

AK + ASD Reading Grade Level Expectations For Grades 7-10

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	Grade 4	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.			
R3.1 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			
R4.1 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			
Grade 7	Grade 8	Grade 9	Grade 10
<p>The student uses strategies to decode or comprehend the meaning of words in text by</p> <p>[7] 3.1.1 Determining meanings of unfamiliar words in <u>context</u> using knowledge of word structure, (prefixes/suffixes, <u>base words</u>, <u>common roots</u>, or <u>word origins</u>)</p> <p>[7] 3.1.2 Determining meanings of unfamiliar words in context, <u>including words from other languages that have been adopted into English</u> (e.g. <i>déjà vu</i>), using knowledge of language structure <u>including using context clues, prior knowledge, and other resources</u> (e.g. dictionaries, glossaries, <u>thesauruses</u>)</p> <p>[7] 3.1.3 Identifying <u>complex</u> relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, and analogies</p> <p>[7] 3.1.4 Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., vague vs. ambiguous)</p> <p>[7] 3.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace, rereading difficult or relevant material)* (L)</p> <p>[7] 3.1.6 Identify multisyllabic words by using knowledge of sound, syllables, and derivational roots (Greek, Latin, Anglo-Saxon; for example, <i>symphony</i>) (ASD)</p>	<p>The student uses strategies to decode or comprehend the meaning of words in text by</p> <p>[8] 3.1.1 Determining meanings of unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins)*</p> <p>[8] 3.1.2 Determining meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g., <i>carpe diem</i>), using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g., dictionaries, glossaries, thesauruses)</p> <p>[8] 3.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, and analogies*</p> <p>[8] 3.1.4 Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., <i>angry</i>, <i>vexed</i>; <u>segmented</u>, <u>segregation</u>)</p> <p>[8] 4.1.5 Self-monitoring and self-correcting while reading (e.g., rereading, adjusting reading pace, <u>sub-vocalizing</u>, <u>consulting resources</u>, <u>questioning</u>, <u>flexible note taking/mapping</u>, <u>skimming</u>, <u>scanning</u>, etc.) (L)</p> <p>[8] 4.1.6 Identify multisyllabic words by using knowledge of sound, syllables, and derivational roots (Greek, Latin, Anglo-Saxon; for example, <i>symphony</i>) (ASD)</p>	<p>The student uses strategies to decode or comprehend the meaning of words in text by</p> <p>[9] 4.1.1 Determining meanings of unfamiliar words in context using knowledge of <u>sounds</u>, <u>syllables</u>, <u>derivational roots</u> and <u>affixes</u>, <u>including cultural derivations</u> (e.g., the root of <u>photography</u> and <u>photosynthesis</u>; <i>kayak</i>)</p> <p>[9] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in</p> <ul style="list-style-type: none"> • dialectical English (e.g., Huck Finn) • other languages adopted into English (<i>pie a la mode</i>) • idiomatic expressions (e.g., “it drives me up a wall) <p>[9] 4.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies*</p> <p>[9] 4.1.4 Determining the meaning of words in context <u>including connotation/denotation</u>, use of precise or technical vocabulary, content specific vocabulary (<u>symbiosis</u>, <u>suffrage</u>, <u>apartheid</u>), or multiple meanings (e.g., Raven as a character in a myth and also representative of Native Alaskan notion of “trickster”)</p> <p>[9] 4.1.5 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)</p>	<p>The student uses strategies to decode or comprehend the meaning of words in text by</p> <p>[10] 4.1.1 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; <i>kayak</i>)*</p> <p>[10] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in</p> <ul style="list-style-type: none"> • dialectical English (e.g., Huck Finn) • other languages adopted into English (<i>pie a la mode</i>) • idiomatic expressions (e.g., “it drives me up a wall)* <p>[10] 4.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies*</p> <p>[10] 4.1.4 Determining the meaning of words in context including connotation/denotation, use of precise or <u>technical</u> vocabulary, content-specific vocabulary (<u>symbiosis</u>, <u>suffrage</u>, <u>apartheid</u>), or multiple</p> <p>[10] 4.1.5 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)</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.

Grade 7	Grade 8	Grade 9	Grade 10
<p><i>No state GLE at this level</i></p> <p>The student uses and monitors comprehension strategies (flexibly and as needed) while reading literary and informational text by:</p> <ul style="list-style-type: none"> • linking prior knowledge to new ideas and information • summarizing • predicting and making text-based inferences • determining importance • generating questions that clarify and infer • constructing sensory images (e.g. making pictures in one’s mind) • making connections • taking notes (ASD) 	<p><i>No state GLE at this level</i></p> <p>The student uses and monitors comprehension strategies (flexibly and as needed) while reading literary and informational text by:</p> <ul style="list-style-type: none"> • linking prior knowledge to new ideas and information • summarizing • predicting and making text-based inferences • determining importance • generating questions that clarify and infer • constructing sensory images (e.g. making pictures in one’s mind) • making connections • taking notes (ASD) 	<p><i>No state GLE at this level</i></p>	<p><i>No state GLE at this level</i></p>

*Assumes a variety of text and increasing complexity

Grade Level Expectations

The student reads text aloud..

R3.2 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			
Grade 7	Grade 8	Grade 9	Grade 10
<p>The student reads texts aloud by</p> <p>[7] 3.2:1 Orally interpreting short stories, poetry, and drama to an audience (L)</p> <p>[7] 3.2:2 Reading aloud short factual information (e.g., reports, articles) (L)</p>	<p>The student reads texts aloud by</p> <p>[8] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)</p> <p>[8] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses) (L)</p>	<p>The student reads texts aloud by</p> <p>[9] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)*</p> <p>[9] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses)* (L)</p>	<p>The student reads text aloud by</p> <p>[10] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)*</p> <p>[10] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses)* (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.

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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 restates/summarizes and connects information.

R3.3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. E.B.3

R4.2 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

Grade 7	Grade 8	Grade 9	Grade 10
<p>The student restates/summarizes and connects information by [7] 3.3.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events* [7] 3.3.2 Connecting information within a text by making inferences and drawing conclusions across texts or other summarized information [7] 3.3.3 Connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas) (L)</p>	<p>The student restates/summarizes and connects information by [8] 3.3.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events* [8] 3.3.2 Connecting information within a text by making inferences and drawing conclusions across texts or other summarized information* [8] 3.3.3 Connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas)* (L)</p>	<p>The student restates/summarizes and connects information by [9] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events* [9] 4.2.2 Connecting information by making inferences and drawing <u>conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information</u></p>	<p>The student restates/summarizes and connects information by [10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events* [10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information*</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 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 7	Grade 8	Grade 9	Grade 10
<p>The student demonstrates understanding of main ideas/arguments by</p> <p>[7] 3.4.1 Identifying or explaining the main ideas in various types of texts (. i.e., <u>recognizing or developing appropriate titles, generalizations, assertions</u>)</p> <p>[7] 3.4.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p> <p>[7] 3.4.3 Comparing/contrasting the main ideas or concepts between related texts</p> <p>[7] 3.4.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)</p>	<p>The student demonstrates understanding of main ideas/arguments by</p> <p>[8] 3.4.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)*</p> <p>[8] 3.4.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p> <p>[8] 3.4.3 Comparing/contrasting the main ideas or concepts between related texts*</p> <p>[8] 3.4.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p>	<p>The student demonstrates understanding of main ideas/arguments by</p> <p>[9] 4.3.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)</p> <p>[9] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p> <p>[9] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*</p> <p>[9] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p> <p>[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)</p> <p>[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)</p> <p>[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</p> <ul style="list-style-type: none"> • 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) 	<p>The student demonstrates understanding of main ideas/arguments by</p> <p>[10] 4.3.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)*</p> <p>[10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p> <p>[10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*</p> <p>[10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p> <p>[10] 4.3.5 Locating and using evidence from texts to assess the validity of an author’s main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)*</p> <p>[10] 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)*</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 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 7	Grade 8	Grade 9	Grade 10
<p>The student follows multi-step directions by [7] 3.5.1 Completing a task by following written, multi-step directions (e.g., <u>answer a multi-faceted text question</u>) [7] 3.5.2 Identifying the sequence of steps in a list of directions (e.g., what is the first step, what is the second step) [7] 3.5.3 Completing a task by following <u>oral</u> directions. (ASD)</p>	<p>The student follows multi-step directions by [8] 3.5.1 Completing a task by following written, multi-step directions (e.g. answer a multi-faceted text question)* [8] 3.5.2 Identifying the sequence of steps in a list of directions (e.g., what is the first step, what is the second step)* [8] 3.5.3 Completing a task by following oral directions. (ASD)</p>	<p>The student follows multi-step directions by [9] 4.4.1 Reading, understanding, and applying multi-step <u>directions to perform complex procedures and tasks</u> (e.g., filling out a catalog order) [9] 4.4.2 Identifying the sequence of steps in a list of directions (e.g., <u>design a science experiment</u>)</p>	<p>The student follows multi-step directions by [10] 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks (e.g., <u>filling out a sample income tax return or permanent fund dividend application</u>) [10] 4.4.2 Identifying the sequence of steps in a list of directions (e.g., design a science experiment)*</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.

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 7	Grade 8	Grade 9	Grade 10
<p>The student analyzes and evaluates conventions and techniques of genres by</p> <p>[7] 3.6.1 Identifying the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story</p> <p>[7] 3.6.2 Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works</p> <p>[7] 3.6.3 Identifying and explaining use of literary sound devices appropriate to genre (e.g. rhyme scheme, alliteration, onomatopoeia) (ASD)</p> <p>[7] 3.6.4 The student demonstrates an understanding of informational (expository and practical) texts by:</p> <ul style="list-style-type: none"> Obtaining information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings) Using information from the text to answer questions or to state the central idea and provide supporting details Organizing information to show understanding (e.g., representing key points within text through charting, mapping, paraphrasing, or summarizing) Identifying the characteristics of a variety of types of texts (e.g., reference: magazines, textbooks, newspapers, public documents and discourse, technical manuals, internet web sites; and practical/functional texts: instructions, recipes, advertisements, ballots, propositions, job applications) Identifying and employing knowledge of a text’s organizational structure (e.g., chronological, cause/effect, compare/contrast) to comprehend (ASD) 	<p>The student analyzes and evaluates conventions and techniques of genres by</p> <p>[8] 3.6.1 Identifying the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story*</p> <p>[8] 3.6.2 Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works*</p> <p>[8] 3.6.3 Identifying and explaining use of literary sound devices appropriate to genre (e.g. rhyme scheme, alliteration, onomatopoeia) (ASD)</p> <p>[8] 3.6.4 Identify and explain use of irony appropriate to genre (ASD)</p> <p>[8] 3.6.5 The student demonstrates an understanding of informational (expository and practical) texts by:</p> <ul style="list-style-type: none"> Obtaining information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings) Using information from the text to answer questions or to state the central idea and provide supporting details Organizing information to show understanding (e.g., representing key points within text through charting, mapping, paraphrasing, or summarizing) Identifying the characteristics of a variety of types of texts (e.g., reference: magazines, textbooks, newspapers, public documents and discourse, technical manuals, internet web sites; and practical/functional texts: instructions, recipes, advertisements, ballots, propositions, job applications) Identifying and employing knowledge of a text’s organizational structure (e.g., chronological, cause/effect, compare/contrast proposition and support, logical/sequential) to comprehend (ASD) 	<p>The student analyzes and evaluates conventions and techniques of genres by</p> <p>[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*</p> <p>[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, <u>allusion</u> or <u>symbolism</u>) to analyze literary works</p> <p>[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)</p>	<p>The student analyzes and evaluates conventions and techniques of techniques of genres by</p> <p>[10] 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*</p> <p>[10] 4.5.2 Identifying or explaining use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works</p> <p>[10] 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)*</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 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 7	Grade 8	Grade 9	Grade 10
<p>The student analyzes and evaluates literary elements and devices by</p> <p>[7] 3.7.1 Identifying or <u>describing or making logical predictions about (citing evidence and support from text)</u> plot, setting, character, point of view, and <u>theme</u></p> <p>[7] 3.7.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors</p> <p>[7] 3.7.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme</p> <p>[7] 3.7.4 Identifying <u>exposition</u>, rising action, climax, falling action, and <u>resolution</u>. (ASD)</p> <p>[7] 3.7.5 Describing characterization (e.g., stereotype, antagonist, protagonist), motivation, interactions, citing thoughts, words, or actions that reveal characteristic personalities or their changes over time. (ASD)</p> <p>[7] 3.7.6 Making inferences about cause/effect, internal or external conflicts (e.g. person vs. self, person vs. person, person vs. nature/society/fate) (ASD)</p>	<p>The student analyzes and evaluates literary elements and devices by</p> <p>[8] 3.7.1 Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme*</p> <p>[8] 3.7.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors*</p> <p>[8] 3.7.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme*</p> <p>[8] 3.7.4 Identifying <u>exposition</u>, rising action, climax, falling action, and <u>resolution</u>. (ASD)</p> <p>[8] 3.7.5 Describing characterization (e.g., stereotype, antagonist, protagonist), motivation, interactions, citing thoughts, words, or actions that reveal characteristic personalities or their changes over time. (ASD)</p> <p>[8] 3.7.6 Making inferences about cause/effect, internal or external conflicts (e.g. person vs. self, person vs. person, person vs. nature/society/fate) (ASD)</p>	<p>The student analyzes and evaluates literary elements and devices by</p> <p>[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 <u>tone</u></p> <p>[9] 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors*</p> <p>[9] 4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme*</p> <p>[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</p>	<p>The student analyzes and literary elements and devices by</p> <p>[10] 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*</p> <p>[10] 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors*</p> <p>[10] 4.6.3 Analyzing and evaluating the importance to the story plot, setting, character, point of view, theme, and <u>tone</u></p> <p>[10] 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone*</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 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 7	Grade 8	Grade 9	Grade 10
<p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by</p> <p>[7] 3.8.1 Identifying bias/propaganda by citing textual evidence*(L)</p> <p>[7] 3.8.2 Identifying author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence</p> <p>[7] 3.8.3 Evaluate the accuracy and reliability of information presented in <u>all</u> forms of media (e.g., internet, television, newspaper, advertising, etc.) (ASD)</p>	<p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by</p> <p>[8] 3.8.1 Identifying bias/propaganda by citing textual evidence*(L)</p> <p>[8] 3.8.2 Identifying author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence**</p> <p>[8] 3.8.3 Evaluate the accuracy and reliability of information presented in all forms of media (e.g., internet, television, newspaper, advertising, etc.) (ASD)</p>	<p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by</p> <p>[9] 4.7.1 Identifying bias/propaganda by citing textual evidence*(L)</p> <p>[9] 4.7.2 Identifying author's purpose (e.g. to narrate, inform, entertain, explain, persuade) by citing textual evidence*</p>	<p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by</p> <p>[10] 4.7.1 Identifying bias/propaganda by citing textual evidence*(L)</p> <p>[10] 4.7.2 Identifying author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence*</p>

*Assumes a variety of text and increasing complexity

Grade Level Expectations

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 7	Grade 8	Grade 9	Grade 10
<p>The student connects themes by</p> <p>[7] 3.9.1 <u>Locating evidence within the text to make connections to an</u> author's message or theme</p> <p>[7] 3.9.2 Utilizing textual evidence to make thematic connections between texts</p> <p>[7] 3.9.3 Making thematic connections between a variety of texts and relating these themes to personal experiences, experiences of others, prior knowledge, and the broader world of ideas (L)</p>	<p>The student connects themes by</p> <p>[8] 3.9.1 Locating evidence within the text to make connections to an author's message or theme*</p> <p>[8] 3.9.2 Utilizing textual evidence to make thematic connections between texts*</p> <p>[8] 3.9.3 Making thematic connections between literary and other texts related to personal experiences, experiences of others, prior knowledge, and the broader world of ideas* (L)</p>	<p>The student connects themes by</p> <p>[9] 4.8.1 <u>Analyzing and evaluating</u> evidence within the text to identify an author's theme or purpose</p> <p>[9] 4.8.2 <u>Analyzing and evaluating</u> textual evidence to make thematic connections between texts</p> <p>[9] 4.8.3 <u>Analyzing and evaluating</u> thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)</p>	<p>The student connects themes by</p> <p>[10] 4.8.1 Analyzing and evaluating evidence within the text to identify an author's theme or purpose*</p> <p>[10] 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts*</p> <p>[10] 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)</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 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 7	Grade 8	Grade 9	Grade 10
<p>The student connects and evaluates cultural influences/events by</p> <p>[7] 3.10.1 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., <u>creation stories</u>) (L)</p> <p>[7] 3.10 Analyzing the effects of historical or cultural influences/events on texts (L)</p>	<p>The student connects and evaluates cultural influences/events by</p> <p>[8] 3.10.1 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., <u>individual/family/community identity formation</u>) (L)</p> <p>[8] 3.10.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p>	<p>The student connects and evaluates cultural influences/events by</p> <p>[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., <u>mythology, colonialism; Western/Eastern medicine</u>) (L)</p> <p>[9] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p>	<p>The student connects and evaluates cultural influences/events by</p> <p>[10] 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., <u>Puritanism; immigration; Harlem Renaissance</u>) (L)</p> <p>[10] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p>

*Assumes a variety of text and increasing complexity

Grade Level Expectations

Demonstrate Positive Attitudes and Behaviors Towards Print

ASDR M. 16: Demonstrate positive attitudes and behaviors towards print.

Grade 7	Grade 8	Grade 9	Grade 10
		<p>[9] 16.1 The student self-selects reading materials by</p> <ul style="list-style-type: none"> Identifying and assessing his/her own reading skills, preferences, and interests Setting appropriate and challenging personal reading goals Collaborating with a small group of peers to make an appropriate reading choice (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