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:**

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Expanding (3)</th>
<th>Consolidating (4)</th>
<th>Bridging (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Word attack skills</td>
<td>• Use pictures to help read unfamiliar words &amp; text</td>
<td>• Use pictures, diagrams, &amp; patterned sentences to read unfamiliar words &amp; text</td>
<td>• Use familiar phrases, patterned sentences, text structure, predicting, visualizing &amp; background knowledge to read unfamiliar words &amp; text</td>
<td>• Use an increasing range of strategies such as predicting, visualizing, &amp; making connections to read unfamiliar words &amp; text</td>
<td>• 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</td>
</tr>
<tr>
<td>• Decoding</td>
<td>• Begin to connect letters &amp; words to print</td>
<td>• Use limited word-decoding strategies to identify beginning &amp; ending sounds, &amp; some high-frequency words</td>
<td>• Use some word-decoding strategies to identify consonant blends, digraphs, simple word families, &amp; a variety of high-frequency words</td>
<td>• Use varied strategies to decode long &amp; short vowels in medial positions, vowel blends, r-controlled vowels, &amp; complex word families</td>
<td>• Use a wide range of decoding strategies to decode two- or three-syllable words</td>
</tr>
<tr>
<td>• Fluency</td>
<td>• Read letter-by-letter to sound out words</td>
<td>• Read word-by-word</td>
<td>• Read with some phrasing, re-reading, &amp; sounding out words</td>
<td>• Read with some expression, using substitutions &amp; some self-correcting</td>
<td>• Read smoothly with expression, attend to common punctuation, &amp; make meaningful substitutions</td>
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### ELL Matrix: Primary (1-3) Reading (cont’d)

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<tr>
<td><strong>Comprehension</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td>- Understand environmental print, symbols, icons, classroom words &amp; labels, letters of the alphabet, &amp; some sight words</td>
<td>- Understand some vocabulary including high-frequency, descriptive, &amp; subject-specific words</td>
<td>- Understand more vocabulary including high-frequency, descriptive, subject-specific, &amp; some academic words</td>
<td>- Understand a range of vocabulary, including words with multiple meanings</td>
<td>- Understand a wide range of vocabulary including most subject-specific words &amp; some academic words</td>
</tr>
<tr>
<td><strong>Main ideas &amp; details</strong></td>
<td>- Comprehend simple patterned sentences</td>
<td>- Comprehend simple sentences containing prepositions &amp; time markers</td>
<td>- Comprehend the main idea of compound sentences containing coordinating conjunctions &amp; time markers</td>
<td>- Comprehend the main idea &amp; some details in complex sentences containing subordinating conjunctions &amp; time &amp; sequence markers</td>
<td>- Comprehend the main idea &amp; supporting details in paragraphs connected by a variety of cohesive devices</td>
</tr>
<tr>
<td><strong>Retelling &amp; organizing</strong></td>
<td>- Sequence a short familiar text using visuals</td>
<td>- Sequence pictures to retell a story or information process</td>
<td>- Retell the sequence of a story, steps, or content-area process</td>
<td>- Retell main events or key content ideas in sequence using some detail</td>
<td>- Retell main events or key content ideas using some relevant details &amp; inferences</td>
</tr>
<tr>
<td><strong>Locating &amp; recording</strong></td>
<td>- Locate limited information using picture clues</td>
<td>- Locate &amp; record minimal, accurate information, when given cues</td>
<td>- Locate &amp; record some information using categories or a provided graphic organizer, with some errors</td>
<td>- Locate, record, &amp; organize some information using a provided graphic organizer, with occasional errors</td>
<td>- Locate, record, &amp; organize information accurately using a provided graphic organizer</td>
</tr>
<tr>
<td><strong>Drawing inferences</strong></td>
<td>- Understand that written &amp; visual text contains a message or command, or gives information</td>
<td>- Understand the literal meaning of simple text</td>
<td>- Understand the literal meaning &amp; sometimes the figurative meaning of simple text</td>
<td>- Understand the figurative meaning of some simple phrasal verbs &amp; similes</td>
<td>- Understand simple cultural references including age-appropriate idioms, metaphors, &amp; humour</td>
</tr>
<tr>
<td><strong>Interpretations</strong></td>
<td>- Show awareness of how text &amp; books work (front to back sequence, top-to-bottom, directionality)</td>
<td>- Identify the structure of a basic narrative or procedural text</td>
<td>- Identify organization of a text, including structure &amp; prominent features of several basic genres such as narrative, recount, procedure, report</td>
<td>- Identify the purpose &amp; structure of some basic genres such as labelling, story, procedure, description</td>
<td>- Identify the purpose, structure, &amp; range of features distinguishing basic genres</td>
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<td><strong>Knowledge of genres</strong></td>
<td>- Understand the structure of a basic narrative or procedural text</td>
<td>- Identify the structure of a basic narrative or procedural text</td>
<td>- Identify organization of a text, including structure &amp; prominent features of several basic genres such as narrative, recount, procedure, report</td>
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<td><strong>Response &amp; Analysis</strong></td>
<td>- Express a preference for a text with non-verbal responses</td>
<td>- Clearly express a preference for a text, &amp; begin to give reasons</td>
<td>- Clearly express a preference for a text, &amp; begin to give reasons</td>
<td>- Offer simple opinions with some justification</td>
<td>- Offer simple opinions with justification</td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>- Provide personal response by drawing a picture</td>
<td>- Make a simple personal connection through words &amp; pictures</td>
<td>- Sometimes make simple concrete text-to-self connections</td>
<td>- Make simple concrete text-to-self &amp; text-to-text connections</td>
<td>- Make text-to-text &amp; text-to-world connections spontaneously</td>
</tr>
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</table>
**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:**

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<td><strong>SNAPSHOT</strong></td>
<td>The student can begin to recognize some letters, sounds, and words, and begin to make meaning of text.</td>
<td>The student can begin to use strategies to read and understand simple words and make personal connections to text.</td>
<td>The student can use some strategies to decode unfamiliar words and make basic connections to the world from text.</td>
<td>The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.</td>
<td>The student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.</td>
</tr>
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</table>
| **Strategies**             | • Begin to connect letters and words to print  
  *e.g.* Connects the letter “h” to the sound /h/  
  *e.g.* Recognizes some common words and sight words  
  *e.g.* Points to each word as it is spoken in “I like to swim”  
  *e.g.* Recognizes common words like “I”, “the”, “is”, “at”, “me”, “like”  
  *e.g.* Use pictures to help make meaning  
  *e.g.* Looks at a picture in a book to read a word (picture of a dog, the word is “dog”)  
  *e.g.* Read word-by-word with support  
  *e.g.* Reads “she… ran… out… the… d.oor…”  | • Identify initial and ending sounds in some words  
  *e.g.* Uses knowledge of the “s” letter and /s/ sound to predict the words “snake stares”  
  *e.g.* Use pictures to help make meaning  
  *e.g.* Looks at a picture in a book to read a word (picture of a dog, the word is “dog”)  
  *e.g.* Read word-by-word with support  
  *e.g.* Reads “she… ran… out… the… d.oor…”  | • Recognize some new words based on common word families and word roots  
  *e.g.* Uses knowledge of the words “lunch” and “dog” to read the words “punch” and “fog”  
  *e.g.* Use pictures to help make meaning  
  *e.g.* Looks at a picture in a book to read a word (picture of a dog, the word is “dog”)  
  *e.g.* Read word-by-word with support  
  *e.g.* Reads “she… ran… out… the… d.oor…”  | • Use a variety of strategies to read unfamiliar words  
  *e.g.* Divides the word “editorial” into “edit…or…ial” and uses knowledge of the word “edit” in order to read it  
  *e.g.* Use pictures to help make meaning  
  *e.g.* Looks at a picture in a book to read a word (picture of a dog, the word is “dog”)  
  *e.g.* Read word-by-word with support  
  *e.g.* Reads “she… ran… out… the… d.oor…”  | • Use a wide range of strategies to successfully read unfamiliar words and text  
  *e.g.* Predicts the unfamiliar word “collapses” in “The tower of blocks collapses when the baby pushes it.”  
  *e.g.* Use pictures to help make meaning  
  *e.g.* Looks at a picture in a book to read a word (picture of a dog, the word is “dog”)  
  *e.g.* Read word-by-word with support  
  *e.g.* Reads “she… ran… out… the… d.oor…”  |
| **Comprehension**          | • Recognize letters and words in everyday life  
  *e.g.* Recognizes the letters on an alphabet chart  
  *e.g.* Recognizes the word “stop”, having seen it on a stop sign  
  *e.g.* Use visuals to understand most of the meaning in text  
  *e.g.* Understands the main storyline of a story by following pictures  
  *e.g.* Show awareness of how books work  
  *e.g.* Opens a book from the correct side and knows to read from left to write on a page  
  *e.g.* Understand some common words and a few ‘content’ words  
  *e.g.* “wear”, “socks”, “yellow”, “dress”  
  *e.g.* Understand literal meaning of some simple text  
  *e.g.* Understands that “the trees were moving in the wind” means that the trees were visibly moving because it was windy  
  *e.g.* Retell a simple text to show understanding of main idea  
  *e.g.* Reads key words and puts pictures in order to show understanding of the life cycle of a butterfly  | • Understand many common and ‘content’ words  
  *e.g.* “light bulb”, “flat”, “temperature”  
  *e.g.* Understand the main idea in some short stories and non-fiction  
  *e.g.* Reads and understands the general storyline of a short story about bedtime  
  *e.g.* Begin to make simple inferences  
  *e.g.* Understands that “the moon looks very bright” means it is likely nighttime  | • Understand a range of words, including some words related to academic content  
  *e.g.* Understands that “bark” can mean ‘the sound a dog makes’, or ‘the skin of a tree’  
  *e.g.* Begin to read a variety of different types of text with understanding  
  *e.g.* Reads a one-page biography, understanding the different stages in a person’s life  
  *e.g.* Locate specific information in a text to demonstrate understanding  
  *e.g.* Scans a poem about ‘summer’ to find words that relate, such as “swimming”, “sun lotion”, “watermelon”  | • Understand a wide range of words, including some academic language  
  *e.g.* Understands ‘science’ words like “environment”, “conservation”, “prey”  
  *e.g.* Begin to recognize the purpose and features of a variety of text  
  *e.g.* Understands that a “Table of Contents” is to help the reader locate information and contains a list of headings summarizing content  |
**ELL Quick Scale: Primary (1-3) Reading (cont’d)**

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| **Response & Analysis** | • Express a like or dislike for a simple text  
  *e.g. Points to own hat that is red (favourite colour), in response to a sentence describing red and blue hats* | • Make a simple personal connection to text through words or pictures  
  *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* | • Begin to provide some reasons for personal connections to text  
  *e.g. Responds to a ‘talking animals’ story by describing when they talk to the animals in the woods outside their own home* | • Begin to provide reasons for opinions about text  
  *e.g. From a story about a large family, describes why they do not personally want ten siblings* | • Independently make connections with new text and the world, with some elaboration  
  *e.g. Describes how a text about the life cycle of a butterfly compares to another text about the life cycle of a frog* |
| **Connections**         |                                                                                |                                                                               |                                                                               |                                                                               |                                                                               |
| **Opinions & reactions**|                                                                                |                                                                               |                                                                               |                                                                               |                                                                               |