

Reading Performance Standards (Grade Level Expectations) Kindergarten

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 (the performance standards state what students should know and be able to do at ages 5-7, 8-10, 11-14, and 15-18). The second row includes the complete performance standards for ages 5-7.

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.

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

Kindergarten	Grade 1	Grade 2	Grade 3
<p>The student comprehends literal or inferred meaning from text by</p> <p>[K] 1.2.1 Answering who, where, and what questions after listening to a sentence, paragraph or story</p> <p>[K] 1.2.2 Predicting and confirming outcomes when listening to a story</p>	<p>The student comprehends literal or inferred meaning from text by</p> <p>[1] 1.2.1 Answering who, what, where and when questions after listening to or reading a story</p> <p>[1] 1.2.2 Generating questions to clarify meaning of the text</p> <p>[1] 1.2.3 Making and verifying predictions based on information from the story</p> <p>[1] 1.2.4 Drawing conclusions about stories or information while listening or reading (e.g., comparing and contrasting)</p>	<p>The student comprehends literal or inferred meaning from text by</p> <p>[2] 1.2.1 Answering questions about information explicitly stated in text.</p> <p>[2] 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)</p> <p>[2] 1.2.3 Making simple inferences</p> <p>[2] 1.2.4 Drawing conclusions about stories and/or based on information presented in the text (e.g., cause and effect).</p>	<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. Making simple inferences (e.g., predicts logical outcomes)</p> <p>[3] 1.2.4 Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)</p>

The number or letter in brackets indicates the grade level.

The numbering indicates the performance standard and the Grade Level Expectation number, so PSGLE **[1] 1.2.1** is Performance Standard 1.2, and the first PSGLE for that performance standard for grade 1.

Reading Performance Standards (Grade Level Expectations) Kindergarten

**The student uses strategies to decode or comprehend meaning of words in text.
The student comprehends literal or inferred meaning from text.
The student reads text aloud.**

- 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

Kindergarten

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

- [K] 1.1.1** Given spoken words or sounds (phonological awareness):
- identifying whether words are the same or different;
 - identifying whether words rhyme or not;
 - producing words that rhyme;
 - orally blending syllables or onset-rimes;
 - orally blending separate phonemes;
 - identifying the first sound in a 1-syllable word;
 - identifying different speech sounds;
 - segmenting individual sounds in words with support
- [K] 1.1.2** Identifying all letters by name and most common sound; orally reading some high frequency sight words

- [K] 1.1.3** Naming pictures of common objects; environmental print (e.g., stop, exit), using words to describe location, size, color, and shape; using names and labels of basic objects; identifying and sorting pictures into categories (e.g., vehicles, foods, colors)
- [K] 1.1.4** Listening to and using new vocabulary in context
- [K] 1.1.5** Demonstrating understanding of concepts of print including
- holding book right side up;
 - reading front to back, top to bottom of page, left to right of page, left before right page;
 - one-to-one word correspondence;
 - meaning of the concept of first/last and beginning/end

The student comprehends literal or inferred meaning from text by

- [K] 1.2.1** Answering who, where, and what questions after listening to a sentence, paragraph, or story
- [K] 1.2.2** Predicting and confirming outcomes when listening to a story

The student reads text aloud by

- [K] 1.3.1** Participating in choral speaking and reciting short poems, rhymes, songs, or stories with repeated patterns

**Reading Performance Standards
(Grade Level Expectations) Kindergarten**

**The student restates/summarizes information.
The student demonstrates an understanding of main idea.
The student follows written directions.
The student analyzes content and structure of genres.**

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
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

Kindergarten

<p>The student restates/summarizes information by</p> <p>[K] 1.4.1 Retelling or dramatizing a familiar story (not necessarily in sequence) with or without the use of props</p> <p>[K] 1.4.2 Restating information after listening to text</p>	<p>The student demonstrates an understanding of main idea by</p> <p>[K] 1.5.1 Identifying the most important idea of a text</p>	<p>The student follows oral and written directions by</p> <p>[K] 1.6.1 Following simple two-step oral directions to complete a task</p> <p>[K] 1.6.2 Following symbol or icon directions to complete a task</p>	<p>The student analyzes content and structure of genres by</p> <p>[K] 1.7.1 Listening to and discussing fiction, non-fiction, and poetry</p> <p>[K] 1.7.2 Identifying use of rhyme in text</p>
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*Assumes a variety of text and increasing complexity

**Reading Performance Standards
(Grade Level Expectations) Kindergarten**

**The student analyzes literary elements and devices.
The student analyzes content of text to differentiate fact and opinion.
The student connects themes.
The student makes connections between cultural influences/events.**

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

Kindergarten

<p>The student analyzes literary elements and devices by</p> <p>[K] 1.8.1 Identifying the setting (where) and important characters of a story</p>	<p>The student analyzes content of text to differentiate fact and opinion by</p> <p>[K] 1.9.1 Expressing own opinion about material read/heard</p>	<p>The student connects themes by</p> <p>[K] 1.10.1 Making relevant connections between text and personal experiences</p>	<p>The student makes connections between cultural influences/events by</p> <p>[K] 1.11.1 Listening to and discussing stories representing various cultures and traditions (e.g., storytelling, read-alouds, songs)</p>
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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.

Support—Assistance, including modeling or prompting, provided by a teacher or other adults.