

AK + ASD Reading Grade Level Expectations For Grades 3-6

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.		
<p>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</p>		
Grade 3	Grade4	Grade 5
<p>The proficient student</p> <ul style="list-style-type: none"> • [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) • [3] 1.1.4 Identifying words by using context clues (e.g., “canoe” in a story about fishing) (ASD) • [3] 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"> • [4] 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>) • [4] 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"> • [5] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or readings)* • [5] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms,

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

GLEs identified by the Anchorage School District

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 writing skill applications to indicate the growth in the GLE, but all GLEs assume an increasing level of writing 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.

Grade Level Expectations

The student uses strategies to decode or comprehend meaning of words in text.			
<p>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</p> <p>R2.1 a. Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text. b. Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.E.B.1</p>			
Grade 3	Grade 4	Grade 5	Grade 6
<p>The student uses strategies to decode or comprehend meaning of words in text by</p> <p>[3] 1.1.1 Reading regularly spelled, multisyllabic (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)</p> <p>[3] 1.1.2 Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms.) (L)</p> <p>[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)</p> <p>[3] 1.1.4 Identifying words by using context clues (e.g., “canoe” in a story about fishing)</p> <p>[3] 1.1.5 Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace) (L)</p> <p>[3] 1.1.6. Students will begin 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)</p> <p>[3] 1.1.7 Students will continue to expand sight word vocabulary. (ASD)</p> <p>[3] 1.1.8. Students will begin to use word reference materials (e.g., dictionary, thesaurus). (ASD)</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by</p> <p>[4] 2.1.1 Demonstrating knowledge of phonetics, word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)</p> <p>[4] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)</p> <p>[4] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings)</p> <p>[4] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs)</p> <p>[4] 2.1.5 Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, rereading difficult or relevant material) (L)</p> <p>[4] 2.1.6. Students will begin to use knowledge of figurative language (e.g., simile, personification, metaphor etc.) and identify them in texts. (ASD)</p> <p>[4] 2.1.7 Students will use punctuation and language mechanics. (ASD)</p> <p>[4] 2.1.8. Students will spontaneously and purposefully 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)</p> <p>[4] 2.1.9. Students will use a variety of reading strategies to comprehend informational text (e.g., skimming, scanning, and locating specific information to support opinion). (ASD)</p> <p>[4] 2.1.10. Students will demonstrate increased vocabulary.* (ASD)</p> <p>[4] 2.1.11. Students will use word reference materials (e.g., dictionary, thesaurus).* (ASD)</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by</p> <p>[5] 2.1.1 Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)*</p> <p>[5] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)*</p> <p>[5] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or readings)*</p> <p>[5] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) and identifying shades of meaning (e.g., hot, warm)</p> <p>[5] 2.1.5 Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, rereading difficult or relevant material)* (L)</p> <p>[5] 2.1.6. Students will use knowledge of figurative language (e.g., simile, personification, metaphor etc.) and identify them in texts.* (ASD)</p> <p>[5] 2.1.7. Students will spontaneously and purposefully 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)</p> <p>[5] 2.1.8 Students will use a variety of reading strategies to comprehend informational text (e.g., skimming, scanning, and locating specific information to support opinion).* (ASD)</p> <p>[5] 2.1.9. Students will demonstrate increased vocabulary.* (ASD)</p> <p>[5] 2.1.10. Students will use word reference materials (e.g., dictionary, thesaurus).* (ASD)</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by</p> <p>[6] 2.1.1 Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)*</p> <p>[6] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals) *</p> <p>[6] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, headings, or subheadings)</p> <p>[6] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), identifying shades of meaning (e.g., happy, ecstatic), and analogies*</p> <p>[6] 2.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace)* (L)</p> <p>[6] 2.1.6 Students will use knowledge of figurative language (e.g., simile, personification, metaphor etc.) and identify them in texts.* (ASD)</p> <p>[6] 2.1.7 Students will spontaneously and purposefully 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)</p> <p>[6] 2.1.8 Students will use a variety of reading strategies to comprehend informational text (e.g., skimming, scanning, and locating specific information to support opinion).* (ASD)</p> <p>[6] 2.1.9 Students will demonstrate increased vocabulary.* (ASD)</p> <p>[6] 2.1.10 Students will use word reference materials (e.g., dictionary, thesaurus).* (ASD)</p>

*Assumes a variety of text and increasing complexity

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.

Grade Level Expectations

The student comprehends literal or inferred meaning from text.

R1.2 a. Comprehend literal meaning from text.

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

R2.2 Infer meaning from text. E.B.1

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student comprehends literal or inferred meaning from text by</p> <p>[3] 1.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions</p> <p>[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)</p> <p>[3] 1.2.3. Students will <u>independently</u> answer questions about information provided directly in texts, both orally and in writing.* (ASD)</p> <p>[3] 1.2.4. Students will make and confirm predictions based on written or implied information.* (ASD)</p> <p>[3] 1.2.5. Students will use a variety of comprehension strategies <u>with increasing proficiency and confidence while reading age-appropriate materials independently.</u></p> <ul style="list-style-type: none"> • 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. <p>After reading: summarize text; evaluate, and apply ideas. (ASD)</p> <p>[3] 1.2.6. Students will use a variety of strategies to monitor <u>their own reading and recognize when comprehension has broken down.</u></p> <ul style="list-style-type: none"> • Students will recognize and self-correct errors that affect meaning. • Students will reread to check for understanding. 	<p>The student comprehends literal or inferred meaning from text by</p> <p>[4] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions*</p> <p>[4] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., <u>why is this character not telling the truth, why are bears with cubs especially dangerous</u>, what will happen next), or rereading (e.g., for clarification, confirmation, correction) (L)</p> <p>[4] 2.2.3. Making simple inferences (e.g., predicts logical outcomes, deduces missing information, such as where a story takes place if not directly stated)</p> <p>[4] 2.2.4 Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)</p> <p>[4] 2.2.5 <u>Students will make and confirm or contradict predictions by using prior knowledge, illustrations, titles, topic sentences, key words, and foreshadowing (ASD)</u></p> <p>[4] 2.2.6 <u>Students will consider and discuss author’s purpose(s). (ASD)</u></p>	<p>The student comprehends literal or inferred meaning from text by</p> <p>[5] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions*</p> <p>[5] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., <u>why do characters react to the same situation differently</u>) or rereading (e.g., for clarification, confirmation, correction)* (L)</p> <p>[5] 2.2.3 Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)</p> <p>[5] 2.2.4 Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation)*</p> <p>[5] 2.2.5 Students will make and confirm or contradict predictions by using prior knowledge, illustrations, titles, topic sentences, key words, and foreshadowing.* (ASD)</p> <p>[5] 2.2.6 Students will consider and discuss author’s purpose(s).* (ASD)</p>	<p>The student comprehends literal or inferred meaning from text by</p> <p>[6] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions*</p> <p>[6] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., <u>what circumstances influenced a character to make a specific decision</u>) or rereading (e.g., for clarification, confirmation, correction)* (L)</p> <p>[6] 2.2.3 Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)*</p> <p>[6] 2.2.4 Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, <u>predictions</u>)</p> <p>[6] 2.2.5 Students will make and confirm or contradict predictions by using prior knowledge, illustrations, titles, topic sentences, key words, and foreshadowing.* (ASD)</p> <p>[6] 2.2.6 Students will consider and discuss author’s purpose(s).* (ASD)</p>

<ul style="list-style-type: none">• Students will ask for assistance when necessary. <p>Students will adjust speed of reading to allow for understanding and expression. (ASD)</p> <p>[3] 1.2.27 Students will understand and apply comparison and contrast, cause and effect, fact and opinion, and inferring techniques for critical thinking. (ASD)</p>			
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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.

Grade Level Expectations

The student reads text aloud..			
R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1			
R2.3 Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1			
Grade 3	Grade 4	Grade 5	Grade 6
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)	The student reads text aloud by [4] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print* (L)	The student reads text aloud by [5] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print* (L)	The student reads text aloud by [6] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print* (L)

*Assumes a variety of text and increasing complexity

Grade Level Expectations

The student restates/summarizes information.			
R1.4 a. Retell or dramatize a story after reading it. b. Restate information after reading a text. E.B.1			
R2.4 a. Retell stories in correct sequence. b. Restate and summarize information or ideas from a text. E.B.2			
Grade 3	Grade 4	Grade 5	Grade 6
The student restates/summarizes information by [3] 1.4.1 Retelling or dramatizing a story after reading it (L) [3] 1.4.2 Restating information after reading a text or identifying accurate restatements [3] 1.4.3. Students will retell story's sequence of events in logical order (without prompting).* (ASD) [3] 1.4.4 Students will retell or respond to a story through writing, drama, art, music, and other age-appropriate methods.* (ASD) [3] 1.4.5 . Students will restate key ideas in fiction and nonfiction to understand text.* (ASD) [3] 1.4.26 Students will locate, identify, and collect information for specific purpose(s)* (ASD)	The student restates/summarizes information by [4] 2.4.1 Retelling a story <u>in correct sequence or identifying the correct sequence of events in a story</u> (L) [4] 2.4.2 Restating and summarizing information after reading a text or identifying accurate restatements <u>and summaries</u> ASD standards require that students should restate, retell, and summarize in oral and written forms. (ASD)	The student restates/summarizes information by [5] 2.4.1 Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., <u>paraphrasing, constructing a topic outline, using graphic organizers</u>) or identifying accurate restatements and summaries of <u>main ideas or events</u> ASD standards require that students should restate, retell, and summarize in oral and written forms. (ASD)	The student restates/summarizes information by [6] 2.4.1 Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events* ASD standards require that students should restate, retell, and summarize in oral and written forms. (ASD)

*Assumes a variety of text and increasing complexity

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.

Grade Level Expectations

The student demonstrates an understanding of main idea.

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

R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea. E.D.2

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student demonstrates an understanding of main idea by</p> <p>[3] 1.5.1 Identifying the main idea or central concept in various types of texts</p> <p>[3] 1.5.2. Students will identify the main idea(s) of text using supporting details through discussion and in writing. (ASD)</p>	<p>The student demonstrates an understanding of main idea by</p> <p>[4] 2.5.1 Identifying the main idea or central concept in various types of texts *</p> <p>[4] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details</p> <p>[4] 2.5.3 Identifying or describing related experiences to support understanding of a main idea (L)</p> <p>[4] 2.5.4 Students will identify the main idea(s) of text using supporting details through discussion and in writing.* (ASD)</p>	<p>The student demonstrates an understanding of main idea by</p> <p>[5] 2.5.1 Identifying the main idea or central concept in various types of texts *</p> <p>[5] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details*</p> <p>[5] 2.5.3 Identifying or describing related experiences <u>and events</u> to support understanding of a main idea (e.g., <u>what event in history is similar to this one</u>) (L)</p> <p>[5] 2.5.4 Students will identify the main idea(s) of text using supporting details through discussion and in writing.* (ASD)</p> <p>[5] 2.5.5 <u>Students will construct meaning of text and interpret purpose using evidence from the text and prior knowledge.</u> (ASD)</p>	<p>The student demonstrates an understanding of main idea by</p> <p>[6] 2.5.1 Identifying the main idea or central concept in various types of texts*</p> <p>[6] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details*</p> <p>[6] 2.5.3 <u>Locating references from the text that support</u> understanding of a main idea (e.g., what event in history is similar to this one) (L)</p> <p>[6] 2.5.4 Students will identify the main idea(s) of text using supporting details through discussion and in writing.* (ASD)</p> <p>[6] 2.5.5 Students will construct meaning of text and interpret purpose using evidence from the text and prior knowledge.* (ASD)</p>

*Assumes a variety of text and increasing complexity

Grade Level Expectations

The student follows written directions.

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

R2.6 Read and follow multi-step directions to complete a simple task E.C.2

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student follows written directions by</p> <p>[3] 1.6.1 Completing a simple (1-2 step) task by following written directions</p>	<p>The student follows written directions by</p> <p>[4] 2.6.1 Completing a simple task by following written, <u>multi-step</u> directions (e.g., <u>recipe</u>)</p>	<p>The student follows written directions by</p> <p>[5] 2.6.1 Completing a task by following written, multi-step directions (e.g., <u>origami</u>)</p>	<p>The student follows written directions by</p> <p>[6] 2.6.1 Completing a task by following written, multi-step directions (e.g., <u>basic science experiment</u>)*</p>

*Assumes a variety of text and increasing complexity

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.

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

R2.7 Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry. E.B.2

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student analyzes content and structure of genres by</p> <p>[3] 1.7.1 Distinguishing between fiction /nonfiction, prose /poetry, short story /drama (L)</p> <p>[3] 1.7.2 Identifying use of dialogue or rhyme, in common forms of text</p> <p>[3] 1.3 Students will use technology to seek print sources and information for self and assigned purposes. (ASD)</p>	<p>The student analyzes content and structure of genres by</p> <p>[4] 2.7.1 Identifying the four major genres of fiction: short story, drama (plays), novel, and poetry (L)</p> <p>[4] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction (L)</p> <p>[4] 2.7.3 Identifying use of literary elements and devices (i.e., dialogue, rhyme, alliteration, or simile)*</p> <p>4] 2.7.4 Students will use technology to seek print sources and information for self and assigned purposes.* (ASD)</p> <p>4] 2.7.5 Students will compare & contrast the language, structure, and characteristics of fiction/non-fiction; poetry/prose. (ASD)</p>	<p>The student analyzes content and structure of genres by</p> <p>[5] 2.7.1 Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry (L)</p> <p>[5] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction*</p> <p>[5] 2.7.3 Identifying or explaining use of literary elements and devices (i.e., dialogue, rhyme, alliteration, simile, or metaphor)</p> <p>[5] 2.7.4 Identifying the characteristics of prose and poetry (L)</p> <p>[5] 2.7.5 Students will use technology to seek print sources and information for self and assigned purposes.* (ASD)</p> <p>[5] 2.7.6 Students will compare & contrast the language, structure, and characteristics of fiction/non-fiction; poetry/prose* (ASD)</p>	<p>The student analyzes content and structure of genres by</p> <p>[6] 2.7.1 Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry*</p> <p>[6] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction, prose and poetry</p> <p>[6] 2.7.3 Identifying or explaining use of literary elements and devices appropriate to genre (i.e., dialogue, rhyme, alliteration, simile, metaphor, or personification)</p> <p>[6] 2.7.4 Students will use technology to seek print sources and information for self and assigned purposes.* (ASD)</p> <p>[6] 2.7.5 Students will compare & contrast the language, structure, and characteristics of fiction/non-fiction; poetry/prose.* (ASD)</p>

*Assumes a variety of text and increasing complexity

Grade Level Expectations

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

R2.8 a. Define and identify plots, settings, and characters in fiction. b. Compare and contrast plots, settings and characters in a variety of works by a variety of authors

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student analyzes literary elements and devices by</p> <p>[3] 1.8.1 Identifying or describing problem and solution, main characters, and setting in fiction</p>	<p>The student analyzes literary elements and devices by</p> <p>[4] 2.8.1 Identifying or describing in fiction</p> <ul style="list-style-type: none"> • plot (e.g., main conflict or problem, sequence of events) • settings (e.g., how it affects the characters or plot) • characters (e.g., physical characteristics, personality traits, motivation) <p>[4] 2.8.2 Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors (L)</p> <p>[4] 2.8.3 Students will begin to compare and contrast information on a single topic from several sources. (ASD)</p>	<p>The student analyzes literary elements and devices by</p> <p>[5] 2.8.1 Identifying or describing in fiction</p> <ul style="list-style-type: none"> • plot (e.g., main conflict or problem, sequence of events, resolution) • settings (e.g., how it affects the characters or plot) • characters (e.g., physical characteristics, personality traits, motivation) • point of view (who is telling the story) <p>[5] 2.8.2 Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors*</p> <p>[5] 2.8.3 Students will compare and contrast information on a single topic from several sources and text forms.* (ASD)</p>	<p>The student analyzes literary elements and devices by</p> <p>[6] 2.8.1 Identifying or describing in fiction</p> <ul style="list-style-type: none"> • plot (e.g., main conflict or problem, sequence of events, resolution) • settings (e.g., how it affects the characters or plot) • characters (e.g., physical characteristics, personality traits, motivation, growth and change) • point of view (who is telling the story) <p>[6] 2.8.2 Comparing and contrasting plots, settings, characters in a variety of works by a variety of authors*</p> <p>[6] 2.8.3 Comparing Students will compare, contrast, and analyze information from several sources and text forms.* (ASD)</p>

*Assumes a variety of text and increasing complexity

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.

Grade Level Expectations

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

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

R2.9 a. Differentiate between fact and opinion. b. Express opinions about a text and support these opinions with textual evidence.E.D.2

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student analyzes content of text to differentiate fact and opinion by</p> <p>[3] 1.9.1 Expressing own opinion about material read (L)</p> <p>[3] 1.9.2 Students will recommend texts for others to read and give reasons (oral and written.)* (ASD)</p>	<p>The student analyzes content of text to differentiate fact and opinion by</p> <p>[4] 2.9.1 Distinguishing fact from opinion in a text</p> <p>[4] 2.9.2 Expressing own opinion about material read and supporting opinions with evidence from text</p> <p>[4] 2.9.3 Students will begin to distinguish among facts, supported inferences, and opinions. (ASD)</p> <p>[4] 2.9.4 Students will recommend texts for others to read and give reasons (oral and written.)* (ASD)</p>	<p>The student analyzes content of text to differentiate fact and opinion by</p> <p>[5] 2.9.1 Distinguishing fact from opinion in a text*</p> <p>[5] 2.9.2 Expressing own opinion about material read and supporting opinions with evidence from text*</p> <p>[5] 2.9.3 Students will demonstrate understanding by distinguishing among facts, supported inferences, and opinions. (ASD)</p> <p>[5] 2.9.4 Students will recommend texts for others to read and give reasons (oral and written.)* (ASD)</p>	<p>The student analyzes content of text to differentiate fact and opinion by</p> <p>[6] 2.9.1 Distinguishing fact from opinion in a text*</p> <p>[6] 2.9.2 Identifying bias/propaganda by citing textual evidence (L)</p> <p>[6] 2.9.3 Expressing own opinion about material read and supporting opinions with evidence from text*</p> <p>[6] 2.9.4 Students will demonstrate understanding by distinguishing among facts, supported inferences, and opinions. (ASD)</p> <p>[6] 2.9.5 Students will recommend texts for others to read and give reasons (oral and written.)* (ASD)</p>

*Assumes a variety of text and increasing complexity

Grade Level Expectations

The student connects 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

R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.E.B.3

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student connects themes by</p> <p>[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)</p> <p>[3] 1.10.2 Locating details in text to illustrate relevant connections between [personal experience, experience of others, or L] other texts</p>	<p>The student connects themes by</p> <p>[4] 2.10.1 Identifying author’s message or theme (e.g., helping others brings great rewards)</p> <p>[4] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts</p>	<p>The student connects themes by</p> <p>[5] 2.10.1 Identifying author’s message or theme, stated or implied (e.g., helping others brings great rewards)</p> <p>[5] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts*</p>	<p>The student connects themes by</p> <p>[6] 2.10.1 Identifying author’s message or theme, stated or implied (e.g., helping others brings great rewards)*</p> <p>[6] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts *</p>

*Assumes a variety of text and increasing complexity

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.

Grade Level Expectations

The student makes connections between cultural influences/events..

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

R2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student makes connections between cultural influences/events by</p> <p>[3] 1.11.1 Identifying cultural influences in texts (e.g., dialects, customs, traditions) (L)</p> <p>[3] 1.11.2 Students will identify the cultural perspectives of authors or characters in various multi-cultural texts. (ASD)</p> <p>[3] 1.11.3 Students will use their knowledge of cultures to strengthen and deepen their comprehension of texts. (ASD)</p> <p>[3] 1.11.4 Students will use texts to understand and appreciate their own cultural identity and place in the world. (ASD)</p>	<p>The student makes connections between cultural influences/events by</p> <p>[4] 2.11.1 Identifying cultural influences in texts (e.g., dialects, customs, traditions)* (L)</p> <p>[4] 2.11.2 Identifying common ideas, events, and situations in multicultural readings (e.g., trickster tales about Raven) (L)</p> <p>[4] 2.11.3 <u>Students will compare & contrast cultural events, ideas, settings, and influences from one text to similar texts from other cultures. (ASD)</u></p>	<p>The student makes connections between cultural influences/events by</p> <p>[5] 2.11.1 Identifying cultural influences in texts (e.g., dialects, customs, traditions geography) (L)</p> <p>[5] 2.11.2 Identifying common ideas, events, and situations in multicultural readings (e.g., trickster tales about Anansi the spider (African) and coyote (American Southwest))* (L)</p> <p>[5] 2.11.3 Students will compare & contrast cultural events, ideas, settings, and influences from one text to similar texts from other cultures.* (ASD)</p>	<p>The student makes connections between cultural influences/events by</p> <p>[6] 2.11.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories) (L)</p>

*Assumes a variety of text and increasing complexity

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.

Grade Level Expectations

Demonstrate Positive Attitudes and Behaviors Towards Print
ASDR M. 16: Demonstrate positive attitudes and behaviors towards print.

Grade 3	Grade 4	Grade 5	Grade 6
[3].16.1 Students will look at and/or read books daily for at least 40 minutes. (ASD)	[4].16.1 Students will read independently daily for at least 40+ minutes (ASD)	[5].16.1 Students will read independently daily for at least 40+ minutes (ASD)	[6].16.1 Students will read independently daily for at least 40+ minutes (ASD)
[3].16.2 Students will choose to read a variety of genres. (ASD)	[4].16.2 Students will choose to read a variety of genres. (ASD)	[5].16.2 Students will choose to read a variety of genres. (ASD)	[6].16.2 Students will choose to read a variety of genres. (ASD)
[3].16.3 Students will request opportunities to read, be read to, and will enjoy listening to books. (ASD)	[4].16.3 Students will listen during read-aloud. (ASD)	[5].16.3 Students will listen during read-aloud (ASD)	[6].16.3 Students will listen during read-aloud (ASD)
[3].16.4 Students will read and write for a variety of purposes. (ASD)	[4].16.4 Students will select books and other print materials based on personal preferences (ASD)	[5].16.4 Students will select books and other print materials based on personal preferences (ASD)	[6].16.4 Students will select books and other print materials based on personal preferences (ASD)
[3].16.5 Students will recommend books and other sources of print to others. (ASD)	[4].16.5 Students will recommend books and other sources of print to others. (ASD)	[5].16.5 Students will recommend books and other sources of print to others. (ASD)	[6].16.5 Students will recommend books and other sources of print to others. (ASD)
[3].16.6 Students will read self-selected and assigned texts (ASD)	[4].16.6 Students will read self-selected and assigned texts (ASD)	[5].16.6 Students will read self-selected and assigned texts <u>regularly</u> (ASD)	[6].16.6 Students will read self-selected and assigned texts <u>regularly</u> (ASD)
[3].16.7 Students will use school and/or classroom library. (ASD)	[4].16.7 Students will use school and/or classroom library. (ASD)	[5].16.7 Students will use school and/or classroom library. (ASD)	[6].16.7 Students will use school and/or classroom library. (ASD)
[3].16.8 Students will participate in discussion groups with peers. (ASD)	[4].16.8 Students will participate in discussion groups with peers. (ASD)	[5].16.8 Students will participate in discussion groups with peers. (ASD)	[6].16.8 Students <u>will initiate</u> and participate in discussion groups with peers. (ASD)

Glossary

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

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.

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.)

Restate—To state information again in another way

Retell—To relate a story or to tell it again