

Washington State

English Language
Development
(ELD)
Reading Standards

Grades K-2

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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 K-2

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 English phonemes that correspond to phonemes student already hears and produces. 	1.1.2	<ul style="list-style-type: none"> Recognize 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"> Add, delete, 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"> Recognize and respond to rhyming words ending with phonemes the student already hears and produces. 	1.1.2	<ul style="list-style-type: none"> Produce and respond to rhyming words ending with phonemes students already hear and produce. 	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"> Add, delete, and/or substitute one phoneme for another in initial 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"> Orally identify syllables in known words. 				
				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"> Use on-set and rime in word families to decode known words. 				

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Grades K-2

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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
1.1.3	<ul style="list-style-type: none"> Use gestures and single word responses to participate in a discussion of a story read aloud. 	1.1.3	<ul style="list-style-type: none"> Use words and/or phrases to participate in a discussion of a story read aloud. 	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. 	1.1.4	<ul style="list-style-type: none"> 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 known words following common vowel patterns. 	1.1.4	<ul style="list-style-type: none"> Use knowledge of phonics to read familiar words. 	1.1.4	<ul style="list-style-type: none"> Use knowledge of phonics to read unfamiliar words.
				1.1.4	<ul style="list-style-type: none"> Recognize that sounds are represented by different single letters and combinations of letters (e.g., fish and rough). 		<ul style="list-style-type: none"> Decode words following patterns, word families, etc. 	1.1.4	<ul style="list-style-type: none"> Read words containing complex letter patterns/word families.
								1.1.4	<ul style="list-style-type: none"> Apply multi-syllabic decoding when reading two and three syllable words.

Italics indicate parallel items.

WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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 a picture dictionary to demonstrate understanding of the meaning of new words. 	1.2.1	<ul style="list-style-type: none"> Use pictures to gain meaning of new words. 	1.2.1	<ul style="list-style-type: none"> Use beginning dictionaries to locate the meaning of new words. 	1.2.1	<ul style="list-style-type: none"> Use a variety of simple resources to determine new word meanings. 	1.2.1	<ul style="list-style-type: none"> Use a variety of simple resources to determine new word meanings.
1.2.2	<ul style="list-style-type: none"> Use pictures to gain meaning of new words from text read aloud. 			1.2.2	<ul style="list-style-type: none"> Use pictures and letter clusters of unknown words to gain meaning of words. 	1.2.2	<ul style="list-style-type: none"> Use prefixes and suffixes to determine the meaning of unknown words. 	1.2.2	<ul style="list-style-type: none"> Use simple inflectional endings to determine the meaning of unknown words.
1.2.2	<ul style="list-style-type: none"> Identify pictures from written labels or identify text words from pictures. 								
1.3.1	<ul style="list-style-type: none"> Produce simple vocabulary in response to read-aloud from a variety of cultures and communities. 	1.3.1	<ul style="list-style-type: none"> Use new vocabulary in simple sentences to discuss stories read aloud, including literary and informational texts. 	1.3.1	<ul style="list-style-type: none"> Increase oral and reading vocabulary by listening to and reading a variety of texts. 	1.3.1	<ul style="list-style-type: none"> Use new vocabulary in oral and written communication. 	1.3.1	<ul style="list-style-type: none"> Integrate new vocabulary from text into written and oral communication.
		1.3.1	<ul style="list-style-type: none"> Use simple sentences to answer and ask questions and show understanding of new words. 						

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WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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
1.3.2	<ul style="list-style-type: none"> Produce one-word responses to simple questions or a prompt. 	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. 	1.3.2	<ul style="list-style-type: none"> Use descriptive sentences to discuss stories read aloud/independently.. 	1.3.2	<ul style="list-style-type: none"> Use new vocabulary to explain and describe stories read aloud and independently. 	1.3.2	<ul style="list-style-type: none"> Participate orally in discussions using academic content vocabulary by generating and answering questions, contributing, explaining and making comparisons.
1.3.2	<ul style="list-style-type: none"> Use gestures to participate in discussions of short, illustrated stories and show understanding of vocabulary. 								
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"> Begin to use natural speech patterns and punctuation to read fluently. 	1.4.2	<ul style="list-style-type: none"> Use natural speech patterns and punctuation to read fluently.
								1.4.3	<ul style="list-style-type: none"> Use and adjust rate based on type of text that is being read and begin to build toward grade level rate.

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WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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 gestures and single word responses to participate in a discussion of a story read aloud. 	2.1.1 2.1.6	<ul style="list-style-type: none"> Use words and/or phrases to participate in a discussion of a story read aloud. 						
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. 								
2.1.1 2.1.6	<ul style="list-style-type: none"> <i>Answer literal comprehension questions about pictures or phrases.</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 before, during, and after text read aloud/shared. 	2.1.1	<ul style="list-style-type: none"> Use descriptive sentences to ask and answer questions before, during, and after text read aloud/shared. 	2.1.1	<ul style="list-style-type: none"> Use specialized vocabulary to ask and answer questions before, during, and after text read aloud/shared.

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WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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
2.1.2	<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 and draw pictures to represent images from story read aloud and/or shared reading. 	2.1.2	<ul style="list-style-type: none"> Use simple sentences to describe, draw, and label images from story read aloud/shared. 	2.1.2	<ul style="list-style-type: none"> Draw and use descriptive sentences to depict mental images that occur while reading. 		
		2.1.3	<ul style="list-style-type: none"> <i>Identify phrases that describe a picture or select a picture described by a phrase.</i> W 	2.1.3	<ul style="list-style-type: none"> Identify the main idea and details in simple text. W 	2.1.3	<ul style="list-style-type: none"> Identify the main idea and details in simple text. W 	2.1.3	<ul style="list-style-type: none"> Use specialized vocabulary to state the main idea and important details of grade level text. W
						2.1.3	<ul style="list-style-type: none"> Use descriptive sentences to state the main idea and important details of text using specific story vocabulary. W 		
2.1.4	<ul style="list-style-type: none"> Draw picture to connect prior knowledge or experience to story read aloud. 	2.1.4	<ul style="list-style-type: none"> Use words and/or phrases to connect prior knowledge or experience to story read aloud/shared. 	2.1.4	<ul style="list-style-type: none"> Use simple sentences to connect prior knowledge or experience to a simple story. 	2.1.4	<ul style="list-style-type: none"> Use descriptive sentences to connect and express own experience to a prompt taken from a story to be read aloud. 	2.1.4	<ul style="list-style-type: none"> Complete simple graphic organizers to comprehend text, organize ideas, and independently activate prior to knowledge.

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WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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
2.1.5	<ul style="list-style-type: none"> Use gestures, pictures or one-word responses to predict what will happen based on pictures in story read aloud. 	2.1.5	<ul style="list-style-type: none"> <i>Answer literal comprehension questions about simple sentences, (i.e., active, positive, present tense, statements with regular plurals).</i> 	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> 	2.1.5	<ul style="list-style-type: none"> Predict, confirm, and infer based on simple text. 	2.1.5	<ul style="list-style-type: none"> <i>Answer literal and inferential comprehension questions about grade level text.</i>
		2.1.5	<ul style="list-style-type: none"> Use words and/or phrases to predict what will happen based on pictures in text aloud. 	2.1.5	<ul style="list-style-type: none"> Use simple sentences to make inferences about main character and to predict action during the reading process in story read aloud/shared. 	2.1.5	<ul style="list-style-type: none"> Respond to literal comprehension questions about text composed of sentences with irregular plurals, common irregular verbs, prepositional phrases, etc. 	2.1.5	<ul style="list-style-type: none"> Use specialized vocabulary to make inferences using prior knowledge, predictions and text features.
		2.1.5	<ul style="list-style-type: none"> <i>Indicate what will happen next in text composed of simple sentences (i.e., active, positive, present tense statements).</i> 			2.1.5	<ul style="list-style-type: none"> Use descriptive sentences to predict, confirm, and infer based on pictures in story read aloud or during the reading process. 		
				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 including picture cues and known words and begin to use rereading as a monitoring strategy while reading. 	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.

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WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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
2.2.1 2.2.3	<ul style="list-style-type: none"> Draw pictures to represent the sequence and story elements of simple literary text. 	2.2.1 2.2.3	<ul style="list-style-type: none"> Indicate the correct sequence in text composed of simple sentences (i.e., active, positive, present tense statements). 	2.1.7	<ul style="list-style-type: none"> Use simple sentences to state main idea and important details of simple literary and informational text. 	2.1.7	<ul style="list-style-type: none"> Use descriptive sentences to complete teacher generated graphic organizer to organize information taken from text. 		
		2.2.1 2.2.3	<ul style="list-style-type: none"> <i>Use words and/or phrases to verbally describe or draw pictures to represent the sequence and story elements of simple literary text.</i> 	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> 			2.2.1	<ul style="list-style-type: none"> Identify the correct sequence and indicate what will happen next in grade level text.

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WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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
				2.2.1	<ul style="list-style-type: none"> Use simple sentences to retell story in sequence and to identify story elements. <i>(also 2.1.5)</i> 				
				2.2.2 2.2.3	<ul style="list-style-type: none"> Identify information orally from graphs and charts and use simple sentences to identify location of title, page numbers, table of contents and other text features. 	2.2.2 2.2.3	<ul style="list-style-type: none"> Identify information in simple sentences from charts and graphs. 		
2.2.2	<ul style="list-style-type: none"> Point to title, page numbers, table of contents and other text features. 	2.2.2	<ul style="list-style-type: none"> Identify locations of title, page numbers, table of contents and other text features. 					2.2.2 2.2.4	<ul style="list-style-type: none"> Apply and interpret information orally from charts and graphs across the content areas.

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WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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
						2.2.3	<ul style="list-style-type: none"> Use specific story vocabulary to describe and explain story elements while retelling a story in sequence. 	2.2.3	<ul style="list-style-type: none"> Analyze and apply knowledge of story elements when retelling a grade level text using specialized vocabulary from the text.
						2.2.4	<ul style="list-style-type: none"> Identify text written in sequential order. 	2.2.4	<ul style="list-style-type: none"> Identify text written in simple listing and sequential order.

Italics indicate parallel items.

WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
2.3.1	<ul style="list-style-type: none"> Draw pictures to represent similarities in settings and common information in stories read aloud. 	2.3.1	<ul style="list-style-type: none"> Answer questions about settings and basic information from pictures. 	2.3.1	<ul style="list-style-type: none"> Use simple sentences to identify similarities and differences in settings and common information in text read aloud. 	2.3.1	<ul style="list-style-type: none"> Answer compare/contrast and cause/effect questions about written text. 	2.3.1	<ul style="list-style-type: none"> Describe and explain similarities and differences in settings, characters, and events of stories read aloud or in text.
		2.3.1	<ul style="list-style-type: none"> Use phrases to identify similarities in characters and settings and common information found in text read aloud. 	2.3.1	<ul style="list-style-type: none"> Answer questions about settings and common information from text consisting of simple sentences. 	2.3.1	<ul style="list-style-type: none"> Use descriptive sentences to identify similarities and differences in settings, characters, and events of stories read aloud. 		
2.3.2	<ul style="list-style-type: none"> Draw and sort pictures to group objects with common attributes. 	2.3.2	<ul style="list-style-type: none"> Name and categorize objects according to common attributes. 	2.3.2	<ul style="list-style-type: none"> Categorize objects according to common attributes. 	2.3.2	<ul style="list-style-type: none"> Use descriptive sentences to describe multiple common attributes of a sorted group of objects. 		
		2.3.2	<ul style="list-style-type: none"> Use words and/or phrases to label objects grouped by common attributes or to complete teacher generated graphic organizer. 	2.3.2	<ul style="list-style-type: none"> Use simple sentences to identify the common attribute of a group of objects, characters, or ideas. 				
				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). 				

Italics indicate parallel items.

WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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.

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. 			2.3.3	<ul style="list-style-type: none"> Indicate understanding of common idioms (e.g., catch the bus, keep up, drop in). 	2.3.3	<ul style="list-style-type: none"> Demonstrate understanding of common idioms. 	2.3.3	<ul style="list-style-type: none"> Identify literary devices in grade level text.
		2.3.4	<ul style="list-style-type: none"> Use simple note-taking skills to begin to synthesize information from a variety of sources. 	2.3.3	<ul style="list-style-type: none"> Use simple sentences to identify literary devices within a text (e.g., dialogue and alliteration). 	2.3.3	<ul style="list-style-type: none"> Identify literary devices in text. 		
		2.4.1	<ul style="list-style-type: none"> Use words or phrases to make generalizations and draw supported conclusions from text. 	2.4.1	<ul style="list-style-type: none"> Use simple sentences to make generalizations and draw supported conclusions from text. 	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. 		

Italics indicate parallel items.

WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
				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. 	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. 	2.4.2	<ul style="list-style-type: none"> • Explain the purposes for different commonly printed materials and compare and contrast different types of text.
				2.4.3	<ul style="list-style-type: none"> □ Use simple sentences to distinguish between fact and opinion. (<i>also 2.3.1</i>) 	2.4.3	<ul style="list-style-type: none"> • Identify the author’s purpose and answer fact/opinion questions about extended text. (<i>also 2.3.1</i>) 	2.4.3	<ul style="list-style-type: none"> • Explain difference between facts and opinions with teacher guidance.

Italics indicate parallel items.

WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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
3.2.1	<ul style="list-style-type: none"> Match printed word with common school item. 	3.2.1	<ul style="list-style-type: none"> Match phrase to label printed material (e.g., school signs, labels, environmental print). 	3.1.1	<ul style="list-style-type: none"> Follow simple directions composed of single words and/or phrases from a text 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 (e.g., math problems). 		
3.2.1	<ul style="list-style-type: none"> Use word, gesture, or drawing to indicate environmental print (e.g., school signs and 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, etc.). 	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"> Choose or identify correct functional signs, labels, or written phrases. 			3.3.1	<ul style="list-style-type: none"> Demonstrate comprehension of grade level text directions.

Italics indicate parallel items.

WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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

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

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
				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. 		
				3.4.2	<ul style="list-style-type: none"> Use simple sentences to identify and explain the purposes of different types of text (e.g., fairy tales, fables, narrative trade books). 	3.4.2	<ul style="list-style-type: none"> Use descriptive sentences to explain the purposes of different types of text (e.g., fairy tales, fables, narrative trade books). 		

Italics indicate parallel items.

WASHINGTON STATE ELD READING STANDARDS
Grades K-2

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

Component 4.1: Assess reading strengths and need for improvement.

Component 4.2: Develop interests and share reading experiences.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
		4.1.1	<ul style="list-style-type: none"> Use words and/or phrases to discuss 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"> Use descriptive sentences to indicate preference for certain books read aloud. 	4.1.2	<ul style="list-style-type: none"> Use descriptive sentences to set a reading goal and monitor progress through use of charts and graphs.
4.2.1	<ul style="list-style-type: none"> Use word, phrase or gesture to indicate preference for certain books read aloud. 	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 for certain books read aloud. 	4.2.1	<ul style="list-style-type: none"> Use descriptive sentences to indicate preference for certain books read aloud. 	4.2.1	<ul style="list-style-type: none"> Use specialized vocabulary to indicate preference for certain books read aloud.

Italics indicate parallel items.