ELL Matrix: **Secondary (8-12) 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, familiar phrases, patterned sentences, context, shared experiences, or first language & culture to comprehend simple text on familiar topics	• Use strategies such as re-reading, predicting, & word recognition to read text on familiar topics	• Use predicting, inferencing, contextual clues, & word analysis to read unfamiliar text	• Use predicting, synthesizing, summarizing, drawing conclusions, contextual clues, & word analysis to read a variety of unfamiliar text	• Select from a variety of effective strategies to predict, interpret, & evaluate unfamiliar & complex text
• Decoding	• Decode high-frequency words	• Decode word families, consonant blends, & long & short vowel sounds	• Decode root words, prefixes, suffixes, & vowel digraphs	• Decode multi-syllable words & complex letter combinations	• Decode words with unique spelling patterns
• Fluency	• Read word-by-word with some phrasing	• Read with some phrasing, re-reading, sounding out words, pausing to refer to visuals, & substitution of unknown words with familiar words	• Read with more expression, attend to common punctuation, & make meaningful substitutions	• Read more consistently with expression, attend to most punctuation, & self-correct as needed	• Read fluently with intonation & expression, attend to all punctuation, & self-correct as needed

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Comprehension • Vocabulary	• Understand a few high-frequency & subject-specific words supported by context	• Understand some high frequency, subject-specific, & academic vocabulary supported by context	• Understand more vocabulary including familiar words with multiple meanings, & academic & subject-specific words	• Understand a range of vocabulary including academic & subject-specific words, & words with multiple meanings	• Understand a wide range of vocabulary including words with multiple meanings, connotations, idioms, & metaphors
• Main ideas & details	• Understand simple narrative & descriptive text containing common conjunctions • Understand text with simple sentences, containing support such as heading, captions, & pictures	• Understand ideas in simple explanations, & procedural text containing conjunctions, & time & sequence markers • Understand text with simple & compound sentences	• Understand ideas in related paragraphs connected by cohesive devices & transition words • Understand text with some complex sentences featuring a variety of different types of clauses	• Understand ideas in extended text connected by a range of cohesive devices & transition words • Understand text with a range of sentence structures that feature various types of phrases & clauses	• Understand a variety of genres of text containing a wide range of cohesive devices • Understand text with sophisticated sentence structures & grammatical forms such as embedded clauses, ellipses, & passive constructions
• Retelling & organizing information	• Identify some key events or ideas through drawing or labelling	• Describe some main events or ideas using key words, short phrases, or graphic organizers	• Describe main events or ideas & explain the relationship between them	• Describe & analyze main events or ideas with some insight	• Describe & analyze the relationships between main events or ideas with more depth & insight
• Locating & recording information	• Record limited information about familiar topics using a graphic organizer & word/ picture bank	• Make simple notes about familiar topics using a graphic organizer or a word bank	• Make simple, organized notes on a new topic using a familiar format	• Make accurate, organized notes using a logical format & an appropriate level of detail	• Make accurate, organized notes in own words using information from multiple sources
• Drawing inferences	• Make some 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 the literal references in short, simple patterned, & repetitive text on familiar topics	• Demonstrate comprehension of literal & sequenced text • Understand common social expressions in text on familiar topics	• Understand the difference between fact & opinion, cause & effect, & comparison & contrast with support • Understand explicit social & cultural references, & some simple literary techniques such as figurative language in a variety of text	• Understand supported opinions, & understand hypothetical & inferential passages • Understand implied meaning of some social references, cultural references	• Understand both explicit & implicit information • Comprehend most cultural references & a wide variety of literary techniques with or without context
• Knowledge of genres (structure & features)	• Understand the purpose & structure of a basic narrative or expository text on familiar topics	• Recognize the organization & some prominent features of basic genres such as narrative, recount, description, procedure & report	• Understand & identify the purpose & discriminating features associated with an increasing range of basic genres such as recounts, narratives, procedures, descriptions, sequential explanations, arguments, summaries	• Understand & identify the purpose & associated linguistic & structural features of an expanding range of factual & literary genres	• Understand & identify the link between the purpose, structure, & major language features of a wide range of genres in content areas such as biographical & historical recounts, arguments & debates, causal explanations, & some satire

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
Response & Analysis • Opinions & reactions • Connections (to other information, experiences, knowledge)	• Offer simple opinions & reactions • Make simple & obvious connections to self • Make simple connections to background knowledge with support	• Offer simple opinions or responses with some reasons • Make obvious connections to self or other texts • Make simple comparisons to background knowledge	• Express opinions with some rationale • Make logical connections to self or other texts supported by reasons • Support key ideas with background knowledge	• Provide reactions or judgments supported by reasons & examples • Make logical connections to own ideas, other texts, & themes • Make logical connections between new information & background knowledge	• Offer thoughtful reactions & judgments supported by reasoned arguments & well-chosen examples • Make insightful connections to own ideas, other texts, & themes • Consider new information in terms of background knowledge & articulate connections

ELL Quick Scale: **Secondary (8-12) 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 common words and phrases, and begin to make meaning of text.	The student can use a few strategies to read and understand simple text and make personal connections to text.	The student can use 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
	• Connect letters and words to print
	  e.g. Connects the letters "th" and "ine" to the corresponding sounds
	• Recognize and identify some common words and sight words
	  e.g. Recognizes high-frequency words like "day", "walk", "good", "happy", "health"
	• Use pictures to help make meaning
	  e.g. Looks at a picture of a flower and connects it to the word "flower"
	• Read word-by-word
	  e.g. Pauses momentarily between words in "the h...eart... pumps... bl... ood..."
		• Recognize some word families and word roots
		  e.g. "should", "would", "could"
		  e.g. "light", "lighter", "alight"
		• Use strategies such as re-reading and predicting
		  e.g. "That didn't make sense. I need to read it again."
		• Begin to read in meaningful phrases
		  e.g. "in-the-house", "on-the-table"
			• Use knowledge of root words to make meaning
			  e.g. "vary", "variable", "invariable", "variability"
			• Make meaningful substitutions
			  e.g. "The heart has many chambers and veins [valves]."
			• Read with some expression, paying attention to important words and common punctuation
			  e.g. Raises voice at end of a sentence with a question mark
				• Use context clues and knowledge of root words, prefixes and suffixes to make meaning of long words
				  e.g. "photosynthesis", "metamorphosis", "disintegration"
				  e.g. Uses context to read "thought" versus "though"
				• Read some complex letter combinations
				  e.g. "cough", "psychology", "miscellaneous"
				• Read with expression, and self-correct for meaning
				  e.g. "The heart has many chambers and veins... many chambers & valves."
					• Select from a wide range of strategies to successfully read unknown words
					  e.g. Having heard the word before, uses context clues to read "epitome"
					• Read long words and complex letter combinations
					  e.g. "Liaison", "bouquet", "glamour", "chateaux"
					• Read smoothly with expression
					  e.g. "The heart has many chambers and veins... valves [slight pause]. It pumps blood which carries oxygen to the cells and picks up carbon dioxide."

ASPECT	Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)

Comprehension
• Vocabulary
• Main ideas
• Genre
• Retelling
• Inferences
• Interpretations
	• Recognize words in everyday life
	   e.g. Understands key words on timetable or supplies list
	• Understand main idea of text with the support of visuals and background knowledge
	   e.g. Uses background knowledge and visuals to understand a text about the circulatory system in the body
	• Understand literal meaning of short, simple text
	   e.g. Understands the purpose of a simple text about the capitals of countries and continents
		• Begin to understand a variety of common words and 'content' words
		   e.g. "date", "glad", "purpose", "march"
		• Understand literal meaning of simple text
		   e.g. Understands the overall meaning of "Canada is the third biggest country and welcomes many immigrants."
		• Retell simple text to show understanding of main idea
		   e.g. "The polar bears in this story are losing their habitat because…"
		• Begin to make inferences
		   e.g. Understands that the sentence, "She saw what was on the table and her mouth began to water…" means she was probably hungry
			• Understand a variety of words, including some familiar words with several meanings
			   e.g. Understands words with different meanings such as "ground", "late", "draft", "chair"
			• Record and organize relevant information from text
			   e.g. "Scrutinize is a new word to me but in this text I think it means looking really closely."
			• Understand the purpose of some different types of text
			   e.g. Reads a one-page biography, understanding the passing of time and different stages in the person's life
				• Understand a range of complex words, including words with several meanings
				   e.g. Understands complex words with various meanings such as "reservation", "basin", "current"
				• Locate specific information in a text and take notes to demonstrate understanding
				   e.g. Scans an article about an earthquake to find science words related to geology
				• Understand some cultural references in text
				   e.g. "I am not a lumberjack, or a fur trader. And I do not live in an igloo."
				• Begin to distinguish the purpose and features of a variety of text
				   e.g. "This article is about nutrition and health. I think it will give me some ideas for a better diet."
					• Understand a wide range of words, including academic language
					   e.g. "sanction", "cobble", "slim/skinny"
					• Understand both explicit and implicit information
					   e.g. Understands both the explicit ("It was a stormy night.") and the implicit ("The trees swayed wildly and she got drenched.")
					• Understand a range of figurative language & cultural references in text
					   e.g. Understands that the sentence "There is a fork in the road…" could be a metaphor for a choice needing to be made
					• Distinguish the purpose and features of a wide range of different text
					   e.g. "The poem I read represents some of the main points of the chapter in our textbook."

Response & Analysis
• Connections
• Opinions & reactions
	• Make some personal connections to text
	   e.g. From an individual timetable, identifies similar courses in their home culture
	• Offer simple opinions and reactions to text with support
	   e.g. "Going on an airplane is faster than taking the bus."
		• Begin to give reasons for personal connections to text
		   e.g. Connects a short text about Aboriginal culture to personal experience with cultural diversity in their own community
		• Make simple connections to background knowledge
		   e.g. "Airplanes are transportation so cars and busses are transportation, too."
			• Make logical connections to self and other texts supported by some reasons
			   e.g. Shows how some lines in a classic play represent the power of love
			• Support key ideas with background knowledge
			   e.g. "If people stop driving cars and use transit, global warming can be slowed down. Then polar bears can survive."
				• Offer judgments and provide reasons for opinions about text
				   e.g. From reading a lab write up about an acoustics experiment, give reasons why they think the hypothesis is wrong
				• Make logical connections with background knowledge
				   e.g. "The group of kids in this story got lost. Someone should have looked up directions on their GPS before leaving…"
					• Make and support thoughtful connections with new texts, experiences, and the world
					   e.g. "The conflict in this book reminds me of conflicts in the world today. For example…"