

# AK + ASD Reading Grade Level Expectations For Grade 9

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.

<b>The student uses strategies to decode or comprehend meaning of words in text.</b>		
<p><b>R1.1</b> a. Distinguish, reproduce, and manipulate the sounds in words;                      b. Use a combination of the following to read and comprehend text: <b>knowledge of phonics</b>, alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns; <b>pictures and visual cues</b>; <b>sight recognition</b> of high frequency vocabulary words; <b>word structure</b>, e.g., root words, prefixes, suffixes, rhyming words; <b>language structure</b>, e.g., word order, grammar; <b>meaning structure</b>, e.g., prior knowledge and context; <b>text structure</b>, e.g., read left to right. E.B.1</p>		
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<p><b>The proficient student</b></p> <ul style="list-style-type: none"> <li>• [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)</li> <li>• [3] 1.1.4 Identifying words by using context clues (e.g., “canoe” in a story about fishing) (<b>ASD</b>)</li> <li>• [3] 1.1.5 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>• [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>)</li> <li>• [4] 2.1.4 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>• [5] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or readings)*</li> <li>• [5] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms,</li> </ul>

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

<b>The student uses strategies to decode or comprehend meaning of words in text.</b>
<b>R3.1</b> Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. E.B.1
<b>R4.1</b> Apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, to determine the meaning of new words and to comprehend text. E.B.1
<b>Grade 9</b>
<b>The student uses strategies to decode or comprehend the meaning of words in text by</b>
[9] <b>4.1.1</b> Determining meanings of unfamiliar words in context using knowledge of sounds, syllables, derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak )
[9] <b>4.1.2</b> Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in
• dialectical English (e.g., Huck Finn)
• other languages adopted into English (pie a la mode)
• idiomatic expressions (e.g., “it drives me up a wall)
[9] <b>4.1.3</b> Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies*
[9] <b>4.1.4</b> Determining the meaning of words in context including connotation/denotation, use of precise or technical vocabulary, content specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., Raven as a character in a myth and also representative of Native Alaskan notion of “trickster”)
[9] <b>4.1.5</b> Self-monitoring and self-correcting while reading (e.g., rereading, adjusting reading pace, sub-vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.)* (L)

\*Assumes a variety of text and increasing complexity

<b>The student comprehends literal or inferred meaning from text.</b>
<b>Grade 9</b>
<i>No state GLE at this level</i>

\*Assumes a variety of text and increasing complexity

<b>The student reads text aloud..</b>
<b>R3.2</b> Rehearse and read texts aloud to an audience, in performances such as readers’ theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses. E.B.1
<b>Grade 9</b>
<b>The student reads texts aloud by</b>
[9] <b>3.2.1</b> Rehearsing and reading aloud with expression from a variety of genres to an audience (L)*
[9] <b>3.2.2</b> Giving an oral formal presentation (e.g., research reports, literature responses)* (L)

\*Assumes a variety of text and increasing complexity

<b>The student restates/summarizes and connects information.</b>
<b>R3.3</b> Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. E.B.3
<b>R4.2</b> Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information. E.B.3
<b>Grade 9</b>
<b>The student restates/summarizes and connects information by</b>
[9] <b>4.2.1</b> Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, c and summaries of main ideas or events* <span style="float: right;">accurate restatements</span>
[9] <b>4.2.2</b> Connecting information by making inferences and drawing conclusions within a text (e.g., why is the informati

\*Assumes a variety of text and increasing complexity

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

**R3.4** Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. E.B.2

**R4.3 a.** Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas.

b. Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents. E.D.2

**Grade 9**

**The student demonstrates understanding of main ideas/arguments by**

[9] **4.3.1** Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)

[9] **4.3.2** Locating information in narrative and informative text to answer questions related to main ideas or key details\*

[9] **4.3.3** Comparing/contrasting the main ideas or concepts between related texts\*

[9] **4.3.4** Explaining connections among main ideas/concepts (text to self, text to text, text to world)\* (L)

[9] **4.3.5** Locating and using evidence from texts to assess the validity of an author's ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)

[9] **4.3.6** Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)

[9] **4.3.7** The student uses knowledge of the characteristics of quality writing, which includes ideas, organization, voice, word choice, sentence fluency, and conventions to analyze the writing of others by

- Identifying themes, main ideas, and organizational structures
- Recognizing and evaluating the use of voice in a variety of texts
- Recognizing the effect of word choice

Analyzing and evaluating sentence fluency and conventions in others' writing, both professional and peer (ASD)

\*Assumes a variety of text and increasing complexity

**The student follows written directions.**

**R3.5** Read and follow multi-step directions to complete a task, and identify the sequence prescribed. E.C.2

**R4.4** Read and follow multi-step directions to complete complex tasks. E.C.2

**Grade 9**

**The student follows multi-step directions by**

[9] **4.4.1** Reading, understanding, and applying multi-step directions to perform complex procedures and tasks (e.g., filling out a catalog order)

[9] **4.4.2** Identifying the sequence of steps in a list of directions (e.g., design a science experiment)

\*Assumes a variety of text and increasing complexity

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

**R3.6** Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry). E.B.2

**R4.5** Analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience. E.B.2

**Grade 9**

**The student analyzes and evaluates conventions and techniques of genres by**

[9] **4.5.1** Identifying the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story\*

[9] **4.5.2** Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, allusion or symbolism) to analyze literary works

[9] **4.5.3** Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)

\*Assumes a variety of text and increasing complexity

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

**R. 3.7** Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story. E.B.2

**R4.6** Analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes. E.B.2

**Grade 9**

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

[9] **4.6.1** Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone

[9] **4.6.2** Comparing and contrasting literary elements and devices in a variety of works by a variety of authors\*

[9] **4.6.3** Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme\*

[9] **4.6.4** Citing evidence from the text to analyze and evaluate the author’s intent for utilizing literary elements and devices and tone

\*Assumes a variety of text and increasing complexity

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

**R3.8 a.** Differentiate between fact and opinion in text.

b. Analyze an author’s purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. E.D.2

**R4.7** Express and support assertions, with evidence from the text or experience, about the effectiveness of a text. E.D.4

**Grade 9**

**The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by**

[9] **4.7.1** Identifying bias/propaganda by citing textual evidence\*(L)

[9] **4.7.2** Identifying author’s purpose (e.g. to narrate, inform, entertain, explain, persuade) by citing textual evidence\*

\*Assumes a variety of text and increasing complexity

**The student connects themes.**

**R3.9** Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. E.B.3

**R4.8** Analyze and evaluate themes across a variety of texts, using textual and experiential evidence. E.B.3

**Grade 9**

**The student connects themes by**

[9] **4.8.1** Analyzing and evaluating evidence within the text to identify an author’s theme or purpose

[9] **4.8.2** Analyzing and evaluating textual evidence to make thematic connections between texts

[9] **4.8.3** Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)

\*Assumes a variety of text and increasing complexity

**The student connects and evaluates cultural influences/events..**

**R3.10** Compare and contrast how texts reflect historical and cultural influences. E.E.1

**R4.9** Analyze the effects of cultural and historical influences on texts. E.E.1

**Grade 9**

**The student connects and evaluates cultural influences/events by**

[9] **4.9.1** Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., mythology, colonialism; Western/Eastern medicine) (L)

[9] **4.9.2** Analyzing the effects of historical or cultural influences/events on texts\* (L)

\*Assumes a variety of text and increasing complexity

<b>Demonstrate Positive Attitudes and Behaviors Towards Print</b>
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ASDR M. 16: Demonstrate positive attitudes and behaviors towards print.
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<b>Grade 9</b>
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|---|
| <p>[9] 16.1 The student self-selects reading materials by</p> <ul style="list-style-type: none"> <li>• Identifying and assessing his/her own reading skills, preferences, and interests</li> <li>• Setting appropriate and challenging personal reading goals</li> <li>• Collaborating with a small group of peers to make an appropriate reading choice (ASD)</li> </ul> |
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## 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