ELL Matrix: **Intermediate (4-7) Reading**

If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Strategies • Word attack skills	• Use pictures, labelled diagrams, familiar phrases, & patterned sentences to read unfamiliar words & text	• Use context & text features to read unfamiliar words & text	• Use strategies such as re-reading, predicting, & self-correcting to read unfamiliar words & text	• Use a range of strategies such as word analysis, context cues, knowledge of text structure, skimming & scanning, transition words, & self-monitoring to read unfamiliar words & text	• Use a range of strategies such as drawing inferences, revising thoughts, & drawing conclusions to read unfamiliar words & text
• Decoding	• Identify sight words & letter sounds	• Decode word families, consonant blends, & long & short vowel sounds	• Decode consonant clusters & digraphs	• Decode common morphemes such as root words, prefixes, & suffixes	• Decode multi-syllable words
• Fluency	• Read word-by-word, with frequent pausing to refer to visuals	• Read with some phrasing by sounding out words, referring to visuals, & re-reading	• Read with expression while substituting unknown words with familiar words & using some self-correction	• Read with expression, attend to common punctuation, & make meaningful substitutions	• Read consistently with expression, attend to most punctuation, & self-correct most errors

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Comprehension • Vocabulary	• Understand a limited range of vocabulary including a few high-frequency & descriptive words related to concrete objects & actions	• Understand some vocabulary including high-frequency, descriptive, & academic words related to familiar or personally-relevant concepts	• Understand more vocabulary including high-frequency, descriptive, academic, & subject specific words, & some words with multiple meanings related to familiar, personally-relevant, & content-based concepts	• Understand a range of vocabulary including high-frequency, descriptive, academic, & subject-specific words, & words with multiple meanings related to academic content	• Understand a wide range of vocabulary including academic & subject-specific words, words with multiple meanings, & word formations related to academic content
• Main ideas & details	• Understand the gist of short patterned sentences • Identify key information presented in simple sentences with words connected by "and" & "then"	• Understand the gist of simple sentences, titles, headings, & captions • Identify some main ideas/events presented in simple sentences & clauses, & connected by conjunctions, & time & sequence markers	• Understand the gist of simple & detailed sentences in short paragraphs • Identify main ideas/events & details of related sentences connected by conjunctions, & time & sequence markers	• Understand the gist of descriptive paragraphs with varied sentence structure • Identify main ideas/events & supporting details of paragraphs connected by conjunctions, adverbs, & time & sequence markers	• Understand the gist of related paragraphs containing complex & compound sentences • Identify main ideas/ events & supporting details of related paragraphs connected by a variety of cohesive devices (compare & contrast, classification, cause & effect)
• Retelling & organizing information	• Retell some main events by sequencing pictures	• Retell main events by sequencing pictures or using key words & phrases • Record some information about familiar topics using a graphic organizer	• Retell most events in sequence	• Retell & describe events in correct sequence	• Retell events in sequence with some explanation as to how they are related
• Locating & recording information	• Record limited information about familiar topics in a book using a graphic organizer & a word/ picture bank		• Record & organize some relevant information using a graphic organizer & begin to make simple notes following a model	• Record & organize increasingly relevant information using a range of graphic organizers or simple notes	• Record & organize information using a self-selected/ created graphic organizer
• Drawing inferences	• Make simple inferences from visual text	• Begin to make some simple inferences based on explicit information	• Make simple inferences based on explicit information	• Make & substantiate basic inferences from explicit & some implicit information	• Make & substantiate basic inferences & conclusions from explicit & implicit information
• Interpretations & socio-cultural elements	• Understand literal meaning of short, simple, repetitive text	• Understand literal meaning of simple text & some basic social expressions in text on familiar topics	• Understand frequently occurring social expressions & some figurative, idiomatic, & colloquial language on familiar topics	• Understand explicit social expressions & varied figurative, idiomatic, & colloquial language in text on familiar & unfamiliar topics	• Understand common metaphors, cultural references, & a range of common social expressions (idioms, euphemisms, colloquialisms)
• Knowledge of genres (structure & features)	• Understand the difference between fiction & non-fiction	• Understand the purpose & structure of a basic narrative or expository text on familiar topics	• Understand & identify the purpose & some discriminating features of a wide range of basic genres such as procedures, descriptive reports, sequential explanations, simple arguments, summaries	• Understand & identify the purpose & associated linguistic & structural features of an expanding range of genres	• Understand & identify the overall purpose, structure, & major language features (including academic expressions) of a wide variety of genres such as biographical & historical accounts, descriptive reports, & content-based & causal explanations

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Response & Analysis • Opinions & reactions • Connections (to other information, experiences, knowledge)	• Give simple, unsubstantiated reactions or opinions • Sometimes make simple concrete text-to-self connections	• Give simple reactions or opinions using a frame or model • Make some simple concrete text-to-self connections (between new information & prior knowledge)	• Offer simple opinions with minimal justification • Make simple text-to-self connections	• Offer simple opinions & reactions with some justification • Make increasingly insightful text-to-self & text-to-text connections	• Offer opinions & reactions with some specific justification • Make & explain connections (including text-to-world connections) that require some inference or insight

ELL Quick Scale: **Intermediate (4-7) Reading**

This Quick Scale is a summary of the corresponding Matrix. If a student demonstrates most of the descriptors in a level column, he/she can be described as working within that level. *At the given level of language proficiency, this student can:*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
SNAPSHOT	The student can begin to recognize some common words and phrases, and begin to make meaning of text.	The student can begin to use strategies to read and understand simple text and make personal connections to text.	The student can use some strategies to decode unfamiliar words and text, and make basic connections to the world from text.	The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	The student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Strategies • Word attack skills • Fluency	• Begin to connect letters and words to print *e.g. Connects the letters "p" and "g" to the sounds /p/ and /g/* • Recognize and identify some common words and sight words *e.g. Recognizes high-frequency words like "shirt", "small", "window", "smart", "boat"* • Use pictures to help make meaning *e.g. Looks at a picture of a river and connects it to the word "river"* • Read word-by-word with support *e.g. Pauses momentarily between words and letter combinations in "th...at ...tree... is... gr...een"*	• Recognize some new words based on common word families and word roots *e.g. "can", "plan", "than", "ran"* *e.g. "move", "mover", "moving", "moved"* • Identify an increasing number of sight words *e.g. Identifies words such as "who", "what", "know", "because"* • Read with some phrasing *e.g. "Once-upon-a-time..."*	• Use knowledge of letter combinations to read unknown words *e.g. Uses knowledge of 'wr' in "write" to read "wreck"* • Use strategies such as re-reading and predicting, and begin to self-correct *e.g. "That didn't make sense. I need to read it again."* • Make meaningful substitutions *e.g. Predicts 'home' for 'house' as an acceptable substitution* • Read with some attention to punctuation *e.g. Sometimes pauses at periods and commas*	• Use context clues and knowledge of prefixes and suffixes to read unknown words *e.g. "symmetric" and "asymmetrical", "react" and "reaction"* • Use knowledge of text to self-monitor and predict words *e.g. "The habits of the polar bear..... no, that is the habitat of the polar bear..."* • Read with some expression and self-correct for meaning *e.g. Raises voice at end of question*	• Use a wide range of strategies to successfully read long words and unknown words *e.g. Predicts the unfamiliar word "permafrost" by using knowledge of the phrase "permanently frozen"* • Read smoothly with expression *e.g. Groups connected words into meaningful phrases, emphasizing the 'content' words in "The growing needs of humans have destroyed many animal habitats."*
Comprehension • Vocabulary • Main ideas • Genre • Retelling • Inferences • Interpretations	• Recognize letters and words in everyday life *e.g. Recognizes classroom and school words such as "window", "smart", "soft"* • Understand main idea of text with visuals and some support to build background knowledge *e.g. Understands the main storyline of a short story about friendship by following the pictures and some of the simple text* • Understand literal meaning of some short, simple text *e.g. Understand the meaning of "Thanksgiving is in the fall."* • Show awareness of how print and books work *e.g. Opens a book from the correct side and knows to read from left to right on a page*	• Understand some common words and 'content' words *e.g. "country", "large/small", "population"* • Understand literal meaning of simple text *e.g. Understands the overall meaning of "Canada is a large country but has a relatively small population."* • Retell simple text to show understanding of main idea *e.g. Puts pictures and text in order to show understanding of the process of photosynthesis* • Begin to make simple inferences *e.g. Understands that the sentence, "He put on his coat, hat and mittens..." means it is likely cold outside*	• Understand a variety of common words and 'content' words *e.g. "identify", "calm", "renewable resources"* • Record and organize relevant information from text to demonstrate understanding *e.g. "This paragraph is about dogs. Three facts about dogs are..."* • Understand the purpose of some different kinds of text *e.g. Distinguishes between fiction and non-fiction through reading phrases such as "once upon a time..." and "he was born in 1998"* • Make some inferences *e.g. Infers that the sentence, "Her heart beat fast and she began to sweat..." could mean she was nervous or frightened*	• Understand a range of words, including some with several meanings *e.g. Understands that "point" can mean 'using your finger to show', 'a geometric term,' or '4.7 [four point seven]'* • Begin to read a variety of different types of text with understanding *e.g. Reads a one-page biography, understanding the passing of time and different stages in the person's life* • Locate specific information in a text to demonstrate understanding *e.g. Scans a poem written by an Aboriginal writer to find words that relate to caring for the environment*	• Understand a wide range of words, including some academic and literary language *e.g. Understands the implications of 'signal words' such as "as a result of", "because", "on the contrary"* • Begin to distinguish the purpose and features of a variety of text *e.g. Understands that a poem often contains figurative meaning, but a news article contains mostly facts and opinions* • Understand common metaphors and cultural references in text *e.g. Understands the implied meaning of phrases such as "Canada, the melting pot" and "the classroom was a zoo"*

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Response & Analysis • Connections • Opinions & reactions	• Express a like or dislike for a simple text *e.g. In response to a text on common foods, expresses a preference for cheese*	• Make personal connections to text through words or pictures *e.g. Describes favourite games in response to a short story about children playing soccer*	• Provide reasons for personal connections to text *e.g. "People need to stop driving cars and take the bus to stop global warming so polar bears can have a place to live."*	• Provide reasons for opinions about text *e.g. From a story about a large family, describes why they need a large vehicle* • Make personal connections and connections between different texts *e.g. Sees the similarities between an Aboriginal folk tale and a folk story from their home culture*	• Make thoughtful connections with self, other texts and the world *e.g. "The author is trying to convince us that global warming does not exist. I disagree because…"* *e.g. Connects a news article about 'orcas living in captivity' to a poem about 'confinement'*