

READING**Reading Comprehension**

Reading comprehension and literary response and analysis are the two pathways of the ELD standards that lead to mastery of the academic content of the language arts standards. The English learner requires instruction in which listening, speaking, reading, and writing are presented in an integrated format. The ELD standards vary according to the grade level and the age of the student: early childhood (ages five to seven years), middle childhood (ages eight to ten years), and young adult (ages eleven to sixteen years). The speed of acquisition of academic language in English differs within those three groups (Collier 1992). Older children and adults, over the short term, proceed more quickly through the very early stages of syntactical and morphological development (Scarcella and Oxford 1992). Young children proceed less quickly, but in the long run they achieve higher levels of proficiency in a second language than do older children and adults. The influence of age is most evident with younger children who are able to learn a second language and speak that language with nativelike fluency and pronunciation (Selinker 1972). Younger children exhibit few of the inappropriate (e.g., phonological, syntactical, or morphological) forms of the second language that often are problematic for older children and adults and that require extensive remediation.

When English learners reach the advanced level of the ELD standards, they must also be able to demonstrate proficiency in the language arts standards for their current grade level and all prior grade levels. Students at the advanced level of the ELD standards must use grade-level texts; however, students working at lower levels should use reading materials appropriate for their developmental levels. To ensure that English learners become proficient in both the ELD and the language arts standards, teachers must use the two standards documents concurrently and provide instruction leading to proficiency in the language arts standards at a level no later than the inter-mediate level of the ELD standards.

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English-language arts substrand	Beginning ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Comprehension	Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).			
	Respond orally to stories read aloud, giving one- or two-word responses (e.g., “brown bear”) to factual comprehension questions.	Respond orally to stories read aloud, giving one- or two-word responses (e.g., “brown bear”) to factual comprehension questions.	Read simple text and orally respond to factual comprehension questions by using key words or phrases.	
	Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies).	Orally identify the relationship between simple text read aloud and one’s own experience by using key words and/or phrases.		
	Understand and follow simple one-step directions for classroom activities.	Understand and follow simple one-step directions for classroom activities.	Understand and follow simple multiple-step oral directions for classroom or work-related activities.	Understand and follow simple multiple-step oral directions for classroom or work-related activities.
Comprehension and Analysis of Grade-Level-Appropriate Text	Identify, using key words or pictures, the basic sequence of events in stories read aloud.	Identify, using key words or pictures, the basic sequence of events in stories read aloud.	Recognize categories of common informational materials (e.g., newspaper, brochure).	Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts.
		Identify, using key words and/or phrases, the main idea in a story read aloud.	Orally identify, using key words or phrases, the main ideas and some details of familiar texts.	Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochure) by using key words or phrases.

		Point out text features, such as the title, table of contents, and chapter headings.	Point out text features, such as the title, table of contents, and chapter headings.	Point out text features, such as the title, table of contents, and chapter headings.
Structural Features of Informational Materials			Use pictures, lists, charts, and tables found in informational materials, newspapers, and magazines to identify the factual components of compare-and-contrast patterns.	Identify the vocabulary, syntax, and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).
Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique			Orally identify examples of fact and opinion and cause and effect in simple texts.	

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English-language arts strand	Early intermediate ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Comprehension	Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.	Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”).	Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.	Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions.
	Draw and label pictures related to a story topic or one’s own experience.	Read and orally identify relationships between written text and one’s own experience by using simple sentences.		
	Understand and follow simple two-step directions for classroom activities.	Understand and follow simple two-step directions for classroom activities.	Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.	Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.
Comprehension and Analysis of Grade-Level-Appropriate Text	Orally identify, using key words or phrases, the basic sequence of events in text read aloud.	Orally identify, using simple sentences, the basic sequence of events in text that one reads.	Identify and orally explain categories of familiar informational materials by using simple sentences.	Orally identify the features of simple excerpts of public documents by using key words or phrases.
	Draw logical inferences from a story read aloud.	Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.	Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences.	Read and orally identify a few specific facts in simple expository text, such as consumer and workplace documents and content area text.
		Read and identify basic text features such as the title, table of contents, and chapter headings.		
Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique		Orally identify examples of fact and opinion in familiar texts read aloud.	Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.	

Structural Features of Informational Materials			Orally identify the factual components of simple informational materials by using key words or phrases.	In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).
				Read a consumer or workplace document in a group activity and present a brief oral report, demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product.

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English-language arts strand	Intermediate ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Comprehension and Analysis of Grade-Level-Appropriate Text	Read stories and respond orally in simple sentences to factual comprehension questions about the stories.	Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest”).	Read literature and respond orally to it by answering in detailed sentences factual comprehension questions.	In detailed sentences identify orally two to three examples of how clarity of text is affected by the repetition of important ideas and by syntax.
	While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.	Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.		Present a brief report that verifies and clarifies facts in two to three forms of expository text.
	Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.	Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details.	Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas.	Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas.
Comprehension	Write captions or phrases for drawings related to a story.	Read and use more detailed sentences to describe orally the relationships between text and one’s own experiences.		
	Understand and follow some multiple-step directions for classroom-related activities.	Understand and follow some multiple-step directions for classroom-related activities.	Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.	Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.
Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique		Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.		
				Listen to an

				excerpt from a brief political speech and give an oral critique of the author's evidence by using simple sentences.
Structural Features of Informational Materials			Identify and use detailed sentences to explain orally the differences among some categories of informational materials.	Read workplace documents and orally identify the structure and format (e.g., graphics and headers) and give one brief example of how the author uses the feature to achieve his or her purpose.
			Understand and orally identify the features and elements of common consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., magazines and books).	Read and use simple sentences to identify orally the features and the rhetorical devices of simple excerpts of public and workplace documents and content area texts.

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English-language arts strand	Early advanced ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Comprehension and Analysis of Grade-Level-Appropriate Text	Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text.	Describe the main ideas and supporting details of a text.	Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas.	Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas.
	Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.	Generate and respond to comprehension questions related to the text.		
	Write a brief summary (three or four complete sentences) of a story.	Describe relationships between the text and one's personal experience.		
Comprehension	Read and use basic text features, such as the title, table of contents, and chapter headings.	Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions.		
Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique	Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.	Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.		Analyze the structure and format of work-place documents and the way in which authors use structure and format to achieve their purposes.
		Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.		Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim (include a bibliography).
Structural Features of Informational Materials Structural		Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause	Identify and explain the differences between various categories of informational materials (e.g., textbooks,	Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.

		and effect.	newspapers, instructional materials).	
			Analyze a variety of rhetorical styles found in consumer (e.g., warranties, contracts, manuals) and informational materials (e.g., newspapers, magazines, and textbooks).	Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks).

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English-language arts strand	Advanced ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Comprehension and Analysis of Grade-Level-Appropriate Text	Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.	Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.	Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.	Apply knowledge of language to achieve comprehension of informational materials, literary text, and text in content areas.
Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique		Describe main ideas and supporting details, including supporting evidence.		
	Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.	Use text features, such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.	Analyze a variety of rhetorical styles, found in consumer (e.g., warranties, contracts) and informational materials (e.g., newspapers, magazines, signs, textbooks).	Analyze the features and rhetorical devices of different types of public documents and the way authors use those features and devices.
Structural Features of Informational Materials			Identify and analyze the differences between various categories of informational materials (textbooks, newspapers, instructional manuals, signs).	Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas.
		Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order, and cause		

		and effect.		
<p>Comprehension and Analysis of Grade-Level-Appropriate Text, Expository Critique, and Structural Features of Informational Materials</p>				<p>Prepare oral and written reports that evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence. Prepare a bibliography for the report.</p>
				<p>Prepare a brief research or synthesizing paper in a content area and analyze ideas from several sources to present a coherent argument or conclusion arranged in the proper format, including a bibliography.</p>
		<p>Distinguish fact from opinion and inference and cause from effect in text.</p>		