



Profiles of Ability Across Stage I Reading

<p>CLB 1 Initial Basic Ability</p>	<p>CLB 2 Developing Basic Ability</p>	<p>CLB 3 Adequate Basic Ability</p>	<p>CLB 4 Fluent Basic Ability</p>
<p>The reader can: Recognize letters, numbers, a small number of words and very short, simple phrases related to everyday objects and immediate needs.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Limited to everyday words and phrases • Clear, sparse and very easy to read • Supported by visual clues (e.g., pictures) • Very short • In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Finds a few key words and simple details • Has little ability to apply sound-symbol relationships and spelling conventions in English • Has almost no ability to decode unknown words, read connected discourse or guess the meaning of unknown words • Relies heavily on graphics and other visual clues when interpreting meaning • Relies heavily on a bilingual dictionary due to extremely limited vocabulary 	<p>The reader can: Understand individual words, simple learned phrases and some very short, simple sentences related to immediate needs.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Limited to everyday words and phrases • Clear, sparse and very easy to read • Supported by visual clues (e.g., pictures) • Very short • In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Finds key words and simple details • May be able to get the gist of short phrases and sentences based on familiar words and phrases • Has limited knowledge of sound-symbol relationships and spelling conventions in English • Has very limited ability to decode unknown words, read connected discourse or guess the meaning of unknown words • Relies on graphics and other visual clues when interpreting meaning • Comprehension is based on very limited knowledge of basic grammar • Relies heavily on a bilingual dictionary due to limited vocabulary 	<p>The reader can: Understand and get some information from short, simple texts related to familiar, routine everyday topics of personal relevance.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Limited to common, factual, concrete vocabulary • Clearly organized and easy to read with simple layout • Sometimes supported by graphics, charts or diagrams • Short • In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Understands some simple connected discourse • Gets the gist based on familiar words and phrases • Decodes some unfamiliar words because of an improving awareness of sound-symbol relationships and spelling conventions in English • Has limited ability to guess the meaning of unknown words • May rely on graphics and other visual clues when interpreting meaning • Comprehension is based on limited knowledge of basic grammar • Relies on a bilingual dictionary 	<p>The reader can: Understand and get most information from short, simple texts related to familiar, routine everyday topics of personal relevance.</p> <p>When the text is:</p> <ul style="list-style-type: none"> • Limited to common and mostly factual, concrete vocabulary • Clearly organized and easy to read with simple layout • Sometimes supported by graphics, charts or diagrams • Short • In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Understands most simple connected discourse • Gets the overall meaning • Identifies purpose, main ideas, some specific details and links between paragraphs • Occasionally guesses the meaning of unknown words and identifies some very common idioms • May rely on graphics and other visual clues when interpreting meaning • May identify some aspects of register and style • Comprehension is based on a developing knowledge of basic grammar and some initial understanding of a limited range of complex sentences and structures • Relies on a bilingual dictionary