

READING

Word Analysis

For all students, developing skills in reading English begins with a solid understanding of the relationships between English sounds and letters—the relationships between the spoken and written language. For the English learner those concepts are first developed through the recognition and production of English sounds. Students need to learn first those sounds that exist and then those that do not exist in their first language. Students then are taught to transfer this knowledge to the printed language. As students develop knowledge of the correspondence between sounds and printed symbols, they also develop skills to deal with English morphemes (e.g., prefixes, suffixes, root words). Those word-analysis skills are some of the building blocks students need to develop fluency in English and literacy skills.

Native speakers of English are expected to recognize and produce all the English sounds by no later than first grade. This knowledge is then used in phonics instruction when children learn to match the English sounds with printed letters and use this knowledge to decode and encode words. English learners in kindergarten through grade two are to demonstrate proficiency in those English–language arts standards pertaining to phonemic awareness, concepts about print, and decoding standards appropriate for their grade levels by the time they reach the advanced level of the ELD standards.

Because the English–language arts standards are essential for all students learning to read in English, English learners in grades three through twelve should be proficient in those standards related to phonemic awareness, concepts about print, and decoding no later than at the early intermediate level. Except where it is necessary for instruction to use nonsense words for teaching and assessing students, such as in phonemic awareness and early decoding instruction, care should be taken to ensure that students work with vocabulary and concepts that are meaningful and understandable to them.

For kindergarten through grade two, the English–language arts standards pertaining to phonemic awareness, concepts about print, and decoding/word recognition have been incorporated into the ELD standards. Those language arts standards serve as signs of whether English learners are making appropriate progress toward becoming proficient readers. The ELD standards indicate the grade span in which students are to demonstrate proficiency, the language arts substrand, and the number of the targeted language arts standard. Nonreaders of any age must move through the same sequence of skills when learning to read. Therefore, the instructional sequence for kindergarten through grade two should be used as a guide for English-language development and reading instruction at all grade levels.

The instructional sequence for teaching phonemic awareness, concepts about print, and decoding skills is more specific in the kindergarten-through-grade-two span because the language arts standards for those grades focus primarily on developing literacy fluency. In grades three through twelve, students must greatly increase their content knowledge while learning English literacy skills. Older students with properly sequenced instruction may achieve literacy more rapidly than very young children do.

In the ELD standards pathways are provided that enable students of all ages to build literacy skills. The language arts standards for grades three through twelve have linking ELD standards in each grade span that are designed to help students achieve proficiency in their grade-level language arts standards by the time they reach the advanced level of the ELD standards. Students at the advanced level in ELD are expected to demonstrate proficiency in the language arts standards for their own grade and for all prior grades.

One reason for incorporating the language arts standards for kindergarten through grade two into the ELD standards is to clarify a point: Kindergarten and first-grade students at the advanced level in the ELD standards are also expected to be proficient in the language arts standards for their grade level. No limited-English-proficient student is expected to learn the language arts standards beyond his or her grade level.

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English-language arts strand	Beginning ELD level			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development	Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	Recognize and correctly pronounce most English phonemes while reading aloud.	Recognize and correctly pronounce most English phonemes while reading aloud.
Phonemic Awareness and Decoding and Word Recognition		Recognize sound/symbol relationships in one's own writing.	Recognize the most common English morphemes in phrases and simple sentences.	Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).

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English-language arts strand	Early intermediate ELD level			
	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development	Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English–Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/,/j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words.	While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., a in <i>cat</i> and final consonants).	Produce most English phonemes comprehensibly while reading aloud one’s own writing, simple sentences, or simple texts.	Produce most English phonemes comprehensibly while reading aloud one’s own writing, simple sentences, or simple texts.
	Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants). English–Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/,/j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words.			
		Recognize	Use common	Use common

		common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	English morphemes in oral and silent reading.	English morphemes in oral and silent reading.
			Recognize obvious cognates (e.g., <i>education, educaci3n; university, universidad</i>) in phrases, simple sentences, literature, and content area texts.	Recognize obvious cognates (e.g., <i>education, educaci3n; university, universidad</i>) in phrases, simple sentences, literature, and content area texts.
English-language arts substrand	Intermediate ELD level			
	Grades K–2	Grades 3-5	Grades 6-8	Grades 9-12
Phonemic Awareness	<p>Pronounce most English phonemes correctly while reading aloud.</p> <p>English–Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/,/j, d, j/).</p> <p>Grade One: Phonemic Awareness</p> <p>1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/ bite</i>).</p> <p>1.6 Create and say a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ =</p>	<p>Pronounce most English phonemes correctly while reading aloud.</p>		

	<i>splat; /r/i/ch/ = rich).</i>			
Decoding and Word Recognition	Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. English–Language Arts Content Standards Grade Two: Decoding and Word Recognition 1.4 Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>).	Use common English morphemes in oral and silent reading.	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
			Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas.	Identify cognates (e.g., <i>agonía, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas.
Concepts About Print	Recognize and name all uppercase and lowercase letters of the alphabet. English–Language Arts Content Standards Kindergarten 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. Grade One 1.1 Match spoken words to printed words. 1.3 Identify letters, words, and sentences.			

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English-language arts strand	Early advanced ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Phonemic Awareness and Decoding and Word Recognition	<p>Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p>English–Language Arts Content Standards Kindergarten: Phonemic Awareness 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and each syllable in a word. 1.13 Count the number of sounds in syllables and syllables in words.</p>	<p>Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., <i>remove</i>, <i>extend</i>).</p>
	<p>Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 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>). 1.3 Decode two-syllable nonsense words and regular multisyllable words.</p>			

	<p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>			
	<p>Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p>English–Language Arts Content Standards Kindergarten: Decoding and Word Recognition 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p>		<p>Distinguish between cognates and false cognates in literature and texts in content areas.</p>	<p>Distinguish between cognates and false cognates in literature and texts in content areas.</p>
	<p>Grade One: Decoding and Word Recognition 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. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>). 1.15 Read common word families (e.g., -ite, -ate). 1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>			

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English-language arts strand	Advanced ELD level			
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Decoding and Word Recognition	<p>Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <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 of words 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</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p>

	<p>compound words 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>			
			<p>Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.</p>	<p>Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.</p>