

# Reading Performance Standards (Grade Level Expectations) Grade 9

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.)

<b>The student comprehends literal or inferred meaning from text.</b>		
<b>R1.2</b> 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  <b>R2.2</b> Infer meaning from text. E.B.1		
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<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) <b>(L)</b></p>	<p><b>The student comprehends literal or inferred meaning from text by</b></p> <p><b>The student comprehends literal or inferred meaning from text by</b></p> <p><b>[4] 2.2.1</b> Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions*</p> <p><b>[4] 2.2.2</b> 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) <b>(L)</b></p>	<p><b>The student comprehends literal or inferred meaning from text by</b></p> <p><b>[5] 2.2.1</b> Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions*</p> <p><b>[5] 2.2.2</b> 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)* <b>(L)</b></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**

<b>Fluency</b>	<b>Word Identification Skills</b>	<b>Forming a General Understanding</b>	<b>Analysis of Content and Structure</b>
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**

<b>Fluency</b>	<b>Word Identification Skills</b>	<b>Forming a General Understanding</b>	<b>Analysis of Content and Structure</b>
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**

<b>Fluency</b>	<b>Word Identification Skills</b>	<b>Forming a General Understanding</b>	<b>Analysis of Content and Structure</b>
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**

<b>Fluency</b>	<b>Word Identification Skills</b>	<b>Forming a General Understanding</b>	<b>Analysis of Content and Structure</b>
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)

- 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
- 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
- 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
- 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
- R4.4** Read and follow multi-step directions to complete complex tasks. E.C.2

### Grade 9

<p><b>The student uses strategies to decode or comprehend the meaning of words in text by</b></p> <p><b>[9] 4.1.1</b> Determining meanings of unfamiliar words in context using knowledge of <u>sounds, syllables, derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak)</u></p> <p><b>[9] 4.1.2</b> Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in</p> <ul style="list-style-type: none"> <li>• dialectical English (e.g., Huck Finn)</li> <li>• other languages adopted into English (pie a la mode)</li> <li>• idiomatic expressions (e.g., “it drives me up a wall)</li> </ul> <p><b>[9] 4.1.3</b> Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], analogies*</p> <p><b>[9] 4.1.4</b> Determining the meaning of words in context <u>including [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., Raven as a character in a myth and also representative of Native Alaskan notion of “trickster”)</u></p> <p><b>[9] 4.1.5</b> 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><b>The student reads texts aloud by</b></p> <p><b>[9] 3.2.1</b> Rehearsing and reading aloud with expression from a variety of genres to an audience (L)*</p> <p><b>[9] 3.2.2</b> Giving an oral formal presentation (e.g., research reports, literature responses)* (L)</p> <hr/> <p><b>The student restates/summarizes and connects information by</b></p> <p><b>[9] 4.2.1</b> 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><b>[9] 4.2.2</b> Connecting information by making inferences and/or drawing conclusions <u>within a text (e.g., why is the information in the chart included), across texts or other summarized information</u></p>	<p><b>The student demonstrates understanding of main ideas/arguments by</b></p> <p><b>[9] 4.3.1</b> Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)</p> <p><b>[9] 4.3.2</b> Locating information in narrative and informative text to answer questions related to main ideas or key details*</p> <p><b>[9] 4.3.3</b> Comparing/contrasting the main ideas or concepts between related texts*</p> <p><b>[9] 4.3.4</b> Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p> <p><b>[9] 4.3.5</b> 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><b>[9] 4.3.6</b> 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><b>The student follows multi-step directions by</b></p> <p><b>[9] 4.4.1</b> <u>Reading, understanding, and applying multi-step directions to perform complex procedures and tasks (e.g., filling out a catalog order)</u></p> <p><b>[9] 4.4.2</b> Identifying the sequence of steps in a list of directions (e.g., <u>design a science experiment</u>)</p>
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\*Assumes a variety of text and increasing complexity

## Reading Performance Standards (Grade Level Expectations)

- R4.5** Analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and non-fiction and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience. E.B.2
- R4.6** Analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes. E.B.2
- R4.7** Express and support assertions, with evidence from the text or experience, about the effectiveness of a text. E.D.4
- R4.8** Analyze and evaluate themes across a variety of texts, using textual and experiential evidence. E.B.3
- R4.9** Analyze the effects of cultural and historical influences on texts. E.E.1

### Grade 9

#### The student analyzes and evaluates conventions and techniques of genres by

[9] 4.5.1 Analyzing the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story\*

[9] 4.5.2 Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, allusion or symbolism) to analyze literary works

[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)

#### The student analyzes and evaluates literary elements and devices by

[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 tone

[9] 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors\*

[9] 4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme\*

[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

#### The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by

[9] 4.7.1 Identifying bias/propaganda by citing textual evidence\*

[9] 4.7.2 Analyzing author's purpose (e.g. to narrate, inform, entertain, explain, persuade) by citing textual evidence\*

#### The student connects themes by

[9] 4.8.1 Analyzing and evaluating evidence within the text to identify an author's message, theme, or purpose

[9] 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts

[9] 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)

#### The student connects and evaluates cultural influences/events by

[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., mythology, colonialism; Western/Eastern medicine) (L)

[9] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts\* (L)

\*Assumes a variety of text and increasing complexity