

READING

Fluency and Systematic Vocabulary Development

As the English learner recognizes and produces the sounds of English, the student is simultaneously building vocabulary. Learning new labels for concepts, objects, and actions is a key building block for the integration of the language. The pathways in the English-language development (ELD) standards lead to the achievement of fluent oral and silent reading. Those pathways are created by building vocabulary and are demonstrated through actions and spoken words, phrases, and sentences and by transferring this understanding to reading. The successful learning of a second language requires that the instruction of students be highly integrated to include all language skills and challenging activities that focus on subject-matter content (Brinton, Snow, and Wesche 1989). Therefore, at the higher proficiency levels, the student is asked to apply knowledge of vocabulary to literature and subject-matter texts and achieve an appropriate level of independent reading.

At the lower ELD proficiency levels, reading materials should be at the student's developmental level. Grade-level reading materials should be used with students working at the advanced level. In addition to demonstrating proficiency in the ELD standards, students at the advanced level must also demonstrate proficiency in the English–language arts standards at their own grade level and at all prior grade levels. To ensure each student's success, schools must offer instruction leading to proficiency in the language arts standards. Instruction must begin as early as possible within the framework of the ELD standards. To ensure that all English learners achieve proficiency in the language arts standards, teachers must concurrently use both documents: the English–language arts standards and the ELD standards.

Reading**Fluency and Systematic Vocabulary Development**

English-language arts strand	Beginning ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Vocabulary and Concept Development				Recognize simple affixes (e.g., <i>educate</i> , <i>education</i>), prefixes (e.g., <i>dislike</i>), synonyms (e.g., <i>big</i> , <i>large</i>), and antonyms (e.g., <i>hot</i> , <i>cold</i>).
	Read aloud simple words (e.g., nouns and adjectives) in stories or games. English–Language Arts Content Standards Kindergarten 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).	Read aloud simple words (e.g., nouns and adjectives) in stories or games.	Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.	Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses.
	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).	Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).
			Create a simple dictionary of words frequently used by the student.	Use an English dictionary to find the meaning of simple known vocabulary.
Vocabulary and Concept Development (<i>The standards are also addressed in “Listening and Speaking.”</i>)	Demonstrate comprehension of simple vocabulary with an appropriate action.	Demonstrate comprehension of simple vocabulary with an appropriate action.		
	Retell simple stories by using drawings, words, or phrases.	Retell simple stories by using drawings, words, or phrases.	Retell stories by using phrases and sentences.	
	Produce simple vocabulary (single words or short phrases) to communicate basic needs in	Produce simple vocabulary (single words or short phrases) to communicate basic needs in	Produce simple vocabulary (single words or short phrases) to communicate basic needs in	Produce simple vocabulary (single words or short phrases) to communicate basic needs in

	social and academic settings (e.g., locations, greetings, classroom objects).	social and academic settings (e.g., locations, greetings, classroom objects).	social and academic settings (e.g., locations, greetings, classroom objects).	social and academic settings (e.g., locations, greetings, classroom objects).
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Reading**Fluency and Systematic Vocabulary Development**

English-language arts strand	Early intermediate ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Vocabulary and Concept Development	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	Apply knowledge of content-related vocabulary to discussions and reading.	Use knowledge of literature and content areas to understand unknown words.	Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.
				Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts.
	Read simple vocabulary, phrases, and sentences independently.	Read simple vocabulary, phrases, and sentences independently.	Read simple paragraphs and passages independently.	Read simple paragraphs and passages independently.
				Recognize that some words have multiple meanings and apply this knowledge to texts.
	Read aloud an increasing number of English words.	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.		
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*
		Read aloud with some pacing, intonation, and expression one’s own writing of narrative and	Read aloud with appropriate pacing, intonation, and expression one’s own writing of narrative and	Read aloud with appropriate pacing, intonation, and expression one’s own writing of narrative and

		expository texts.	expository texts.	expository texts.
Vocabulary and Concept Development (cont.)			Use a standard dictionary to find the meaning of known vocabulary.	Use a standard dictionary to find the meaning of unknown vocabulary.
				Use appropriate connectors (e.g., first, then, after that, finally) to sequence written text.

*Teachers are to monitor English learners' acquisition of English and provide correction so that kindergarten students working at the advanced ELD level and students in all other grades working at the early advanced level will have internalized English-language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.

Reading**Fluency and Systematic Vocabulary Development**

English-language arts strand	Intermediate ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Vocabulary and Concept Development		Create a simple dictionary of frequently used words.	Use a standard dictionary to determine meanings of unknown words.	Use a standard dictionary to derive the meaning of unknown vocabulary.
		Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text.	Use knowledge of English morphemes, phonics, and syntax to decode text.	Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of those words.
			Recognize simple idioms, analogies, figures of speech (e.g., to “take a fall”), and metaphors in literature and texts in content areas.	Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*
	Use decoding skills to read more complex words independently. English–Language Arts Content Standards Grade One 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.		
	Vocabulary and Concept Development <i>(The standards are also addressed in</i>	Use more complex vocabulary and sentences to communicate	Use content-related vocabulary in discussions and reading.	Use decoding skills and knowledge of both academic and

"Listening and Speaking.")	needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).	Use content-related vocabulary in discussions and reading.	social vocabulary to read independently.	social vocabulary to read independently.
	<p>English–Language Arts Content Standards Kindergarten</p> <p>1.18 Describe common objects and events in both general and specific language.</p>			
	Apply knowledge of content-related vocabulary to discussions and reading.			
Vocabulary and Concept Development and Decoding and Word Recognition	Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove</i> , <i>jumping</i>).	Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak</i> , <i>speaker</i>).	Recognize that some words have multiple meanings.	Apply knowledge of text connectors to make inferences.

*Teachers are to monitor English learners' acquisition of English and provide correction so that kindergarten students working at the advanced ELD level and students in all other grades working at the early advanced level will have internalized English-language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.

Reading**Fluency and Systematic Vocabulary Development**

English-language arts strand	Early advanced ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Vocabulary and Concept Development		Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.
	Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games.	Recognize that some words have multiple meanings (e.g., <i>present/gift, present/time</i>) in literature and texts in content areas.	Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.	Recognize that some words have multiple meanings and apply this knowledge to understand texts.
	Use simple prefixes and suffixes when they are attached to known vocabulary. English–Language Arts Content Standards Grade Two 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-, un-, -ing, -ly</i>).	Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i>).		Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts.
		Use a standard dictionary to find the meaning of known vocabulary.	Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).
		Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas.		
	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.

		<p>Recognize some common idioms (e.g., “scared silly”) in discussions and reading.</p>	<p>Recognize idioms, analogies, and metaphors used in literature and texts in content areas.</p>	<p>Recognize idioms, analogies, and metaphors used in literature and texts in content areas.</p>
		<p>Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.</p>	<p>Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.</p>	<p>Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.</p>

Reading**Fluency and Systematic Vocabulary Development**

English-language arts strand	Advanced ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Vocabulary and Concept Development	Explain common antonyms and synonyms. English–Language Arts Content Standards Grade Two 1.7 Understand and explain common antonyms and synonyms.	Apply knowledge of common root words and affixes when they are attached to known vocabulary.		
	Recognize words that have multiple meanings in texts. English–Language Arts Content Standards Grade Two 1.10 Identify simple multiple-meaning words.	Recognize that some words have multiple meanings and apply this knowledge consistently.	Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.	Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.
	Apply knowledge of academic and social vocabulary to achieve independent reading. English–Language Arts Content Standards Grade Two 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	Apply knowledge of academic and social vocabulary to achieve independent reading.	Apply knowledge of academic and social vocabulary to achieve independent reading.	Apply knowledge of academic and social vocabulary to achieve independent reading.
		Use common idioms, some analogies, and metaphors in discussion and reading.	Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.	Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.
		Use a standard dictionary to	Use a standard dictionary to	Use a standard dictionary to

		determine the meaning of unknown words.	determine the meaning of unknown words.	determine the meaning of unknown words.
	Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.	Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.		
Decoding and Word Recognition	<p>English–Language Arts Content Standards Kindergarten</p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle).</p> <p>Grade One</p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words</p>			

	<p>and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>) and root words (e.g., <i>look</i>, <i>looked</i>, <i>looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite</i>, <i>-ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>Grade Two</p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p> <p>1.5 Identify and correctly use regular plurals (e.g., <i>-s</i>, <i>-es</i>, <i>-ies</i>) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>)</p>			
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