem/solution, compare/contrast, and cause/effect language <b>Social Studies:</b> chronological order, location, and cause/effect language
<b>5 Advanced</b>		<b>ELAR:</b> figurative language, idioms, and colloquialisms <b>Math:</b> mathematical process and relationship language <b>Science:</b> problem/solution, compare/contrast, and cause/effect language <b>Social Studies:</b> chronological order, location, and cause/effect language

## Language Pattern: Purpose for Reading

ELPS 3(E) use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	imitate pre-reading strategies to preview text such as noticing text features, asking simple questions, or making predictions using primary language or nonverbal responses when prompted	
<b>2 Beginning</b>	preview the text using pre-reading strategies, including asking simple questions and making predictions about the text with a combination of primary language and English when prompted	
<b>3 Intermediate</b>	preview the text using pre-reading strategies, including asking simple questions and making predictions about the text when prompted	
<b>4 High Intermediate</b>	preview the text using pre-reading strategies, including asking questions and making predictions about the text with increasing independence	
<b>5 Advanced</b>	preview the text using pre-reading strategies, including asking questions and making predictions about the text independently	

## Language Pattern: Comprehension – Monitor and Adjust

ELPS 3(F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	use text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to identify some familiar words	<b>Math:</b> key information <b>Science:</b> inferential thinking <b>Social Studies:</b> text features
<b>2 Beginning</b>	use context or text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify word meanings or identify some relevant key information	<b>Math:</b> information to solve problems <b>Science:</b> predictions and connections <b>Social Studies:</b> predictions and connections
<b>3 Intermediate</b>	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or identify some relevant key information	<b>Math:</b> relevant information for problem solving <b>Science:</b> predictions, connections, and text features <b>Social Studies:</b> predictions and connections
<b>4 High Intermediate</b>	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or distinguish relevant key information	<b>Math:</b> relevant vs. extraneous information <b>Science:</b> predictions, connections, and conclusions <b>Social Studies:</b> predictions, connections, and conclusions
<b>5 Advanced</b>	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings and evaluate relevant key information	<b>Math:</b> relevant vs. extraneous information <b>Science:</b> predictions, connections, conclusions, and informational text features <b>Social Studies:</b> predictions, connections, conclusions, and informational text features

## Language Pattern: Comprehension – Responding to Text

ELPS 3(G) demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	respond to questions about text with gestures, drawings, yes/no, or one-word answers	
<b>2 Beginning</b>	respond to questions about text with short answers or simple sentences	
<b>3 Intermediate</b>	respond to questions or retell content-area texts using some information from the text	
<b>4 High Intermediate</b>	respond to questions or paraphrase content-area texts using some relevant information from the text	
<b>5 Advanced</b>	respond to questions or summarize content-area texts using relevant information from the text	

## Language Pattern: Fluency

ELPS 3(H) read with fluency and prosody and demonstrate comprehension of content-area text

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	mimic word-by-word during shared or coral reading of familiar grade-level content area text	
<b>2 Beginning</b>	read word-by-word when reading familiar grade-level content-area text	
<b>3 Intermediate</b>	read in two-word phrases with some three- or four- word groupings when reading familiar grade-level content-area text	
<b>4 High Intermediate</b>	read in three- or four- phrase groups up to simple sentences when reading familiar grade-level content-area text	
<b>5 Advanced</b>	read in larger, meaningful phrase groups or sentences when reading familiar grade- level content-area text with expressive interpretation	