

Washington State

English Language
Development

(ELD)

Reading Standards

Grades 3-5

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Introduction

Language is used and understood within a cultural context. A student learning English is also learning the culture of American schools. The cultural components of language need to be explicitly taught.

Students need to develop proficiencies including:

- Recognize and adjust behavior appropriately to nonverbal communication.
- Recognize body language norms among various cultures represented in the classroom.
- Determine the culturally appropriate distance to maintain while communicating with someone.
- Recognize and appropriately use formal and informal gestures and body language.
- Identify nonverbal cues that cause misunderstanding.

Language is used for different purposes ranging from informal, face-to-face communication to formal presentations to a large group. To communicate effectively, the speaker needs to adjust language used to the audience and purpose. This is known as Register. Register is on a continuum of language use ranging from formal to informal. Researchers of Language Acquisition have identified that Basic Interpersonal Communication Skills (BICS) take from 6 months to 2 years, typically. Cognitive Academic Language Proficiency, a more formal register, typically takes English Language Learners (ELLs) from 4 to 7 years to acquire at a level comparable to native English speakers. One of the most reliable indicators of success in acquiring English is the level of language development in the student's first language. A student with a highly developed first language may compress the above timeline.

WASHINGTON STATE ELD READING STANDARDS
Grades 3-5

EALR 1: The Student understands and uses different skills and strategies to read.

Component 1.1: Use word recognitions skills and strategies to read and comprehend text.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
1.1.1	<ul style="list-style-type: none"> Recognize and use English concepts of print (e.g., alphabet, upper/lower case, directionality, words v. sentence, punctuation, parts of book). 								
1.1.2	<ul style="list-style-type: none"> Recognize and produce English phonemes. 	1.1.2	<ul style="list-style-type: none"> Orally manipulate and segment simple known words by onset and rime. 	1.1.2	<ul style="list-style-type: none"> Orally segment and blend known multi-syllabic words. 				
1.1.2	<ul style="list-style-type: none"> Recognize, respond to, and produce rhyming words ending with phonemes the student already hears and produces. 	1.1.2	<ul style="list-style-type: none"> Use onset and rime in word families to decode known words. 	1.1.2	<ul style="list-style-type: none"> Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word. 				
1.1.2	<ul style="list-style-type: none"> Produce known words that begin with phonemes student already hears and produces. 	1.1.2	<ul style="list-style-type: none"> Segment and blend words containing 2-3 phonemes. 	1.1.2	<ul style="list-style-type: none"> Identify shared consonant and vowel sounds in known words. 				
		1.1.2	<ul style="list-style-type: none"> Identify syllables in known words. 						
		1.1.2	<ul style="list-style-type: none"> Identify common consonant and vowel sounds in known words. 						

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GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
1.1.3	<ul style="list-style-type: none"> Use gestures and single word responses to participate in a discussion of a story read aloud. 	1.1.2	<ul style="list-style-type: none"> Add, delete, and/or substitute one phoneme for another in initial and final positions to make a new word. 	1.1.3	<ul style="list-style-type: none"> Use simple sentences to participate in a discussion of a story listened to or read aloud. 	1.1.3	<ul style="list-style-type: none"> Participate in a discussion of a story listened to or read aloud. 		
		1.1.4	<ul style="list-style-type: none"> Use knowledge of phonics associated with known sounds to read familiar words. 	1.1.4	<ul style="list-style-type: none"> Decode words following patterns, word families, etc. 	1.1.4	<ul style="list-style-type: none"> Read words in context containing complex letter pattern/word families. 		
		1.1.4	<ul style="list-style-type: none"> Decode known words following common vowel patterns. 	1.1.4	<ul style="list-style-type: none"> Identify same sounds represented by different single letters or combinations of letters (e.g., fish, rough). 	1.1.4	<ul style="list-style-type: none"> Apply multi-syllabic decoding when reading words. 		
						1.1.4	<ul style="list-style-type: none"> Recognize that sounds are represented by different single letters and combinations of letters. 		

WASHINGTON STATE ELD READING STANDARDS
Grades 3-5

EALR 1: The Student understands and uses different skills and strategies to read.

Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.

Component 1.3: Build vocabulary through wide reading.

Component 1.4: Apply word recognition skills and strategies to read fluently.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
1.2.1	<ul style="list-style-type: none"> Use picture dictionary to find or confirm word meanings. 	1.2.1	<ul style="list-style-type: none"> Use glossary and picture dictionary to find or confirm word meaning. 	1.2.1	<ul style="list-style-type: none"> Use dictionary and glossary to find or confirm word meanings and parts of speech. 	1.2.1	<ul style="list-style-type: none"> Use dictionary, glossary, and thesaurus to find or confirm word meanings, parts of speech, synonyms and antonyms. 	1.2.1	<ul style="list-style-type: none"> Discuss use of dictionaries and thesauruses to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words.
1.2.2	<ul style="list-style-type: none"> Given pictures and illustrations, indicate word meaning. 	1.2.2	<ul style="list-style-type: none"> Demonstrate understanding of affixes and roots in familiar words. 	1.2.2	<ul style="list-style-type: none"> Re-read, read on, and ask for help to gain meaning of unknown words. 	1.2.2	<ul style="list-style-type: none"> Use word meaning strategies and affixes and roots to determine meaning of unknown words. 	1.2.2	<ul style="list-style-type: none"> Explain how to derive word meanings from knowledge of affixes and roots.
1.2.2	<ul style="list-style-type: none"> Identify pictures from written labels or identify text words or phrases from pictures. 	1.2.2	<ul style="list-style-type: none"> Apply word-meaning strategies in text (e.g., word structure, phonics, abbreviations, illustrations, prior knowledge and context). 			1.2.2	<ul style="list-style-type: none"> Use descriptive sentences to discuss prior knowledge, pictures, illustrations, context, and diagrams to clarify word meanings and concepts. 		

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Component 1.4: Apply word recognition skills and strategies to read fluently.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
1.3.1	<ul style="list-style-type: none"> Produce simple vocabulary in response to a read-aloud, including texts from a variety of cultures and communities. 	1.3.1	<ul style="list-style-type: none"> Use new vocabulary in simple sentences to discuss, prior knowledge, illustrations to predict and confirm word meaning and concepts from literary and informational texts. 	1.3.1	<ul style="list-style-type: none"> Include new vocabulary from text in descriptive sentences orally and in writing. 	1.3.1	<ul style="list-style-type: none"> Use new vocabulary in own oral and written communication. 	1.3.1	<ul style="list-style-type: none"> Integrate new vocabulary from text into written and oral communication across content areas.
		1.3.1	<ul style="list-style-type: none"> Use simple sentences to answer and ask questions and show understanding of new words. 						
1.3.2	<ul style="list-style-type: none"> Produce one-word responses to simple questions or a prompt. W 	1.3.2	<ul style="list-style-type: none"> Use words and/or phrases to participate in discussions of short, illustrated stories and show understanding of vocabulary. W 	1.3.2	<ul style="list-style-type: none"> Use descriptive sentences to discuss words and concepts across content areas. W 	1.3.2	<ul style="list-style-type: none"> Identify and define words and concepts across content areas. W 	1.3.2	<ul style="list-style-type: none"> Explain how some words have different meanings in different content areas (e.g., area in math and geography). W
1.3.2	<ul style="list-style-type: none"> Use a word or gesture to participate in a discussion or activity around content area concepts and vocabulary. W 			1.3.2	<ul style="list-style-type: none"> Identify familiar words with multiple meanings. W 	1.3.2	<ul style="list-style-type: none"> Identify words with different meanings in different content areas. W 		

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Component 1.4: Apply word recognition skills and strategies to read fluently.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
1.4.1	<ul style="list-style-type: none"> Recognize sight words. 	1.4.1	<ul style="list-style-type: none"> Read introduced sight words. 	1.4.1	<ul style="list-style-type: none"> Read introduced sight words. 	1.4.1	<ul style="list-style-type: none"> Use and read an increased number of sight words. 		
		1.4.1	<ul style="list-style-type: none"> Use simple sentences with introduced sight words. 						
				1.4.2	<ul style="list-style-type: none"> Read unpracticed text aloud at a target of 70-90 words correct per minute with comprehension. 	1.4.2	<ul style="list-style-type: none"> Read unpracticed text aloud at a target rate of 70-90 words correct per minute with comprehension. 	1.4.2	<ul style="list-style-type: none"> Read unpracticed text aloud at a target of 80-110 words correct per minute with comprehension.
				1.4.3	<ul style="list-style-type: none"> Adjust reading rate to match purpose. 	1.4.3	<ul style="list-style-type: none"> Adjust reading rate to match difficulty of text such as content area reading and for different purposes. 	1.4.3	<ul style="list-style-type: none"> Adjust reading rate to match difficulty of text and the purposes for reading (e.g., skimming for facts and scanning for key words).

WASHINGTON STATE ELD READING STANDARDS
Grades 3-5

EALR 2: The student understands the meaning of what is read.

Component 2.1: Demonstrate evidence of reading comprehension.

Component 2.2: Understand and apply knowledge of text components to comprehend text.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
2.1.1 2.1.6	<ul style="list-style-type: none"> Use one or two words, to participate in a discussion of meaning, answer questions, and complete a graphic organizer in response to story read aloud. 	2.1.1 2.1.6	<ul style="list-style-type: none"> Use words and/or phrases to discuss meaning while reading using context, looking back and reading ahead. 						
2.1.1 2.1.6	<ul style="list-style-type: none"> Use gestures or one-word responses to answer literal comprehension questions before, during, and after simple text read aloud. <i>Answer literal comprehension questions about short simple text sentences (i.e., active, positive, present tense, and statements with regular plurals.</i> 								
		2.1.1	<ul style="list-style-type: none"> Use words and/or phrases to answer questions before, during and after simple text read aloud. 	2.1.1	<ul style="list-style-type: none"> Use simple sentences to ask and answer questions about text. 	2.1.1	<ul style="list-style-type: none"> Use descriptive sentences to ask and answer questions based on literary and informational text. 	2.1.1	<ul style="list-style-type: none"> Use specialized vocabulary to ask and answer questions before, during, and after reading grade level

Italics indicate parallel items.

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Grades 3-5

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Component 2.1: Demonstrate evidence of reading comprehension.

Component 2.2: Understand and apply knowledge of text components to comprehend text.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
2.1.2	<ul style="list-style-type: none"> Draw pictures to represent images from simple text read aloud. 	2.1.2	<ul style="list-style-type: none"> Use words and/or phrases to verbally describe the mental images that occur from text read aloud. 	2.1.2	<ul style="list-style-type: none"> Use simple sentences to describe images from story in literary text. 	2.1.2	<ul style="list-style-type: none"> Draw and use descriptive sentences to depict mental images that occur while reading. 	2.1.1 cont.	<ul style="list-style-type: none"> text and articulate knowledge of questioning strategies used to locate answers.
2.1.3	<ul style="list-style-type: none"> Use one or two words to state main idea of text read aloud. W 	2.1.3	<ul style="list-style-type: none"> <i>Identify phrases and simple sentences that describe a picture or select a picture described by a phrase or simple sentences. W</i> 	2.1.3	<ul style="list-style-type: none"> Identify the main idea and details in text. W 	2.1.3	<ul style="list-style-type: none"> Identify the main idea and predict an idea or theme supported by text details. W 	2.1.3	<ul style="list-style-type: none"> Identify the main idea and details of grade level text and infer an idea or theme supported by textual details. W
		2.1.3	<ul style="list-style-type: none"> Use phrases to state main idea and discuss theme/message in text read aloud. W 			2.1.3	<ul style="list-style-type: none"> Use descriptive sentences to state the theme./message in a text. W 		

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Grades 3-5

EALR 2: The student understands the meaning of what is read.

Component 2.1: Demonstrate evidence of reading comprehension.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
2.1.4	<ul style="list-style-type: none"> Use gesture or words to participate in a discussion connecting self with characters, events and information from text read aloud. <i>(also 2.1.3)</i> W 	2.1.4	<ul style="list-style-type: none"> Use words and/or phrases to participate in a discussion connecting self to characters, events, and information from text read aloud. <i>(also 2.1.3)</i> W 	2.1.4	<ul style="list-style-type: none"> Use simple sentences in discussion or on a graphic organizer to connect prior experience and knowledge to characters, events, and information within a text. W 	2.1.4	<ul style="list-style-type: none"> Use descriptive sentences to connect current issues, prior knowledge and experience to characters, events, and information within a text. W 	2.1.4	<ul style="list-style-type: none"> Use appropriate graphic organizer to connect current issues, prior experience and knowledge to characters, events, and information across texts. W
2.1.5	<ul style="list-style-type: none"> Use gestures, pictures or one-word responses to predict what will happen based on pictures in text read aloud. W 	2.1.5	<ul style="list-style-type: none"> <i>Answer literal comprehension questions about simple text sentences including negatives, yes/no questions, simple past and future tenses, etc.</i> W 	2.1.5	<ul style="list-style-type: none"> <i>Answer both literal and inferential comprehension questions about text composed with irregular plurals, modals, common irregular verbs, prepositional phrases, etc.</i> W 	2.1.5	<ul style="list-style-type: none"> Use descriptive sentences to predict and infer using prior knowledge and information drawn from text. W 	2.1.5	<ul style="list-style-type: none"> <i>Answer literal and inferential comprehension questions about grade level text.</i> W
		2.1.5	<ul style="list-style-type: none"> Use words and/or phrases to predict what will happen based on literary or informational text read aloud. W 	2.1.5	<ul style="list-style-type: none"> Use simple sentences to predict and infer using prior knowledge and information drawn from text. W 	2.1.5	<ul style="list-style-type: none"> <i>Answer literal and inferential comprehension questions about text composed of complex sentences. Text may contain perfect tense, compounds, clauses or passive voice.</i> W 	2.1.5	<ul style="list-style-type: none"> Use descriptive sentences and specialized vocabulary to independently predict and infer using prior knowledge and information drawn from text. W

Component 2.2: Understand and apply knowledge of text components to comprehend text.

Italics indicate parallel items.

WASHINGTON STATE ELD READING STANDARDS
Grades 3-5

EALR 2: The student understands the meaning of what is read.

Component 2.1: Demonstrate evidence of reading comprehension.

Component 2.2: Understand and apply knowledge of text components to comprehend text.

WASHINGTON STATE ELD READING STANDARDS
Grades 3-5

EALR 2: The student understands the meaning of what is read.

Component 2.1: Demonstrate evidence of reading comprehension.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
2.2.1 2.2.3	<ul style="list-style-type: none"> Draw pictures to represent the sequence and story elements of simple literary text. W 	2.2.1 2.2.3	<ul style="list-style-type: none"> Use words and/or phrases to retell the sequence and identify story elements of simple literary text. W 	2.1.5	<ul style="list-style-type: none"> Infer an idea supported by text details. 	2.1.5	<ul style="list-style-type: none"> Identify the correct sequence and predict what will happen next in complex text. W 	2.1.6	<ul style="list-style-type: none"> Use descriptive sentences to identify and explain where and why comprehension was lost and use a comprehension repair strategy to regain meaning of text.
				2.1.6	<ul style="list-style-type: none"> Begin to use basic monitoring strategies to increase comprehension of text including picture cues and known words. 	2.1.6	<ul style="list-style-type: none"> Use basic monitoring strategies to increase comprehension of text (e.g., picture cues, known words, and note-taking). 	2.1.7	<ul style="list-style-type: none"> Use descriptive sentences and specialized vocabulary to summarize, state the theme/message, and identify the main idea and several supporting details in a text. <i>(also 2.1.3)</i> W
				2.1.7	<ul style="list-style-type: none"> Use simple sentences to summarize and/or state the main idea with supporting details and to discuss theme/message of a literary or informational text. <i>(also 2.1.3)</i> W 	2.1.7	<ul style="list-style-type: none"> Use descriptive sentences to complete teacher generated graphic organizer to organize information taken from text. W 		

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Grades 3-5

EALR 2: The student understands the meaning of what is read.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
		2.2.1 2.2.3	<ul style="list-style-type: none"> Indicate the correct sequence in text composed of simple sentences including negatives, yes/no questions, simple past and future tenses, etc. W 						
				2.2.1	<ul style="list-style-type: none"> Identify the correct sequence and predict what will happen next in text composed of sentences with modals, common irregular verbs, prepositional phrases, etc. (<i>also 2.1.5</i>) W 			2.2.1	<ul style="list-style-type: none"> Identify the correct sequence and predict what will happen next in grade level text. W
				2.2.1	<ul style="list-style-type: none"> Identify the correct sequence and predict what will happen next in simple text. (<i>also 2.1.5</i>) W 				
				2.2.2 2.2.3	<ul style="list-style-type: none"> Use simple sentences to explain organizational features (e.g., glossaries, tables of content, map keys, captions in text or electronic media). W 	2.2.2 2.2.3	<ul style="list-style-type: none"> Identify information from charts and graphs. W 		

Component 2.1: Demonstrate evidence of reading comprehension.

Component 2.2: Understand and apply knowledge of text components to comprehend text.

Italics indicate parallel items.

Federal Way Public Schools

WASHINGTON STATE ELD READING STANDARDS

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
2.2.2	<ul style="list-style-type: none"> Point to title, page numbers, table of contents and other text features. W 	2.2.2	<ul style="list-style-type: none"> Identify locations of title, page numbers, table of contents and other text features. W 			2.2.2	<ul style="list-style-type: none"> Use descriptive sentences to explain use of organizational features such as glossaries, tables of content, map keys, and captions in text or electronic media. W 	2.2.2 2.2.4	<ul style="list-style-type: none"> Use descriptive sentences to apply understanding of organizational features (e.g., glossaries, tables of content, map keys, captions in text or electronic media). W
						2.2.3	<ul style="list-style-type: none"> Use descriptive sentences to independently retell story in sequence and to identify the story elements. W 	2.2.3	<ul style="list-style-type: none"> Use descriptive sentences with specialized vocabulary to independently retell story in sequence and to identify the story elements. W

Grades 3-5

EALR 2: The student understands the meaning of what is read.

Component 2.1: Demonstrate evidence of reading comprehension.

Component 2.2: Understand and apply knowledge of text components to comprehend text.

Italics indicate parallel items.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
				2.2.4	<ul style="list-style-type: none"> Identify text written in simple listing and sequential order. 	2.2.4	<ul style="list-style-type: none"> Identify text written in simple listing, sequential order, description, and compare and contrast text structures. 	2.2.4	<ul style="list-style-type: none"> Identify text written in simple listing, sequential order, description, and compare and contrast text structures.

Federal Way Public Schools

WASHINGTON STATE ELD READING STANDARDS
Grades 3-5

EALR 2: The student understands the meaning of what is read.

Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

Italics indicate parallel items.

Federal Way Public Schools

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
2.3.1	<ul style="list-style-type: none"> Use gestures to indicate and draw pictures to represent cause and effect relationships and compare and contrast in simple short texts read aloud. W 	2.3.1	<ul style="list-style-type: none"> Use words and/or phrases to describe: <ul style="list-style-type: none"> familiar concepts cause and effect relationships compare and contrast within and/or between texts read aloud. W 	2.3.1	<ul style="list-style-type: none"> Answer cause/effect and comparison/contrast questions about written paragraph of text. W 	2.3.1	<ul style="list-style-type: none"> Answer cause/effect and comparison/contrast questions about extended written text. W 	2.3.1	<ul style="list-style-type: none"> Answer compare/contrast and cause/effect questions citing evidence from grade-level text. W
				2.3.1	<ul style="list-style-type: none"> Use simple sentences with text-based evidence to: <ul style="list-style-type: none"> describe cause and effect compare and contrast in text read aloud or independently W 	2.3.1	<ul style="list-style-type: none"> Use descriptive sentences and information from texts to describe cause and effect and compare and contrast in literary and informational texts. W 	2.3.1	<ul style="list-style-type: none"> Use specialized vocabulary and evidence from literary and informational text to describe similarities and differences and explain cause and affect relationships. W
2.3.2	<ul style="list-style-type: none"> Use a word, gesture, or drawing to group objects with common attributes. 	2.3.2	<ul style="list-style-type: none"> Use words or phrases to categorize elements in literary and informational text. 	2.3.2	<ul style="list-style-type: none"> Categorize objects according to common attributes. 	2.3.2	<ul style="list-style-type: none"> Locate information on a topic in the appropriate resource/s for a specific purpose. 	2.3.2	<ul style="list-style-type: none"> Use specialized vocabulary across content areas to explain how to locate information on a specific topic in the appropriate resource/s and how the information fits the topic.
		2.3.2	<ul style="list-style-type: none"> Use words or phrases to discuss information found in general reference materials (e.g., picture dictionary, dictionary, thesaurus). W 	2.3.2	<ul style="list-style-type: none"> Distinguish between fantasy/reality and fact/opinion in short text. W (<i>also 2.2.4</i>) 				

WASHINGTON STATE ELD READING STANDARDS

Grades 3-5

EALR 2: The student understands the meaning of what is read.

Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

Italics indicate parallel items.
Federal Way Public Schools

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
2.3.3	<ul style="list-style-type: none"> Match groups of familiar objects with common attributes. W 	2.3.3	<ul style="list-style-type: none"> Use words or phrases to identify the simplest forms of literary devices (e.g., simile, metaphors, and alliteration). W 	2.3.2	<ul style="list-style-type: none"> Locate information in adapted general reference materials (e.g., picture dictionaries, dictionary, thesaurus). 	2.3.3	<ul style="list-style-type: none"> Demonstrate understanding of literary idioms used in extended text. W 	2.3.3	<ul style="list-style-type: none"> Identify literary devices in grade level text. W
		2.3.4	<ul style="list-style-type: none"> Use simple note-taking skills to begin to synthesize information from a variety of sources. 	2.3.2	<ul style="list-style-type: none"> Use simple sentences to discuss information found in general reference materials (e.g., dictionary, encyclopedia, thesaurus). 	2.3.3	<ul style="list-style-type: none"> Use descriptive sentences to identify literary devices (e.g., personification, imagery, dialogue, and alliteration) within a text. W 	2.3.3	<ul style="list-style-type: none"> Use specialized vocabulary to explain use of literary devices (e.g., metaphor, simile, humor, exaggeration and idioms). W
				2.3.3	<ul style="list-style-type: none"> Indicate understanding of common idioms (e.g., catch the bus, keep up, drop in). W 	2.3.3			
				2.3.3	<ul style="list-style-type: none"> Use simple sentences to identify literary devices within a text (e.g., dialogue and alliteration). W 	2.3.3			

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EALR 2: The student understands the meaning of what is read.

Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

Italics indicate parallel items.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
		2.4.1	<ul style="list-style-type: none"> Use words or phrases to make generalizations and draw supported conclusions from text. W 	2.4.1	<ul style="list-style-type: none"> Use simple sentences to make generalizations and draw supported conclusions from text. W 	2.4.1	<ul style="list-style-type: none"> Use descriptive sentences to draw conclusions, make generalizations, and explain how to solve problems using information from a text. W 	2.4.1	<ul style="list-style-type: none"> Identify facts/opinions, draw conclusions, make generalizations and inferences from grade-level text. W
		2.4.2	<ul style="list-style-type: none"> Use words or phrases to identify the author’s use of word choice. W 	2.4.2	<ul style="list-style-type: none"> Use simple sentences to identify facts that support the author’s word choice, purpose, tone, and use of persuasive devices. W 	2.4.2	<ul style="list-style-type: none"> Use descriptive sentences to identify and explain the author’s use of word choice, sentence structure and length, and tone. W 	2.4.1 2.4.3 2.4.5	<ul style="list-style-type: none"> Use specialized vocabulary to: <ul style="list-style-type: none"> identify facts and opinions draw conclusions make generalizations explain how to solve problems using information from texts W
								2.4.2	<ul style="list-style-type: none"> Identify effect of author’s word choice, syntax, and tone. W

WASHINGTON STATE ELD READING STANDARDS
Grades 3-5

EALR 2: The student understands the meaning of what is read.

Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.

Italics indicate parallel items.
Federal Way Public Schools

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
		2.4.3	<ul style="list-style-type: none"> • <i>Distinguish between fantasy/reality and fact/opinion in text composed of phrases or simple sentences. (also 2.3.1) W</i> 	2.4.3	<ul style="list-style-type: none"> • Use simple sentences to distinguish between: <ul style="list-style-type: none"> ▫ fantasy and reality in literary text ▫ fact and opinion <i>(also 2.3.1) W</i> 	2.4.3	<ul style="list-style-type: none"> • Identify the author’s purpose and answer fantasy/reality and fact/opinion questions about extended text. W <i>(also 2.3.1)</i> 	2.4.2 2.4.4 2.4.7	<ul style="list-style-type: none"> • Use specialized vocabulary to identify, explain, and cite examples of the author’s use of: <ul style="list-style-type: none"> ▫ word choice ▫ sentence structure and length ▫ tone ▫ persuasive devices ▫ propaganda techniques ▫ point of view ▫ beliefs and assumptions W
						2.4.3	<ul style="list-style-type: none"> • Use descriptive sentences to explain use of persuasive devices, propaganda techniques, and point of view. W 	2.4.3	<ul style="list-style-type: none"> • Explain difference between facts and opinions. W

WASHINGTON STATE ELD READING STANDARDS
Grades 3-5

EALR 3: The student reads materials for a variety of purposes.

Component 3.1: Read to learn new information.

Component 3.2: Read to perform a task.

Component: 3.3: Read for career applications.

Italics indicate parallel items.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
3.1.1	<ul style="list-style-type: none"> Follow simple text directions composed of pictures, single words, or phrases to perform a task. 	3.1.1	<ul style="list-style-type: none"> Follow simple written directions to perform a task. 	3.1.1	<ul style="list-style-type: none"> Follow multi-step directions composed of simple sentences to perform a task. 	3.1.1	<ul style="list-style-type: none"> Use descriptive sentences to retell multi-step directions from text or oral prompt. 		
3.2.1	<ul style="list-style-type: none"> Match printed word with common school item. Use word, gesture, or drawing to demonstrate comprehension of environmental print (e.g., school signs and labels in classroom). 	3.2.1	<ul style="list-style-type: none"> Match simple sentences to demonstrate comprehension of environmental print (e.g., school signs, labels in classroom). 	3.2.1	<ul style="list-style-type: none"> Use simple sentences to demonstrate comprehension of environmental print (e.g., school signs, labels, street signs). 	3.2.1	<ul style="list-style-type: none"> Use descriptive sentences to demonstrate comprehension of environmental print (e.g., school signs and labels in classroom). 		
		3.2.2	<ul style="list-style-type: none"> Use words and/or phrases to identify functional documents (e.g., letters, forms, and menus). 	3.2.2	<ul style="list-style-type: none"> Use simple sentences to discuss the use of functional documents that are used in a school setting (e.g., bus schedules, lunch menus). 			3.2.2	<ul style="list-style-type: none"> Use specialized vocabulary to locate and use functional grade-level documents related to hobbies and interests.

WASHINGTON STATE ELD READING STANDARDS
Grades 3-5

EALR 3: The student reads materials for a variety of purposes.

Component 3.1: Read to learn new information.

Component 3.2: Read to perform a task.

Component: 3.3: Read for career applications.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
						3.3.1	<ul style="list-style-type: none"> Read and use functional documents that are used in a school setting. 	3.3.1	<ul style="list-style-type: none"> Follow multi-step directions from grade-level text to perform a task at school and home.
								3.3.1	<ul style="list-style-type: none"> Use specialized vocabulary to explain multi-step directions to perform a task at school and home.

Italics indicate parallel items.

WASHINGTON STATE ELD READING STANDARDS
Grades 3-5

EALR 3: The student reads materials for a variety of purposes.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
3.4.2	<ul style="list-style-type: none"> Use drawings, word, or gesture to respond to or distinguish between two genres (e.g., fiction and nonfiction). 	3.4.2	<ul style="list-style-type: none"> Use words or phrases to distinguish between two genres (e.g., simple narrative and fairy tale). 	3.4.1	<ul style="list-style-type: none"> Use simple sentences to identify and discuss the culture and/or traditions described in a piece of literature. 	3.4.1	<ul style="list-style-type: none"> Use descriptive sentences to identify and discuss the culture and/or traditions described in a piece of literature. 	3.4.1	<ul style="list-style-type: none"> Identify and discuss the culture an/or traditions described in a piece of literature.
				3.4.2	<ul style="list-style-type: none"> Use simple sentences to respond to and distinguish among a variety of genres. 	3.4.2	<ul style="list-style-type: none"> Use descriptive sentences to discuss literature written in a variety of genres. 	3.4.2	<ul style="list-style-type: none"> Use specialized vocabulary to examine and explain the characteristics of genres.
						3.4.2	<ul style="list-style-type: none"> Use descriptive sentences to compare/contrast the culture and/or traditions described in a piece of literature with that of the reader. 	3.4.2	<ul style="list-style-type: none"> Use specialized vocabulary to compare and contrast cultures and traditions from a variety of literature.

Component 3.4: Read for literary/narrative experience in a variety of genres.

Italics indicate parallel items.

WASHINGTON STATE ELD READING STANDARDS
Grades 3-5

EALR 4: The student sets goals and evaluates progress to improve reading.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
4.2.1	<ul style="list-style-type: none"> Use word, phrase or gesture to indicate preference for certain books read aloud. 	4.1.1	<ul style="list-style-type: none"> Use words and/or phrases to explain what good readers do. 	4.1.1	<ul style="list-style-type: none"> Use simple sentences to explain what good readers do. 	4.1.1	<ul style="list-style-type: none"> Use descriptive sentences to explain what good readers do. 	4.1.2	<ul style="list-style-type: none"> Set reading goals, create a plan, and record progress on a chart of graphic organizer.
		4.1.2	<ul style="list-style-type: none"> Set instructional level reading goals with teacher. 	4.1.2	<ul style="list-style-type: none"> Set goals to learn basic English phonemes, rules, and sight words and track progress through use of word banks, charts, and logs. 	4.1.2	<ul style="list-style-type: none"> Use descriptive sentences to set reading goals and track progress through use of charts, rubrics and reading logs. 		
		4.2.1	<ul style="list-style-type: none"> Use words and/or phrases to discuss favorite authors and texts read aloud. 	4.2.1	<ul style="list-style-type: none"> Use simple sentences to indicate preference and recommend books to other students. 	4.2.1	<ul style="list-style-type: none"> Use descriptive sentences to discuss and share favorite authors, texts, genres, and common reading experiences. 	4.2.1	<ul style="list-style-type: none"> Use specialized vocabulary to discuss and share favorite authors, texts, genres, and common reading experiences.
						4.2.1	<ul style="list-style-type: none"> Develop a list of favorite authors and books. 	4.2.1	<ul style="list-style-type: none"> Use specialized vocabulary to participate in book talks.
						4.2.1	<ul style="list-style-type: none"> Use descriptive sentences to participate in guided book talks. 		

Component 4.1: Assess reading strengths and need for improvement.

Component 4.2: Develop interests and share reading experiences.