

# AK + ASD Reading Performance Standards (Grade Level Expectations) For Grades 1

The first row of each table includes a heading that summarizes the performance standards, and the second row includes the complete performance standards. (Note that the header on each page lists the grades that are covered by each set of performance standards.)

The numbering indicates the performance standard and the Grade Level Expectation number, so GLE [5] 2.4.1 is Performance Standard 2.4, and the first GLE for that performance standard for grade 5.

## The student uses strategies to decode or comprehend meaning of words in text.

**R1.1** a. Distinguish, reproduce, and manipulate the sounds in words;  
 b. Use a combination of the following to read and comprehend text: **knowledge of phonics**, alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns; **pictures and visual cues**; **sight recognition** of high frequency vocabulary words; **word structure**, e.g., root words, prefixes, suffixes, rhyming words; **language structure**, e.g., word order, grammar; **meaning structure**, e.g., prior knowledge and context; **text structure**, e.g., read left to right. E.B.1

Grade K (ASD)	Grade 1 (ASD)	Grade 2 (ASD)
<p><b>The proficient student</b></p> <ul style="list-style-type: none"> <li>• <b>[K] 1.1.3</b> Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles) (<b>AK</b>)</li> <li>• <b>[K] 1.1.4</b> Identifying words by using context clues (e.g., “canoe” in a story about fishing) (<b>ASD</b>)</li> <li>• <b>[K] 1.1.5</b> Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace) (<b>L</b>)</li> </ul>	<p><b>The proficient student</b></p> <ul style="list-style-type: none"> <li>• <b>[1] 2.1.3</b> Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, <u>graphs, charts, or headings</u>)</li> <li>• <b>[1] 2.1.4</b> Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs)</li> </ul>	<p><b>The proficient student</b></p> <ul style="list-style-type: none"> <li>• <b>[2] 2.1.3</b> Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or readings)*</li> <li>• <b>[2] 2.1.4</b> Identifying relationships among words by categorizing (e.g., synonyms, antonyms).</li> </ul>

**(AK):** GLEs identified by the State of Alaska

**(ASD):** GLEs identified by the Anchorage School District

Some GLEs have been identified as Local. They are for local assessment and will not be on a state assessment.

The number in brackets indicates the grade level.

Differences between grade levels are underlined.

GLEs repeated with no changes across grade levels are marked with asterisks to indicate that the GLEs assumes an increasing level of reading skill applications to indicate the growth in the GLE, but all GLEs assume an increasing level of reading skill applications.

Grade Level Expectations are written for assessment purposes. The GLEs should be written in a way so that it is clear what is expected of classroom instruction and/or state assessment.

**Criteria for GLEs**

1. The set of GLEs for each grade level should be reasonable to learn within a school year and still allow for learning additional state and local expectations.
2. GLEs should promote coherent, focused, developmentally appropriate instructions, as opposed to isolated instruction just on topics, facts, or individual skills.
3. Concepts, skills, and knowledge should be differentiated between adjacent grade levels.
4. GLEs should be of similar levels of specificity.
5. GLEs should show a continuum of learning. Success in one grade should be a good predictor of success the next year.

The Performance Standards for reading have been organized into the following content strands.

For Grade 3

<b>Fluency</b>	<b>Word Identification Skills</b>	<b>Forming a General Understanding</b>	<b>Analysis of Content and Structure</b>
P.S. 1.3 Read text aloud	P.S. 1.1 Use structural analysis; read words	P.S. 1.2 Comprehend literal meaning	P.S. 1.7 Identify forms of text
		P.S. 1.4 Retell or restate information	P.S. 1.8 Identify story elements
		P.S. 1.5 Identify main idea	P.S. 1.9 Express own opinions about text
		P.S. 1.6 Follow simple directions	P.S. 1.10 Make connections
			P.S. 1.11 Identify cultural influences

For Grades 4-6

<b>Fluency</b>	<b>Word Identification Skills</b>	<b>Forming a General Understanding</b>	<b>Analysis of Content and Structure</b>
P.S. 2.3 Read text aloud	P.S.2.1 Use structural analysis; determine meaning of unfamiliar words	P.S. 2.2 Infer meaning	P.S. 2.7 Identify forms of text
		P.S. 2.4 Retell or restate information	P.S. 2.8 Define story elements
		P.S. 2.5 Support main idea	P.S. 2.9 Differentiate fact from opinion
		P.S. 2.6 Follow multi-step directions	P.S. 2.10 Identify theme; make connections
			P.S. 2.11 Connect cultural influences

For Grades 7-8

<b>Fluency</b>	<b>Word Identification Skills</b>	<b>Forming a General Understanding</b>	<b>Analysis of Content and Structure</b>
P.S. 3.2 Read text aloud	P.S. 3.1 Read unfamiliar words	P.S. 3.3 Restate or summarize	P.S. 3.6 Identify conventions of forms of text
		P.S. 3.4 Assess support of main idea	P.S. 3.7 Analyze story elements
		P.S. 3.5 Follow multi-step directions	P.S. 3.8 Analyze author’s purpose
			P.S. 3.9 Support understanding of theme
			P.S. 3.10 Compare historical/cultural influences

For Grades 9-10

<b>Fluency</b>	<b>Word Identification Skills</b>	<b>Forming a General Understanding</b>	<b>Analysis of Content and Structure</b>
P.S. Read text aloud	P.S. 4.1 Read unfamiliar words	P.S. 4.2 Summarize information	P.S. 4.5 Analyze conventions of genres
		P.S. 4.3 Support main idea/critique arguments	P.S. 4.6 Analyze story elements
		P.S. 4.4 Follow multi-step directions	P.S. 4.7 Make assertions
			P.S. 4.8 Analyze themes
			P.S. 4.9 Analyze historical/cultural influences

Students know and are expected to do everything required by performance standards at earlier ages as well as new expectations listed for that grade level.

Performance Standards 1.1-1.11 apply to grade three.

Performance Standards 2.1-2.11 apply to grades four, five, and six.

Performance Standards 3.1-3.10 apply to grades seven and eight.

Performance Standards 4.1-4.9 apply to grade nine.

Performance Standards for Reading (with Grade Level Expectations)

**The student uses strategies to decode or comprehend meaning of words in text.**

**R1.1 a.** Distinguish, reproduce, and manipulate the sounds in words

**R1.1 b.** Use a combination of the following to read and comprehend text: **knowledge of phonics**, alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns; **pictures and visual cues**; **sight recognition** of high frequency vocabulary words; **word structure**, e.g., root words, prefixes, suffixes, rhyming words; **language structure**, e.g., word order, grammar; **meaning structure**, e.g., prior knowledge and context; **text structure**, e.g., read left to right. E.B.1

**Grade 1**

**Students are able to do everything required in the previous grade level, plus...**

**The student uses strategies to decode or comprehend meaning of words in text by**

[1] **1.1.1** Given spoken words or sounds:

- identifying initial, middle, and final sound in 1-syllable words;
- blending 3-4 phonemes into a whole word;
- segmenting 3 and 4 phonemes in 1-syllable words;
- distinguishing, reproducing, and manipulating sounds for common letter combinations (i.e., word families, consonant blends, and digraphs) (AK)

[1] **1.1.1.a** Given spoken words or sounds:

- auditorally differentiating among sounds, syllables, words, and sentences.
- hearing, identifying, comparing, and contrasting rhymes and alliteration. (“sock, sun, man:” which two begin the same?)
- manipulating sounds in words (e.g. Replace the /m/ in mat with an /s./ What is the new word?) (ASD)

[1] **1.1.2** Reading regularly spelled one syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), digraphs, long and short vowel patterns (AK)

[1] **1.1.2.a** Recognizing and identifying initial, final, and medial consonants (ASD)

[1] **1.1.2.b** Recognizing patterns and the sounds of short and long vowels, (ie. *cvc* - cub; *cvce* - cube), vowel digraphs, (ie. -oa, -ea), r-controlled vowels, and syllabication. (ASD)

[1] **1.1.2.c** Using consonants, consonant blends and digraphs. (ASD)

[1] **1.1.2.d** Using **rimes** (e.g., *-it* in words like hit, split, itself, commitment; *-est* in words like test, rest, restaurant; **word families** (e.g., cat, hat, bat), and **rhymes** (e.g., sleigh, stay) (ASD)

[1] **1.1.2.e** Using configuration clues (shape of word)\* (ASD)

[1] **1.1.2.f** Beginning to use word structure to comprehend text

- compound words and contractions
- root words, prefixes and suffixes
- possessives
- singular and plural
- syllables
- small words within larger words (ASD)

[1] **1.1.3** Reading high frequency words (AK)

[1] **1.1.4** Obtaining information using text features (e.g., titles, illustrations, table of contents, speech bubbles) (AK)

[1] **1.1.5** Identifying the meaning of new vocabulary; using new vocabulary in context (AK)

<p>[1] <b>1.1.5.a</b> <u>Beginning to use knowledge of syntax (language structure) to construct meaning from text (ASD)</u></p> <p>[1] <b>1.1.5.b</b> <u>Using prior knowledge and context clues to make meaning from text. (ASD)</u></p> <p>[1] <b>1.1.6</b> <u>Self-monitoring and self-correcting while reading (e.g., recognizing when there is a mismatch and using other strategies to correct) (AK)</u></p> <p>[1] <b>1.1.7</b> Demonstrating understanding of concepts of print including</p> <ul style="list-style-type: none"><li>• one-to-one matching;</li><li>• return sweep when reading;</li><li>• <u>meaning of ending punctuation;</u></li><li>• <u>capital and lower case letters (e.g., sentences and names begin with capitals) (AK)</u></li></ul> <p>[1] <b>1.1.8</b> <u>Expressing ideas orally in complete sentences. (ASD)</u></p>
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**The student comprehends literal or inferred meaning from text.**

**R1.2 a.** Comprehend literal meaning from text.

**R1.2 b.** Use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension. E.B.1

**Grade 1**

**Students are able to do everything required in the previous grade level, plus...**

**The student comprehends literal or inferred meaning from text by**

[1] **1.2.1** Answering who, what, where, and when questions after listening to or reading a story (AK)

[1] **1.2.2** Generating questions to clarify meaning of the text (AK)

[1] **1.2.3** Making and verifying predictions based on information from the story (AK)

[1] **1.2.4** Drawing conclusions about stories or information while listening or reading (e.g., comparing and contrasting) (AK)

<p>[1] <b>1.2.5</b> Using picture and context clues to predict, decode, and construct meaning (with support).*(<b>ASD</b>)</p> <p>[1] <b>1.2.6</b> <u>Using a variety of comprehension strategies:</u></p> <ul style="list-style-type: none"> <li>• <u>Before reading: preview text and pictures; link to prior knowledge; set purposes.</u></li> <li>• <u>During reading: tell story in own words; monitor comprehension; integrate ideas; adjust purposes.</u></li> <li>• <u>After reading: summarize text; evaluate, and apply ideas. (<b>ASD</b>)</u></li> </ul> <p>[1] <b>1.2.7</b> <u>Using a variety of strategies to monitor comprehension:</u></p> <ul style="list-style-type: none"> <li>• <u>Recognizing and self-correcting errors that affect meaning.</u></li> <li>• <u>Rereading to check for understanding.</u></li> <li>• <u>Asking for assistance when necessary.</u></li> <li>• <u>Adjusting speed of reading to allow for understanding and expression. (<b>ASD</b>)</u></li> </ul> <p>[1] <b>1.2.8</b> <u>Beginning to compare and contrast, identify cause and effect, distinguish between fact and opinion, and infer meaning from text (information that isn't directly stated in text.) (<b>ASD</b>)</u></p>
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<b>The student reads text aloud.</b>
<b>R1.3</b> Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1
<b>Grade 1</b>
<b>Students are able to do everything required in the previous grade level, plus...</b>
<b>The student reads text aloud by</b>
[1] <b>1.3.1</b> <u>Reading orally with rhythm, flow, and expression, showing understanding of punctuation (e.g., period, question mark, exclamation point, quotation mark) and other conventions of print (e.g., bold, all capital letters) at a pace similar to own speech (<b>AK</b>)</u>
[1] <b>1.3.2</b> <u>Reading appropriate leveled text to gain understanding and fluency. (<b>ASD</b>)</u>

<b>The student restates/summarizes information.</b>
<b>R1.4 a.</b> Retell or dramatize a story after reading it.
<b>R1.4 b.</b> Restate information after reading a text. E.B.1
<b>Grade 1</b>
<b>Students are able to do everything required in the previous grade level, plus...</b>
<b>The student restates/summarizes information by</b>
[1] <b>1.4.1</b> <u>Retelling or dramatizing a story after reading it (<b>AK</b>)</u>
[1] <b>1.4.2</b> <u>Restating information after listening to text* (<b>AK</b>)</u>
[1] <b>1.4.3</b> <u>Retelling a story's sequence of events in logical order (with prompting when needed).* (<b>ASD</b>)</u>

[1] **1.4.4** Retelling or responding to a story through art, music, drama, drawing, and writing.\* (ASD)

[1] **1.4.5** Restating key ideas in fiction and nonfiction to understand text.\* (ASD)

[1] **1.4.6** Locating, identifying, and collecting information for specific purpose(s). (ASD)

**The student demonstrates an understanding of main idea.**

**R1.5** Identify the main idea of a passage E.B.1

**Grade 1**

**Students are able to do everything required in the previous grade level, plus...**

**The student demonstrates an understanding of main idea by**

[1] **1.5.1** Identifying main idea of a text (AK)

**The student follows written directions.**

**R1.6** Read and follow simple directions to complete a simple task E.C.2

**Grade 1**

**Students are able to do everything required in the previous grade level, plus...**

**The student follows oral and written directions by**

[1] **1.6.1** Following two-step oral directions to complete a task (AK)

[1] **1.6.2** Following symbol, icon, or written directions to complete a task (AK)

**The student analyzes content and structure of genres.**

**R1.7** Distinguish between common forms of texts (genres): fiction/nonfiction, prose/poetry, short story/drama. E.B.2

**Grade 1**

**Students are able to do everything required in the previous grade level, plus...**

**The student analyzes content and structure of genres by**

[1] **1.7.1** Identifying fiction, non-fiction, and poetry (AK)

[1] **1.7.1.a** Exploring the differences among fiction, non-fiction, and poetry (ASD)

[1] **1.7.2** Identifying use of rhyme in text\* (AK)

[1] **1.7.3** Beginning to use technology to seek print sources and information.\* (ASD)

**The student analyzes literary elements and devices.**

**R1.8** Identify and describe basic plot, main characters, and setting (time and place) in fiction E.B.2

**Grade 1**

Students are able to do everything required in the previous grade level, plus...

**The student analyzes literary elements and devices by**

[1] **1.8.1** Identifying problem and solution, main characters, and setting (where and when) in fiction \*(AK)

**The student analyzes content of text to differentiate fact and opinion.**

**R1.9** Express own opinions about texts E.D.1

**Grade 1**

Students are able to do everything required in the previous grade level, plus...

**The student analyzes content of text to differentiate fact and opinion by**

[1] **1.9.1** Expressing own opinion about material read/heard\* (AK)

[1] **1.9.1** Sharing own reading with others.\* (ASD)

[1] **1.9.2** Participating in discussions about texts.\* (ASD)

[1] **1.9.3** Recommending texts for others to read and giving reasons. (ASD)

**The student connects/identifies themes.**

**R1.10** Make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections.E.B.3

**Grade 1**

Students are able to do everything required in the previous grade level, plus...

**The student connects themes by**

[1] **1.10.1** Making relevant connections between text and personal experiences and other texts\* (AK)

[1] **1.10.2** With support, making a relevant connection between a text and experiences of others in the world around them.\* (ASD)

[1] **1.10.3.** Explaining his/her connections with details from the text and logical reasoning. (ASD)

\*Assumes a variety of text and increasing complexity

**The student makes connections between cultural influences/events..**

**R1.11** Identify basic cultural influences in texts. E.E.1

	<b>Grade 1</b>		
	Students are able to do everything required in the previous grade level, plus...		
	<p><b>The student makes connections between cultural influences/events by</b></p> <p>[1] <b>1.11.1</b> <u>Recognizing that stories originate in various cultures (AK)</u></p> <p>[1] <b>1.11.2</b> Using his/her knowledge of cultures to strengthen and deepen comprehension of texts* (ASD)</p> <p>[1] <b>1.11.3</b> Using texts to understand and appreciate his/her own cultural identity and place in the world* (ASD)</p> <p>[1] <b>1.11.4</b> <u>Identifying the cultural perspectives of authors or characters in various multi-cultural texts (ASD)</u></p>		

\*Assumes a variety of text and increasing complexity

Performance Standards for Reading (with Grade Level Expectations)

**Demonstrate Positive Attitudes and Behaviors Towards Print**

**ASDR 1.12:** Demonstrate positive attitudes and behaviors towards print.

**Grade 1**

Students are able to do everything required in the previous grade level, plus...

**The student demonstrates positive attitudes and behaviors towards print by**

[1] **1.12.1** Looking at and/or reading books daily for at least 20 minutes (**ASD**)

[1] **1.12.2** Exploring and showing interest in books in a variety of genres \* (**ASD**)

[1] **1.12.3** Requesting opportunities to read, be read to, and enjoying listening to books (**ASD**)

[1] **1.12.4** Reading and writing for a variety of purposes \* (**ASD**)

\*Assumes a variety of text and increasing complexity

## Glossary

**Alliteration:** Repetition of the initial consonant sound of close or adjoining words.

**Conventions of Print**—Punctuation or other devices (e.g., using all caps, bold, or italics to indicate that certain words should be emphasized) to indicate how text should be read (a pause at a comma, a longer pause for ellipsis).

**Conclusion**—A judgment reached after consideration or deliberation

**Dialogue:** conversation between two or more persons or between a person and something else, such as a computer

**Dialogue journal:** written conversations in which students exchange ideas, including response to literary works, with peers and teachers.

**Explicit/Implicit**—Explicit information is directly stated. Implicit information requires more inference. Deductions or conclusions are suggested or implied rather than overtly stated.

**Fiction**—Fiction includes a full range of literary genres including realistic and historical fiction, science fiction, fantasy, and folk literature.

**Inference**—The act of making logical conclusions based on evidence or known facts

**Informational/Nonfiction**—These texts include primary sources, personal narratives and autobiographies, schedules and manuals, as well as synthesized information found in textbooks. Informational texts use format, illustrations, and graphics to support understanding of meaning.

**Literary devices:** Techniques used by a writer to convey or enhance the story (e.g. dialogue, rhyme, simile, alliteration)  
**Reference to Text** – Mentioning or alluding to something in the text without directly quoting the text (For example: Romeo’s impulsiveness caused him to be banished.)

**Literary or story elements:** The commonly accepted structures that contribute to the whole of a story, most commonly: character, setting, plot (problem, events, solution/conclusion.)

**Restate**—To state information again in another way

**Retell**—To relate a story or to tell it again

**Text feature:** A feature of fiction and non-fiction text that facilitates understanding for the reader (e.g., table of contents, speech bubbles, bold or italicized text, titles, illustrations, diagrams, labels, bulleted lists, captions, charts, graphs, etc.)

**Text structure:** The way fiction and non-fiction text is organized to facilitate understanding for the reader (e.g., expository, cause-effect, comparison-contrast, problem-solution, description, sequence.)