

ELL Matrix: **Secondary (8-12) Reading**

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 <ul style="list-style-type: none"> • Word attack skills • Fluency 	<ul style="list-style-type: none"> • Connect letters and words to print • Recognize and identify some common words and sight words • Use pictures to help make meaning • Read word-by-word 	<ul style="list-style-type: none"> • Recognize some word families and word roots • Use strategies such as re-reading and predicting • Begin to read in meaningful phrases 	<ul style="list-style-type: none"> • Use knowledge of root words to make meaning • Make meaningful substitutions • Read with some expression, paying attention to important words and common punctuation 	<ul style="list-style-type: none"> • Use context clues and knowledge of root words, prefixes and suffixes to make meaning of long words • Read some complex letter combinations • Read with expression, and self-correct for meaning 	<ul style="list-style-type: none"> • Select from a wide range of strategies to successfully read unknown words • Read long words and complex letter combinations • Read smoothly with expression
Comprehension <ul style="list-style-type: none"> • Vocabulary • Main ideas • Genre • Retelling <ul style="list-style-type: none"> • Inferences • Interpretations 	<ul style="list-style-type: none"> • Recognize words in everyday life • Understand main idea of text with the support of visuals and background knowledge • Understand literal meaning of short, simple text 	<ul style="list-style-type: none"> • Begin to understand a variety of common words and 'content' words • Understand literal meaning of simple text • Retell simple text to show understanding of main idea • Begin to make inferences 	<ul style="list-style-type: none"> • Understand a variety of words, including some familiar words with several meanings • Record and organize relevant information from text • Understand the purpose of some different types of text 	<ul style="list-style-type: none"> • Understand a range of complex words, including words with several meanings • Locate specific information in a text and take notes to demonstrate understanding • Understand some cultural references in text • Begin to distinguish the purpose and features of a variety of text 	<ul style="list-style-type: none"> • Understand a wide range of words, including academic language • Understand both explicit and implicit information • Understand a range of figurative language & cultural references in text • Distinguish the purpose and features of a wide range of different text
Response & Analysis <ul style="list-style-type: none"> • Connections • Opinions & reactions 	<ul style="list-style-type: none"> • Make some personal connections to text • Offer simple opinions and reactions to text with support 	<ul style="list-style-type: none"> • Begin to give reasons for personal connections to text • Make simple connections to back- ground knowledge 	<ul style="list-style-type: none"> • Make logical connections to self and other texts supported by some reasons • Support key ideas with background knowledge 	<ul style="list-style-type: none"> • Offer judgments and provide reasons for opinions about text • Make logical connections with background knowledge 	<ul style="list-style-type: none"> • Make and support thoughtful connections with new texts, experiences, and the world