

Reading Performance Standards (Grade Level Expectations) Grade 3

PSGLEs repeated with no changes across grade levels are marked with asterisks. This indicates the PSGLE assumes a variety of text and increasing complexity to indicate the growth in the PSGLE.

Each PSGLE includes a bolded statement called the "stem." Each stem is the same or similar across the grades for a given PSGLE and is meant to communicate the main curriculum and instructional focus of the PSGLE across the grades.

The first row of each table includes a sentence 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 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
<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>The student comprehends literal or inferred meaning from text by</p> <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</u>, why are bears with cubs especially <u>dangerous</u>, what will happen next), or rereading (e.g., for clarification, confirmation, correction) (L)</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., why do characters react to the same situation differently) or rereading (e.g., for clarification, confirmation, correction)* (L)</p>

The number in brackets indicates the grade level.

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

Differences between grade levels are underlined.

The number indicates the Performance Standard and the Grade Level Expectation number. Thus PSGLE [5] 2.2.2 represents Performance Standard 2.2, and the second PSGLE for that performance standard for grade 5.

Note: Items differentiated with an "i.e." indicate that statewide assessment items may only be written to the content contained within the statement in the parentheses. Items differentiated with an "e.g." do not limit assessment items to that content, but indicate examples of content that may be used in statewide assessment items.

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

Reading Performance Standards (Grade Level Expectations)

- 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
- 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
- R1.3** Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1
- R1.4** a. Retell or dramatize a story after reading it.
 b. Restate information after reading a text. E.B.1
- R1.5** Identify the main idea of a passage. E.B.1

Grade 3

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

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

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

[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)

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

The student comprehends literal or inferred meaning from text by

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

[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)

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

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

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 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

The student demonstrates an understanding of main idea by

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

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

- R1.6** Read and follow simple directions to complete a simple task. E.C.2
R1.7 Distinguish between common forms of texts (genres): fiction/nonfiction, prose/poetry, short story/drama. E.B.2
R1.8 Identify and describe basic plot, main characters, and setting (time and place) in fiction. E.B.2
R1.9 Express own opinions about texts. E.D.1
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
R1.11 Identify basic cultural influences in texts. E.E.1

Grade 3

<p>The student follows written directions by</p> <p>[3] 1.6.1 Completing a simple (1-2 step) task by following written directions (L)</p> <p>[3] 1.6.2 Identifying the sequence of steps in simple directions</p>	<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 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 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>The student analyzes content and structure of genres by</p> <p>[3] 1.7.1 Distinguishing between fiction /non-fiction, 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>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>		

*Assumes a variety of text and increasing complexity