

## 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 relationships between sounds and letters

Proficiency Level Descriptors	General	Content Specificity
1 Pre-Production		<b>ELAR:</b> short and long vowel sounds during choral reading
2 Beginning		<b>ELAR:</b> distinguish short and long vowel sounds during choral or shared reading
3 Intermediate		<b>ELAR:</b> segment and blend multisyllabic words with short and long vowel sounds
4 High Intermediate		<b>ELAR:</b> segment and blend multisyllabic words with multiple vowel phonemes (e.g., ai, au, ea, ee, ie, oo, ou)
5 Advanced		<b>ELAR:</b> decode multisyllabic words with short and long vowels and common vowel teams

## Language Pattern: Phonology Consonant Clusters

ELPS 3(B) decode words using relationships between sounds and letters

Proficiency Level Descriptors	General	Content Specificity
1 Pre-Production		<b>ELAR:</b> consonant clusters during choral reading
2 Beginning		<b>ELAR:</b> distinguish single consonants, consonant clusters, and digraphs
3 Intermediate		<b>ELAR:</b> segment and blend multisyllabic words with two-letter consonant clusters or digraphs
4 High Intermediate		<b>ELAR:</b> segment and blend multisyllabic words with consonant clusters or digraphs
5 Advanced		<b>ELAR:</b> decode multisyllabic words with two- and three-letter consonant clusters or digraphs

## Language Pattern: Vocabulary

ELPS 3(C) use high-frequency words, cognates, and content-area vocabulary to comprehend written classroom materials

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 or cognates to understand content-area vocabulary found in text	
3 Intermediate	use explicitly taught content-area vocabulary or cognates 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	

## 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 classroom materials

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>		<b>ELAR:</b> descriptive language in shared text <b>Math:</b> mathematical language structures (e.g., equal, =, >, <) <b>Science:</b> scientific language structures and science vocabulary <b>Social Studies:</b> language structures in scaffolded social studies text
<b>2 Beginning</b>		<b>ELAR:</b> descriptive language in familiar or shared text <b>Math:</b> mathematical language structures (e.g., equal, =, >, <) <b>Science:</b> language structures for sequential, compare/contrast, and cause/effect <b>Social Studies:</b> language structures in social studies text
<b>3 Intermediate</b>		<b>ELAR:</b> descriptive language or words with multiple meanings <b>Math:</b> mathematical symbols and language structures (e.g., sum, equal, >, <) <b>Science:</b> sequential, compare/contrast, and cause/effect language structures <b>Social Studies:</b> words or phrases describing people, places, and events
<b>4 High Intermediate</b>		<b>ELAR:</b> descriptive language, words with multiple meanings, or figurative language <b>Math:</b> mathematical language structures (e.g., sum, equal, >, <) <b>Science:</b> informational language structures for problem/solution, compare/contrast, and cause/effect <b>Social Studies:</b> relevant information describing people, places, and events
<b>5 Advanced</b>		<b>ELAR:</b> descriptive language, words with multiple meanings, and figurative language <b>Math:</b> mathematical symbols and language structures (e.g., sum, equal, >, <) <b>Science:</b> informational language structures for problem/solution, compare/contrast, and cause/effect <b>Social Studies:</b> relevant information about people, places, and events

## 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 such as noticing text features, asking simple questions, or making predictions about the text using a combination of English and primary language when prompted	
<b>3 Intermediate</b>	preview the text using pre-reading strategies such as noticing text features, asking simple questions, or making predictions about the text when prompted	
<b>4 High Intermediate</b>	preview the text using pre-reading strategies such as noticing text features, asking questions, or making predictions about the text with increasing independence	
<b>5 Advanced</b>	preview the text using pre-reading strategies such as noticing text features, asking questions, or 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> make connections to construct meaning <b>Science:</b> inferential skills to construct meaning <b>Social Studies:</b> inferential skills using maps, data charts, and images
<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> identify information to solve a problem using pictures, manipulatives, or primary language <b>Science:</b> predict or make connections <b>Social Studies:</b> predict or make connections using maps, data charts, and images
<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> identify relevant information to solve a problem <b>Science:</b> predict or make connections using text features <b>Social Studies:</b> predict or make connections using maps, data charts, and images
<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> distinguish relevant and extraneous information <b>Science:</b> predict, make connections, or draw conclusions <b>Social Studies:</b> predict, make connections, or draw conclusions using maps, data charts, and images
<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> distinguish relevant and extraneous information with accuracy <b>Science:</b> predict, make connections, and draw conclusions <b>Social Studies:</b> predict, make connections, and draw conclusions using maps, data charts, and images

## Language Pattern: Comprehension – Responding to Text

ELPS 3(G) demonstrate reading comprehension of content-area texts by making connections, retelling, or 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 recall details about a text using some information from the text	
<b>4 High Intermediate</b>	respond to questions or retell details about text using some relevant information from the text	
<b>5 Advanced</b>	respond to questions about or retell a text using relevant information from the text	

## Language Pattern: Fluency

ELPS 3(H) read with fluency 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 choral 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	