

Reading Performance Standards (Grade Level Expectations) Grade 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.

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

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

Grade 7

<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 <u>in context</u> using knowledge of word structure, (prefixes/suffixes, <u>base words, common roots, or 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 (e.g. déjà vu)</u>, 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 L], 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>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 demonstrates understanding of main ideas/arguments by</p> <p>[7] 3.4.1 Identifying <u>or explaining</u> the main ideas in various types of texts (. i.e., <u>recognizing or developing</u> appropriate titles, <u>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 follows multi-step directions by</p> <p>[7] 3.5.1 Completing a task by following written, multi-step directions (e.g., <u>answer a multi-faceted text question</u>) (L)</p> <p>[7] 3.5.2 Identifying the sequence of steps in a <u>list of directions (e.g., what is the first step, what is the second step)</u></p>
<p>The student restates/summarizes and connects information by</p> <p>[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 or generalizations of a text*</p> <p>[7] 3.3.2 Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information</p> <p>[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>			

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

- R3.6** Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. E.B.2
- R3.7** Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story. E.B.2
- 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
- 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
- R3.10** Compare and contrast how texts reflect historical and cultural influences. E.E.1

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<p>The student analyzes and evaluates conventions and techniques of genres by</p> <p>[7] 3.6.1 Identifying or analyzing 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 analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, or repetition) to analyze literary works and non-fiction</p>	<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*</p> <p>[7] 3.8.2 Identifying or analyzing author’s purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence</p>	<p>The student connects themes by</p> <p>[7] 3.9.1 Locating evidence within the text to make connections to an author’s message, theme, or purpose</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 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., creation stories) (L)</p> <p>[7] 3.10 Analyzing the effects of historical or cultural influences/events on texts (L)</p>
<p>The student analyzes and evaluates literary elements and devices by</p> <p>[7] 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>[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>			

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