

AK + ASD Reading Performance Standards (Grade Level Expectations) For Grade 3

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

(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

Fluency	Word Identification Skills	Forming a General Understanding	Analysis of Content and Structure
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

Fluency	Word Identification Skills	Forming a General Understanding	Analysis of Content and Structure
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

Fluency	Word Identification Skills	Forming a General Understanding	Analysis of Content and Structure
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

Fluency	Word Identification Skills	Forming a General Understanding	Analysis of Content and Structure
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

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

[3] **1.1.1** Reading regularly spelled, multi-syllabic (three syllables) words using decoding skills, including knowledge of letter-sound relationships (phonics), word structure (root or base word, prefixes, suffixes, rhyming words) and language structure (word order, grammar) (AK)

[3] **1.1.2** Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms.) (L) (AK)

[3] **1.1.3** Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles) (AK)

[3] **1.1.4** Identifying words by using context clues (e.g., “canoe” in a story about fishing) (AK)

[3] **1.1.5** Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace) (L) (AK)

[3] **1.1.6.** Beginning to ask questions before, during, and after reading to:

•Clarify meaning

•Speculate about coming text

•Determine author’s style, intent, content, or format

•Focus attention on components of text

•Locate a specific answer in text. (ASD)

[3] **1.1.7** Continuing to expand sight word vocabulary. (ASD)

[3] **1.1.8.** Beginning to use word reference materials (e.g., dictionary, thesaurus). (ASD)

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

The student comprehends literal or inferred meaning from text by

[3] **1.2.1** Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions (AK)

[3] **1.2.2** Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother's clothing, why are mother bears dangerous, what will happen next), or rereading. (e.g., for clarification, confirmation, correction) (L) (AK)

[3] **1.2.3.** Making simple inferences (e.g., predicts logical outcome.) (AK)

[3] **1.2.4** Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation.) (AK)

[3] **1.2.5.** Independently answering questions about information provided directly in texts, both orally and in writing.* (ASD)

[3] **1.2.6.** Making and confirming predictions based on written or implied information.* (ASD)

[3] **1.2.7.** Using a variety of comprehension strategies with increasing proficiency and confidence while reading age-appropriate materials independently.

- Before reading: preview text and pictures; link to prior knowledge; set purposes.
- During reading: tell story in own words; monitor comprehension; integrate ideas; adjust purposes.
- After reading: summarize text; evaluate, and apply ideas. (ASD)

[3] **1.2.8.** Using a variety of strategies to monitor their own reading and recognize when comprehension has broken down.

- Recognizing and self-correcting errors that affect meaning.
- Rereading to check for understanding.
- Asking for assistance when necessary.
- Adjusting speed of reading to allow for understanding and expression. (ASD)

[3] **1.2.9** Understanding and applying comparison and contrast, cause and effect, fact and opinion, and inferring techniques for critical thinking. (ASD)

*Assumes a variety of text and increasing complexity

The student reads text aloud.

R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1

The student reads text aloud by

[3] 1.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print **(L) (AK)**

*Assumes a variety of text and increasing complexity

The student restates/summarizes information.

R1.4 a. Retell or dramatize a story after reading it.

R1.4 b. Restate information after reading a text. E.B.1

The student restates/summarizes information by

[3] 1.4.1 Retelling or dramatizing a story after reading it* **(L) (AK)**

[3] 1.4.2 Restating information after reading a text, or identifying accurate restatements **(AK)**

[3] 1.4.3. Retelling a story's sequence of events in logical order (without prompting).* **(ASD)**

[3] 1.4.4 Retelling or responding to a story through writing, drama, art, music, and other age-appropriate methods.* **(ASD)**

[3] 1.4.5 Restating key ideas in fiction and nonfiction to understand text.* **(ASD)**

[3] 1.4.6 Locating, identifying, and collecting information for specific purpose(s)* **(ASD)**

*Assumes a variety of text and increasing complexity

The student demonstrates an understanding of main idea.

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

The student demonstrates an understanding of main idea by

[3] 1.5.1 Identifying the main idea or central concept in various types of texts **(AK)**

[3] 1.5.2. Identifying the main idea(s) of text using supporting details through discussion and in writing. **(ASD)**

*Assumes a variety of text and increasing complexity

The student follows written directions.

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

The student follows written directions by

[3] **1.6.1** Completing a simple (1-2 step) task by following written directions (L) (AK)

[3] **1.6.2** Identifying the sequence of steps in simple directions. (AK)

*Assumes a variety of text and increasing complexity

Performance Standards for Reading (with Grade Level Expectations)

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

The student analyzes content and structure of genres by

[3] **1.7.1** Distinguishing between fiction /nonfiction, prose /poetry, short story /drama (L) (AK)

[3] **1.7.2** Identifying use of dialogue or rhyme, in common forms of text. (AK)

[3] **1.7.3** Using technology to seek print sources and information for self and assigned purposes. (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

The student analyzes literary elements and devices by

[3] **1.8.1** Identifying or describing problem and solution, main characters, and setting in fiction. (AK)

*Assumes a variety of text and increasing complexity

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

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

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

[3] **1.9.1** Expressing own opinion about material read *(L) (AK)

[3] **1.9.2** Recommending texts for others to read and giving reasons (oral and written.)* (ASD)

*Assumes a variety of text and increasing complexity

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

The student connects themes by

[3] **1.10.1** Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others (e.g., sister helps in toy drive), L] or other texts (e.g., the March sisters helped others in need)* (AK)

[3] **1.10.2** Locating details in text to illustrate relevant connections between [personal experience, experience of others, or other texts L] (AK)

*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

The student makes connections between cultural influences/events by

[3] **1.11.1** Identifying cultural influences in texts (e.g., dialects, customs, traditions) (L) (AK)

[3] **1.11.2** Identifying the cultural perspectives of authors or characters in various multi-cultural texts (ASD)

[3] **1.11.3** Using his/her knowledge of cultures to strengthen and deepen comprehension of texts (ASD)

[3] **1.11.4** Using texts to understand and appreciate his/her own cultural identity and place in the world (ASD)

*Assumes a variety of text and increasing complexity

Demonstrate Positive Attitudes and Behaviors Towards Print

ASDR 1.12: Demonstrate positive attitudes and behaviors towards print.

The student demonstrates positive attitudes and behaviors towards print by

- [3] **1.12.1** Looking at and/or reading books daily for at least 40 minutes daily (**ASD**)
- [3] **1.12.2** Choosing to read a variety of genres (**ASD**)
- [3] **1.12.3** Requesting opportunities to read, be read to, and enjoying listening to books (**ASD**)
- [3] **1.12.4** Reading and writing for a variety of purposes (**ASD**)
- [3] **1.12.5** Recommending books and other sources of print to others (**ASD**)
- [3] **1.12.6** Reading self-selected and assigned texts (**ASD**)
- [3] **1.12.7** Using school and/or classroom library (**ASD**)
- [3] **1.12.8** Participating in discussion groups with peers (**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.)