

## ELL Matrix: Primary (1-3) 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)
<b>Strategies</b> <ul style="list-style-type: none"> <li>Word attack skills</li> <li>Decoding</li> <li>Fluency</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures to help read unfamiliar words &amp; text</li> <li>Begin to connect letters &amp; words to print</li> <li>Read letter-by-letter to sound out words</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures, diagrams, &amp; patterned sentences to read unfamiliar words &amp; text</li> <li>Use limited word-decoding strategies to identify beginning &amp; ending sounds, &amp; some high-frequency words</li> <li>Read word-by-word</li> </ul>	<ul style="list-style-type: none"> <li>Use familiar phrases, patterned sentences, text structure, predicting, visualizing &amp; background knowledge to read unfamiliar words &amp; text</li> <li>Use some word-decoding strategies to identify consonant blends, digraphs, simple word families, &amp; a variety of high-frequency words</li> <li>Read with some phrasing, re-reading, &amp; sounding out words</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasing range of strategies such as predicting, visualizing, &amp; making connections to read unfamiliar words &amp; text</li> <li>Use varied strategies to decode long &amp; short vowels in medial positions, vowel blends, r-controlled vowels, &amp; complex word families</li> <li>Read with some expression, using substitutions &amp; some self-correcting</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of strategies such as re-reading, predicting, word analysis, visual cues, text features, &amp; self-correction to read unfamiliar words &amp; text</li> <li>Use a wide range of decoding strategies to decode two-or three-syllable words</li> <li>Read smoothly with expression, attend to common punctuation, &amp; make meaningful substitutions</li> </ul>

## ELL Matrix: Primary (1-3) Reading (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<b>Comprehension</b> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Main ideas &amp; details</li> <li>Retelling &amp; organizing information</li> <li>Locating &amp; recording information</li> <li>Drawing inferences</li> <li>Interpretations &amp; socio-cultural elements</li> <li>Knowledge of genres (structure &amp; features)</li> </ul>	<ul style="list-style-type: none"> <li>Understand environmental print, symbols, icons, classroom words &amp; labels, letters of the alphabet, &amp; some sight words</li> <li>Comprehend simple patterned sentences</li> <li>Sequence a short familiar text using visuals</li> <li>Locate limited information using picture clues</li> <li>Understand that written &amp; visual text contains a message or command, or gives information</li> <li>Show awareness of how text &amp; books work (front to back sequence, top-to-bottom, directionality)</li> </ul>	<ul style="list-style-type: none"> <li>Understand some vocabulary including high-frequency, descriptive, &amp; subject-specific words</li> <li>Comprehend simple sentences containing prepositions &amp; time markers</li> <li>Sequence pictures to retell a story or information process</li> <li>Locate &amp; record minimal, accurate information, when given cues</li> <li>Understand the literal meaning of simple text</li> <li>Identify the structure of a basic narrative or procedural text</li> </ul>	<ul style="list-style-type: none"> <li>Understand more vocabulary including high-frequency, descriptive, subject-specific, &amp; some academic words</li> <li>Comprehend the main idea of compound sentences containing coordinating conjunctions &amp; time markers</li> <li>Retell the sequence of a story, steps, or content-area process</li> <li>Locate &amp; record some information using categories or a provided graphic organizer, with some errors</li> <li>Make a few basic inferences</li> <li>Understand the literal meaning &amp; sometimes the figurative meaning of simple text</li> <li>Identify organization of a text, including structure &amp; prominent features of several basic genres such as narrative, recount, procedure, report</li> </ul>	<ul style="list-style-type: none"> <li>Understand a range of vocabulary, including words with multiple meanings</li> <li>Comprehend the main idea &amp; some details in complex sentences containing subordinating conjunctions &amp; time &amp; sequence markers</li> <li>Retell main events or key content ideas in sequence using some detail</li> <li>Locate, record, &amp; organize some information using a provided graphic organizer, with occasional errors</li> <li>Make simple inferences</li> <li>Understand the figurative meaning of some simple phrasal verbs &amp; similes</li> <li>Identify the purpose &amp; structure of some basic genres such as labelling, story, procedure, description</li> </ul>	<ul style="list-style-type: none"> <li>Understand a wide range of vocabulary including most subject-specific words &amp; some academic words</li> <li>Comprehend the main idea &amp; supporting details in paragraphs connected by a variety of cohesive devices</li> <li>Retell main events or key content ideas using some relevant details &amp; inferences</li> <li>Locate, record, &amp; organize information accurately using a provided graphic organizer</li> <li>Make inferences about characters &amp; events</li> <li>Understand simple cultural references including age-appropriate idioms, metaphors, &amp; humour</li> <li>Identify the purpose, structure, &amp; range of features distinguishing basic genres</li> </ul>
<b>Response &amp; Analysis</b> <ul style="list-style-type: none"> <li>Opinions &amp; reactions</li> <li>Connections (to other information, experiences, knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>Express a preference for a text with non-verbal responses</li> <li>Provide personal response by drawing a picture</li> </ul>	<ul style="list-style-type: none"> <li>Clearly express a preference for a text</li> <li>Make a simple personal connection through words &amp; pictures</li> </ul>	<ul style="list-style-type: none"> <li>Clearly express a preference for a text, &amp; begin to give reasons</li> <li>Sometimes make simple concrete text-to-self connections</li> </ul>	<ul style="list-style-type: none"> <li>Offer simple opinions with some justification</li> <li>Make simple concrete text-to-self &amp; text-to-text connections</li> </ul>	<ul style="list-style-type: none"> <li>Offer simple opinions with justification</li> <li>Make text-to-text &amp; text-to-world connections spontaneously</li> </ul>

## ELL Quick Scale: Primary (1-3) 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)
<b>SNAPSHOT</b>	The student can begin to recognize some letters, sounds, and words, and begin to make meaning of text.	The student can begin to use strategies to read and understand simple words and make personal connections to text.	The student can use some strategies to decode unfamiliar words 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.
<b>Strategies</b> <ul style="list-style-type: none"> <li>Word attack skills</li> <li>Fluency</li> </ul>	<ul style="list-style-type: none"> <li>Begin to connect letters and words to print <i>e.g. Connects the letter "h" to the sound /h/</i></li> <li>Recognize some common words and sight words <i>e.g. Points to each word as it is spoken in "I like to swim"</i> <i>e.g. Recognizes common words like "I", "the", "is", "at", "me", "like"</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify initial and ending sounds in some words <i>e.g. Uses knowledge of the "s" letter and /s/ sound to predict the words "snake stares"</i></li> <li>Use pictures to help make meaning <i>e.g. Looks at a picture in a book to read a word (picture of a dog, the word is "dog")</i></li> <li>Read word-by-word with support <i>e.g. Reads "she... ran... out... the... d...oor..."</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognize some new words based on common word families and word roots <i>e.g. Uses knowledge of the words "lunch" and "dog" to read the words "punch" and "fog"</i> <i>e.g. Sees "writing" or "writer" and reads by relating them to the familiar "write"</i></li> <li>Begin to read in meaningful phrases <i>e.g. Reads "all-the-time" and "around-the-corner", connecting the individual words into a phrase</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of strategies to read unfamiliar words <i>e.g. Divides the word "editorial" into "edit...or...ial" and uses knowledge of the word "edit" in order to read it</i></li> <li>Read with some expression and self-correct for meaning <i>e.g. "He had a... truck on his head... I mean toque, he had a toque on his head"</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of strategies to successfully read unfamiliar words and text <i>e.g. Predicts the unfamiliar word "collapses" in "The tower of blocks collapses when the baby pushes it."</i></li> <li>Read smoothly with expression <i>e.g. Groups connected words into meaningful phrases, emphasizing the "content" words in "The <u>two</u> sides have to be <u>equal</u>."</i></li> </ul>
<b>Comprehension</b> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Main ideas</li> <li>Genre</li> <li>Retelling</li> <li>Inferences</li> <li>Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Recognize letters and words in everyday life <i>e.g. Recognizes the letters on an alphabet chart</i> <i>e.g. Recognizes the word "stop", having seen it on a stop sign</i></li> <li>Use visuals to understand most of the meaning in text <i>e.g. Understands the main storyline of a story by following pictures</i></li> <li>Show awareness of how books work <i>e.g. Opens a book from the correct side and knows to read from left to write on a page</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand some common words and a few 'content' words <i>e.g. "wear", "socks", "yellow", "dress"</i></li> <li>Understand literal meaning of some simple text <i>e.g. Understands that "the trees were moving in the wind" means that the trees were visibly moving because it was windy</i></li> <li>Retell a simple text to show understanding of main idea <i>e.g. Reads key words and puts pictures in order to show understanding of the life cycle of a butterfly</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand many common and 'content' words <i>e.g. "light bulb", "flat", "temperature"</i></li> <li>Understand the main idea in some short stories and non-fiction <i>e.g. Reads and understands the general storyline of a short story about bedtime</i></li> <li>Begin to make simple inferences <i>e.g. Understands that "the moon looks very bright" means it is likely nighttime</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand a range of words, including some words related to academic content <i>e.g. Understands that "bark" can mean 'the sound a dog makes', or 'the skin of a tree'</i> <i>e.g. "community", "habitat"</i></li> <li>Begin to read a variety of different types of text with understanding <i>e.g. Reads a one-page biography, understanding the different stages in the person's life</i></li> <li>Locate specific information in a text to demonstrate understanding <i>e.g. Scans a poem about 'summer' to find words that relate, such as "swimming", "sun lotion", "watermelon"</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand a wide range of words, including some academic language <i>e.g. Understands 'science' words like "environment", "conservation", "prey"</i></li> <li>Begin to recognize the purpose and features of a variety of text <i>e.g. Understands that a "Table of Contents" is to help the reader locate information and contains a list of headings summarizing content</i></li> </ul>

ELL Quick Scale: **Primary (1-3) Reading** (cont'd)

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<p><b>Response &amp; Analysis</b></p> <ul style="list-style-type: none"> <li>• Connections</li> <li>• Opinions &amp; reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Express a like or dislike for a simple text <i>e.g. Points to own hat that is red (favourite colour), in response to a sentence describing red and blue hats</i></li> </ul>	<ul style="list-style-type: none"> <li>• Make a simple personal connection to text through words or pictures <i>e.g. Draws a picture to show some favourite school activities in response to a short story about what a child likes to do in school</i></li> </ul>	<ul style="list-style-type: none"> <li>• Begin to provide some reasons for personal connections to text <i>e.g. Responds to a 'talking animals' story by describing when they talk to the animals in the woods outside their own home</i></li> </ul>	<ul style="list-style-type: none"> <li>• Begin to provide reasons for opinions about text <i>e.g. From a story about a large family, describes why they do not personally want ten siblings</i></li> <li>• Make personal connections and connections between different texts <i>e.g. Sees the similarities between two characters in an Aboriginal story and a folk story from their home culture</i></li> </ul>	<ul style="list-style-type: none"> <li>• Independently make connections with new text and the world, with some elaboration <i>e.g. Describes how a text about 'the life cycle of a butterfly' compares to another text about 'the life cycle of a frog'</i></li> </ul>