

# Example Teacher Strategies for Students at Different Proficiency Levels in **READING**



## Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> <li>Identify symbols, icons, and environmental print</li> <li>Connect print to visuals</li> <li>Match real-life familiar objects to labels</li> <li>Follow directions using diagrams or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Search for pictures associated with word patterns</li> <li>Identify and interpret pre-taught labeled diagrams</li> <li>Match voice to print by pointing to icons, letters, or illustrated words</li> <li>Sort words into word families</li> </ul>	<ul style="list-style-type: none"> <li>Make text-to-self connections with prompting</li> <li>Select titles to match a series of pictures</li> <li>Sort illustrated content words into categories</li> <li>Match phrases and sentences to pictures</li> </ul>	<ul style="list-style-type: none"> <li>Put words in order to form sentences</li> <li>Identify basic elements of fictional stories (e.g., title, setting, characters)</li> <li>Follow sentence-level directions</li> <li>Distinguish between general and specific language (e.g., flower v. rose) in context</li> </ul>	<ul style="list-style-type: none"> <li>Begin using features of non-fiction text to aid comprehension</li> <li>Use learning strategies (e.g., context clues)</li> <li>Identify main ideas</li> <li>Match figurative language to illustrations (e.g., "as big as a house")</li> </ul>	Write in grade-level Reading expectations below:

### Example Strategies to Support Student Learning

<b>Students:</b>	<b>Level 1 Entering: Range 0-1.9</b>	<ul style="list-style-type: none"> <li>➤ Concept maps visual and words L1 when available</li> <li>➤ Closed Sorts</li> <li>➤ Word picture banks</li> <li>➤ Word boxes</li> <li>➤ Read aloud/Think aloud</li> <li>➤ Picture walks</li> <li>➤ Shared Reading</li> <li>➤ Picture dictionary</li> </ul>
<b>Students:</b>	<b>Level 2 Beginning: Range 2-2.9</b>	<ul style="list-style-type: none"> <li>➤ Concept maps visual and words</li> <li>➤ Open and closed sorts</li> <li>➤ Cloze passages</li> <li>➤ Directed Reading</li> <li>➤ Read aloud/Think aloud</li> <li>➤ Picture walks</li> <li>➤ Always work to activate any prior knowledge</li> </ul>
<b>Students:</b>	<b>Level 3 Developing: Range 3-3.9</b>	<ul style="list-style-type: none"> <li>➤ Cloze Passages</li> <li>➤ Open sorts</li> <li>➤ Read aloud/Think aloud</li> <li>➤ Guided Reading</li> <li>➤ Graphic organizers for higher order thinking</li> </ul>

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<b>Students:</b> <b>Level 4 Expanding: Range 4-4.9</b>	<ul style="list-style-type: none"><li>➤ Guided reading</li><li>➤ Cloze reading</li><li>➤ Question Answer Relationship</li></ul>
<b>Students:</b> <b>Level 5 Bridging: Range 5-5.9</b>	<ul style="list-style-type: none"><li>➤ Guided reading on level</li><li>➤ Graphic organizers to highlight areas of confusion</li><li>➤ Prediction and Questioning</li></ul>
<b>Students:</b> <b>Level 6 Proficient on 6+</b>	<b>Students should be able to meet grade level expectations in this area</b>