

# Reading Performance Standards (Grade Level Expectations) Kindergarten-Grade Two

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

Note: Grade 3 PSGLEs are included in this draft document to show the progression from kindergarten to grade 3.

## Reading Performance Standards (Grade Level Expectations) Grades K-2

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

- 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

Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>The student uses strategies to decode or comprehend meaning of words in text by</b></p> <p><b>[K] 1.1.1</b> Given spoken words or sounds (phonological awareness):</p> <ul style="list-style-type: none"> <li>• identifying whether words are the same or different;</li> <li>• identifying whether words rhyme or not;</li> <li>• producing words that rhyme;</li> <li>• orally blending syllables or onset-rimes;</li> <li>• orally blending separate phonemes;</li> <li>• identifying the first sound in a 1-syllable word;</li> <li>• identifying different speech sounds;</li> <li>• segmenting individual sounds in words with support</li> </ul> <p><b>[K] 1.1.2</b> Identifying all letters by name and most common sound; orally reading some high frequency sight words</p> <p><b>[K] 1.1.3</b> 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)</p> <p><b>[K] 1.1.4</b> Listening to and using new vocabulary in context</p> <p><b>[K] 1.1.5</b> Demonstrating understanding of concepts of print including</p> <ul style="list-style-type: none"> <li>• holding book right side up;</li> <li>• reading front to back, top to bottom of page, left to right of page, left before right page;</li> <li>• one-to-one word correspondence;</li> <li>• meaning of the concept of first/last and beginning/end</li> </ul>	<p><b>The student uses strategies to decode or comprehend meaning of words in text by</b></p> <p><b>[1] 1.1.1</b> Given spoken words or sounds:</p> <ul style="list-style-type: none"> <li>• identifying initial, middle, and final sound in 1-syllable words;</li> <li>• blending 3-4 phonemes into a whole word;</li> <li>• segmenting 3 and 4 phonemes in 1-syllable words;</li> <li>• distinguishing, reproducing, and manipulating sounds for common letter combinations (i.e., word families, consonant blends, and digraphs)</li> </ul> <p><b>[1] 1.1.2</b> Reading regularly spelled one syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), digraphs, long and short vowel patterns</p> <p><b>[1] 1.1.3</b> Reading high frequency words</p> <p><b>[1] 1.1.4</b> Obtaining information using text features (e.g., titles, illustrations, table of contents, speech bubbles)</p> <p><b>[1] 1.1.5</b> Identifying the meaning of new vocabulary; using new vocabulary in context</p> <p><b>[1] 1.1.6</b> Self-monitoring and self-correcting while reading (e.g., recognizing when there is a mismatch and using other strategies to correct)</p> <p><b>[1] 1.1.7</b> Demonstrating understanding of concepts of print including</p> <ul style="list-style-type: none"> <li>• one-to-one matching;</li> <li>• return sweep when reading;</li> <li>• meaning of ending punctuation;</li> <li>• capital and lower case letters (e.g., sentences and names begin with capitals)</li> </ul>	<p><b>The student uses strategies to decode or comprehend meaning of words in text by</b></p> <p><b>[2] 1.1.1</b> Reading regularly spelled two syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), diphthongs, digraphs, base or root words, and common prefixes and suffixes</p> <p><b>[2] 1.1.2</b> Orally reading high frequency words, compound words, contractions, possessives, and inflectional endings</p> <p><b>[2] 1.1.3</b> Obtaining information using text features including illustrations, captions, and titles</p> <p><b>[2] 1.1.4</b> Identifying the meaning of new vocabulary; using new vocabulary in correct context; making inferences about the meaning of a word based on its use in a sentence</p> <p><b>[2] 1.1.5</b> Self-monitoring and self-correcting while reading (e.g., adjusting reading pace, rereading to check for meaning, rereading a word and checking that the letter sounds match the word read)</p>	<p><b>The student uses strategies to decode or comprehend meaning of words in text by</b></p> <p><b>[3] 1.1.1</b> 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)</p> <p><b>[3] 1.1.2</b> Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms. (<b>L</b>)</p> <p><b>[3] 1.1.3</b> Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles)</p> <p><b>[3] 1.1.4</b> Identifying words by using context clues (e.g., “canoe” in a story about fishing)</p> <p><b>[3] 1.1.5</b> Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace) (<b>L</b>)</p>

## Reading Performance Standards (Grade Level Expectations) Grades K-2

### 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><b>The student comprehends literal or inferred meaning from text by</b></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><b>The student comprehends literal or inferred meaning from text by</b></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><b>The student comprehends literal or inferred meaning from text by</b></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><b>The student comprehends literal or inferred meaning from text by</b></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>

**Reading Performance Standards  
(Grade Level Expectations) Grades K-2**

**The student reads text aloud.**

**R1.3** Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<p><b>The student reads text aloud by</b></p> <p><b>[K] 1.3.1</b> Participating in choral speaking and reciting short poems, rhymes, songs, or stories with repeated patterns</p>	<p><b>The student reads text aloud by</b></p> <p><b>[1] 1.3.1</b> Reading orally with rhythm, flow, and expression, showing understanding of punctuation (e.g., period, question mark, exclamation point, quotation mark) and other conventions of print (e.g., bold, all capital letters) at a pace similar to own speech</p>	<p><b>The student reads text aloud by</b></p> <p><b>[2] 1.3.1</b> Reading orally with rhythm, flow, and expression, showing understanding of punctuation (e.g., period, comma, question mark, exclamation point, and quotations) and other conventions of print (e.g., size of print and speech bubbles) at a pace similar to own speech</p>	<p><b>The student reads text aloud by</b></p> <p><b>[3] 1.3.1</b> Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (<b>L</b>)</p>

## Reading Performance Standards (Grade Level Expectations) Grades K-2

### 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

Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>The student restates/summarizes information by</b></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><b>The student restates/summarizes information by</b></p> <p>[1] 1.4.1 Retelling or dramatizing a story after reading it</p> <p>[1] 1.4.2 Restating information after listening to text*</p>	<p><b>The student restates/summarizes information by</b></p> <p>[2] 1.4.1 Retelling or dramatizing a story after reading it*</p> <p>[2] 1.4.2 Restating information after reading text*</p>	<p><b>The student restates/summarizes information by</b></p> <p>[3] 1.4.1 Retelling or dramatizing a story after reading it (L)</p> <p>[3] 1.4.2 Restating information after reading a text or identifying accurate restatements</p>

\*Assumes a variety of text and increasing complexity

**Reading Performance Standards  
(Grade Level Expectations) Grades K-2**

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

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

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<p><b>The student demonstrates an understanding of main idea by</b></p> <p>[K] 1.5.1 Identifying the most important idea of a text</p>	<p><b>The student demonstrates an understanding of main idea by</b></p> <p>[1] 1.5.1 Identifying main idea of a text</p>	<p><b>The student demonstrates an understanding of main idea by</b></p> <p>[2] 1.5.1 Identifying and discussing main ideas and supporting details</p>	<p><b>The student demonstrates an understanding of main idea by</b></p> <p>[3] 1.5.1 Identifying the main idea or central concept in various types of texts</p>

**Reading Performance Standards  
(Grade Level Expectations) Grades K-2**

**The student follows written directions.**

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

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<p><b>The student follows oral and written directions by</b></p> <p>[K] <b>1.6.1</b> Following simple two-step oral directions to complete a task</p> <p>[K] <b>1.6.2</b> Following symbol or icon directions to complete a task</p>	<p><b>The student follows oral and written directions by</b></p> <p>[1] <b>1.6.1</b> Following two-step oral directions to complete a task</p> <p>[1] <b>1.6.2</b> Following symbol, icon, or written directions to complete a task</p>	<p><b>The student follows oral and written directions by</b></p> <p>[2] <b>1.6.1</b> Following multi-step oral directions to complete a task</p> <p>[2] <b>1.6.2</b> Following one- to two-step written directions to complete a task</p>	<p><b>The student follows written directions by</b></p> <p>[3] <b>1.6.1</b> Completing a simple (1-2 step) task by following written directions (L)</p> <p>[3] <b>1.6.2</b> Identifying the sequence of steps in simple directions</p>

**Reading Performance Standards  
(Grade Level Expectations) Grades K-2**

**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

Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>The student analyzes content and structure of genres by</b></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>	<p><b>The student analyzes content and structure of genres by</b></p> <p>[1] 1.7.1 Identifying fiction, non-fiction, and poetry</p> <p>[1] 1.7.2 Identifying use of rhyme in text*</p>	<p><b>The student analyzes content and structure of genres by</b></p> <p>[2] 1.7.1 Distinguishing between fiction and non-fiction, poetry and prose</p> <p>[2] 1.7.2 Identifying use of dialogue or rhyme in text</p>	<p><b>The student analyzes content and structure of genres by</b></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>

\*Assumes a variety of text and increasing complexity

**Reading Performance Standards  
(Grade Level Expectations) Grades K-2**

**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

Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>The student analyzes literary elements and devices by</b></p> <p>[K] <b>1.8.1</b> Identifying the setting (where) and important characters of a story</p>	<p><b>The student analyzes literary elements and devices by</b></p> <p>[1] <b>1.8.1</b> Identifying problem and solution, main characters, and setting (where and when) in fiction</p>	<p><b>The student analyzes literary elements and devices by</b></p> <p>[2] <b>1.8.1</b> Identifying problem and solution, main characters, and setting in fiction</p>	<p><b>The student analyzes literary elements and devices by</b></p> <p>[3] <b>1.8.1</b> Identifying or describing problem and solution, main characters, and setting in fiction</p>

**Reading Performance Standards  
(Grade Level Expectations) Grades K-2**

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

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

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<p><b>The student analyzes content of text to differentiate fact and opinion by</b></p> <p>[K] <b>1.9.1</b> Expressing own opinion about material read/heard</p>	<p><b>The student analyzes content of text to differentiate fact and opinion by</b></p> <p>[1] <b>1.9.1</b> Expressing own opinion about material read/heard*</p>	<p><b>The student analyzes content of text to differentiate fact and opinion by</b></p> <p>[2] <b>1.9.1</b> Expressing own opinion about material read</p>	<p><b>The student analyzes content of text to differentiate fact and opinion by</b></p> <p>[3] <b>1.9.1</b> Expressing own opinion about material read (L)</p>

\*Assumes a variety of text and increasing complexity

**Reading Performance Standards  
(Grade Level Expectations) Grades K-2**

**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

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<p><b>The student connects themes by</b></p> <p>[K] <b>1.10.1</b> Making relevant connections between text and personal experiences</p>	<p><b>The student connects themes by</b></p> <p>[1] <b>1.10.1</b> Making relevant connections between text and personal experiences and other texts</p>	<p><b>The student connects themes by</b></p> <p>[2] <b>1.10.1</b> Making relevant connections between text and personal experiences, experiences of other, and other texts</p> <p>[2] <b>1.10.2</b> Locating details in text to illustrate relevant connections between personal experiences, experiences of others, and other texts</p>	<p><b>The student connects themes by</b></p> <p>[3] <b>1.10.1</b> 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] <b>1.10.2</b> Locating details in text to illustrate relevant connections between [personal experience, experience of others, or L] other texts</p>

**Reading Performance Standards  
(Grade Level Expectations) Grades K-2**

**The student makes connections between cultural influences/events.**

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

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<p><b>The student makes connections between cultural influences/events by</b></p> <p><b>[K] 1.11.1</b> Listening to and discussing stories representing various cultures and traditions (e.g., storytelling, read-alouds, songs)</p>	<p><b>The student makes connections between cultural influences/events by</b></p> <p><b>[1] 1.11.1</b> Recognizing that stories originate in various cultures</p>	<p><b>The student makes connections between cultural influences/events by</b></p> <p><b>[2] 1.11.1</b> Recognizing that stories originate in various cultures*</p>	<p><b>The student makes connections between cultural influences/events by</b></p> <p><b>[3] 1.11.1</b> Identifying cultural influences in texts (e.g., dialects, customs, traditions) (L)</p>

\*Assumes a variety of text and increasing complexity

## 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.