

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



## Can Do Descriptors: Grade Level Cluster 3-5

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>Match icons or diagrams with words/concepts</li> <li>Identify cognates from first language, as applicable</li> <li>Make sound/symbol/word relations</li> <li>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</li> </ul>	<ul style="list-style-type: none"> <li>Identify facts and explicit messages from illustrated text</li> <li>Find changes to root words in context</li> <li>Identify elements of story grammar (e.g., characters, setting)</li> <li>Follow visually supported written directions (e.g., "Draw a star in the sky.")</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data from charts and graphs</li> <li>Identify main ideas and some details</li> <li>Sequence events in stories or content-based processes</li> <li>Use context clues and illustrations to determine meaning of words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales)</li> <li>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</li> <li>Find details that support main ideas</li> <li>Differentiate between fact and opinion in narrative and expository text</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from multiple related sources</li> <li>Answer analytical questions about grade-level text</li> <li>Identify, explain, and give examples of figures of speech</li> <li>Draw conclusions from explicit and implicit text at or near grade level</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 boxes/with visuals as needed</li> <li>➤ Read aloud/Think aloud</li> <li>➤ Picture walks</li> <li>➤ Shared Reading</li> <li>➤ Picture dictionary</li> <li>➤ Graphic organizers with visuals (t-charts, Venn Diagrams)</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> <li>➤ Phonics and phonemic awareness strategies</li> <li>➤ Language Experience Approach</li> </ul>

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<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> <li>➤ Jigsaw Reading</li> <li>➤ Directed Reading</li> </ul>
<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> <li>➤ Teach Text Backwards</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> <li>➤ Jigsaw Reading in all content areas</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>