

Reading Performance Standards (Grade Level Expectations) For Grades 3-10

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.		
<p>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</p> <p>R2.2 Infer meaning from text. E.B.1</p>		
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)

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
- R2.1** a. Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text.
 b. Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words. E.B.1

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student uses strategies to decode or comprehend meaning of words in text by</p> <p>[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)</p> <p>[3] 1.1.2 Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms.→ (L)</p> <p>[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)</p> <p>[3] 1.1.4 Identifying words by using context clues (e.g., “canoe” in a story about fishing)</p> <p>[3] 1.1.5 Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace) (L)</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by</p> <p>[4] 2.1.1 Demonstrating knowledge of phonetics, word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)</p> <p>[4] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)</p> <p>[4] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, <u>graphs</u>, <u>charts</u>, or <u>headings</u>)</p> <p>[4] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs)</p> <p>[4] 2.1.5 Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, <u>rereading difficult or relevant material</u>) (L)</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by</p> <p>[5] 2.1.1 Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)*</p> <p>[5] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)*</p> <p>[5] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings)*</p> <p>[5] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) <u>and</u> <u>identifying shades of meaning</u> (e.g., hot, warm) L</p> <p>[5] 2.1.5 Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, rereading difficult or relevant material)* (L)</p>	<p>The student uses strategies to decode or comprehend meaning of words in text by</p> <p>[6] 2.1.1 Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)*</p> <p>[6] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals) *</p> <p>[6] 2.1.3 Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, headings, or <u>subheadings</u>)</p> <p>[6] 2.1.4 Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), <u>identifying shades of meaning</u> (e.g., happy, ecstatic), L) and <u>analogies</u>*</p> <p>[6] 2.1.5 Self-monitoring and self-correcting while reading (e.g., adjusting reading pace)* (L)</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

The student uses strategies to decode or comprehend the meaning of words in texts.

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

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

Grade 7	Grade 8	Grade 9	Grade 10
<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</u>, <u>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 uses strategies to decode or comprehend the meaning of words in text by</p> <p>[8] 3.1.1 Determining meanings of unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins)*</p> <p>[8] 3.1.2 Determining meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g., <u>carpe diem</u>), using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g., dictionaries, glossaries, thesauruses)</p> <p>[8] 3.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], and analogies*</p> <p>[8] 3.1.4 Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., <u>angry, vexed; segmented, segregation</u>)</p> <p>[8] 4.1.5 Self-monitoring and self-correcting while reading (e.g., rereading, adjusting reading pace, <u>sub-vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.</u>) (L)</p>	<p>The student uses strategies to decode or comprehend the meaning of words in text by</p> <p>[9] 4.1.1 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>[9] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in</p> <ul style="list-style-type: none"> • dialectical English (e.g., Huck Finn) • other languages adopted into English (pie a la mode) • idiomatic expressions (e.g., “it drives me up a wall) <p>[9] 4.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], analogies*</p> <p>[9] 4.1.4 Determining the meaning of words in context <u>including [connotation/denotation L]</u>, use of precise or <u>technical</u> vocabulary, content-specific vocabulary (<u>sybiosis, suffrage, apartheid</u>), or multiple meanings (e.g., Raven as a character in a myth and also representative of Native Alaskan notion of “trickster”)</p> <p>[9] 4.1.5 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>The student uses strategies to decode or comprehend the meaning of words in text by</p> <p>[10] 4.1.1 Determining meanings of unfamiliar words in context using knowledge of sounds, syllables, derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak)*</p> <p>[10] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in</p> <ul style="list-style-type: none"> • dialectical English (e.g., Huck Finn) • other languages adopted into English (pie a la mode) • idiomatic expressions (e.g., “it drives me up a wall)* <p>[10] 4.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], analogies*</p> <p>[10] 4.1.4 Determining the meaning of words in context including [connotation/denotation L], use of precise or <u>technical</u> vocabulary, content-specific vocabulary (sybiosis, suffrage, apartheid), or multiple meanings (e.g., <u>the James Joyce character Stephen Dedalus--Dedalus is a character and reference to Greek mythological figure</u>)</p> <p>[10] 4.1.5 Self-monitoring and self-correcting while reading (e.g. rereading, adjusting reading pace, sub vocalizing, consulting resources, questioning, flexible note talking/mapping, skimming, scanning, etc.)* (L)</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

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	Grade 6
<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>	<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, why are bears with cubs especially dangerous</u>, what will happen next), or rereading (e.g., for clarification, confirmation, correction) (L)</p> <p>[4] 2.2.3. Making simple inferences (e.g., predicts logical outcomes, <u>deduces missing information, such as where a story takes place if not directly stated</u>)</p> <p>[4] 2.2.4 Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)*</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., <u>why do characters react to the same situation differently</u>) or rereading (e.g., for clarification, confirmation, correction)* (L)</p> <p>[5] 2.2.3 Making inferences (e.g., predicts logical outcomes, <u>such as how would the story have been different if _____</u>, deduces missing <u>outcome or information</u>, such as where a story takes place if not directly stated)</p> <p>[5] 2.2.4 Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation)*</p>	<p>The student comprehends literal or inferred meaning from text by</p> <p>[6] 2.2.1 Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions*</p> <p>[6] 2.2.2 Self-monitoring comprehension by formulating questions while reading (e.g., <u>what circumstances influenced a character to make a specific decision</u>) or rereading (e.g., for clarification, confirmation, correction)* (L)</p> <p>[6] 2.2.3 Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)*</p> <p>[6] 2.2.4 Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, <u>predictions</u>)</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

The student reads text aloud.

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

R2.3 Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student reads text aloud by</p> <p>[3] 1.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L)</p>	<p>The student reads text aloud by</p> <p>[4] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print* (L)</p>	<p>The student reads text aloud by</p> <p>[5] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print* (L)</p>	<p>The student reads text aloud by</p> <p>[6] 2.3.1 Reading orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print* (L)</p>

The student reads texts aloud.

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

Grade 7	Grade 8	Grade 9	Grade 10
<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 reads texts aloud by</p> <p>[8] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)</p> <p>[8] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses) (L)</p>	<p>The student reads texts aloud by</p> <p>[9] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)*</p> <p>[9] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses)* (L)</p>	<p>The student reads texts aloud by</p> <p>[10] 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)*</p> <p>[10] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses)* (L)</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

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

R2.4 a. Retell stories in correct sequence. b. Restate and summarize information or ideas from a text. E.B.2

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student restates/summarizes information by</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>	<p>The student restates/summarizes information by</p> <p>[4] 2.4.1 Retelling a story <u>in correct sequence or identifying the correct sequence of events in a story (L)</u></p> <p>[4] 2.4.2 Restating <u>and summarizing</u> information after reading a text or identifying accurate restatements <u>and summaries</u></p>	<p>The student restates/summarizes information by</p> <p>[5] 2.4.1 Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., <u>paraphrasing, constructing a topic outline, using graphic organizers</u>) or identifying accurate restatements and summaries of <u>main ideas or events or generalizations of a text</u></p>	<p>The student restates/summarizes information by</p> <p>[6] 2.4.1 Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text*</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

The student restates/summarizes and connects information.

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

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

Grade 7	Grade 8	Grade 9	Grade 10
<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>	<p>The student restates/summarizes and connects information by</p> <p>[8] 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>[8] 3.3.2 Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information*</p> <p>[8] 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>	<p>The student restates/summarizes and connects information by</p> <p>[9] 4.2.1 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>[9] 4.2.2 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>The student restates/summarizes and connects information by</p> <p>[10] 4.2.1 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>[10] 4.2.2 Connecting information by making inferences and/or drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information*</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

The student demonstrates an understanding of main idea.

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

R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea. E.D.2

Grade 3	Grade 4	Grade 5	Grade 6
<p>The student demonstrates an understanding of main idea by</p> <p>[3] 1.5.1 Identifying the main idea or central concept in various types of texts</p>	<p>The student demonstrates an understanding of main idea by</p> <p>[4] 2.5.1 Identifying the main idea or central concept in various types of texts *</p> <p>[4] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details</p> <p>[4] 2.5.3 Identifying or describing related experiences to support understanding of a main idea (L)</p>	<p>The student demonstrates an understanding of main idea by</p> <p>[5] 2.5.1 Identifying the main idea or central concept in various types of texts *</p> <p>[5] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details*</p> <p>[5] 2.5.3 Identifying or describing related experiences <u>and events</u> to support understanding of a main idea (e.g., <u>what event in history is similar to this one</u>) (L)</p>	<p>The student demonstrates an understanding of main idea by</p> <p>[6] 2.5.1 Identifying the main idea or central concept in various types of texts*</p> <p>[6] 2.5.2 Locating information in narrative and informational text to answer questions related to main ideas or key details*</p> <p>[6] 2.5.3 <u>Locating references from the text that support</u> understanding of a main idea (e.g., what event in history is similar to this one) (L)</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

The student demonstrates understanding of main ideas/arguments.

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

- 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

Grade 7	Grade 8	Grade 9	Grade 10
<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 appropriate titles, 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 demonstrates understanding of main ideas/arguments by</p> <p>[8] 3.4.1 Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)*</p> <p>[8] 3.4.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p> <p>[8] 3.4.3 Comparing/contrasting the main ideas or concepts between related texts*</p> <p>[8] 3.4.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p>	<p>The student demonstrates understanding of main ideas/arguments by</p> <p>[9] 4.3.1 Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)</p> <p>[9] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p> <p>[9] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*</p> <p>[9] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p> <p>[9] 4.3.5 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>[9] 4.3.6 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>The student demonstrates understanding of main ideas/arguments by</p> <p>[10] 4.3.1 Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)*</p> <p>[10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p> <p>[10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*</p> <p>[10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p> <p>[10] 4.3.5 Locating and using evidence from texts to assess the validity of an author’s main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence)*</p> <p>[10] 4.3.6 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>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

The student follows written directions.

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

R2.6 Read and follow multi-step directions to complete a simple task. E.C.2

Grade 3	Grade 4	Grade 5	Grade 6
<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 follows written directions by</p> <p>[4] 2.6.1 Completing a simple task by following written, <u>multi-step</u> directions (e.g., <u>recipe</u>) (L)</p> <p>[4] 2.6.2 Identifying the sequence of steps in multi-step directions</p>	<p>The student follows written directions by</p> <p>[5] 2.6.1 Completing a task by following written, multi-step directions (e.g., <u>origami</u>) (L)</p> <p>[5] 2.6.2 Identifying the sequence of steps in multi-step directions</p>	<p>The student follows written directions by</p> <p>[6] 2.6.1 Completing a task by following written, multi-step directions (e.g., <u>basic science experiment</u>) (L)</p> <p>[6] 2.6.2 Identifying the sequence of steps in multi-step directions</p>

The student follows written directions.

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

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

<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</u> (e.g., <u>what is the first step, what is the second step</u>)</p>	<p>The student follows multi-step directions by</p> <p>[8] 3.5.1 Completing a task by following written, multi-step directions (e.g., answer a multi-faceted text question)* (L)</p> <p>[8] 3.5.2 Identifying the sequence of steps in a list of directions (e.g., what is the first step, what is the second step)*</p>	<p>The student follows multi-step directions by</p> <p>[9] 4.4.1 <u>Reading, understanding, and applying</u> multi-step directions <u>to perform complex procedures and tasks</u> (e.g., filling out a catalog order)</p> <p>[9] 4.4.2 Identifying the sequence of steps in a list of directions (e.g., <u>design a science experiment</u>)</p>	<p>The student follows multi-step directions by</p> <p>[10] 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks (e.g., <u>filling out a sample income tax return or permanent fund dividend application</u>)</p> <p>[10] 4.4.2 Identifying the sequence of steps in a list of directions (e.g., design a science experiment)*</p>
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*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

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

R2.7 Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry. E.B.2

Grade 3	Grade 4	Grade 5	Grade 6
<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 and structure of genres by</p> <p>[4] 2.7.1 Identifying the four major genres of fiction: short story, drama (plays), novel, and poetry (L)</p> <p>[4] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction (L)</p> <p>[4] 2.7.3 Identifying use of literary elements and devices (i.e., dialogue, rhyme, <u>alliteration</u>, or <u>simile</u>)*</p>	<p>The student analyzes content and structure of genres by</p> <p>[5] 2.7.1 Identifying <u>or explaining the characteristics of</u> the four major genres of fiction: short story, drama, novel, and poetry (L)</p> <p>[5] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction*</p> <p>[5] 2.7.3 Identifying or explaining use of literary elements and devices (i.e., dialogue, rhyme, alliteration, simile, or <u>metaphor</u>)</p> <p>[5] 2.7.4 Identifying the characteristics of prose and poetry (L)</p>	<p>The student analyzes content and structure of genres by</p> <p>[6] 2.7.1 Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry*</p> <p>[6] 2.7.2 Identifying or explaining the characteristics of fiction and non-fiction, <u>prose and poetry</u></p> <p>[6] 2.7.3 Identifying or explaining use of literary elements and devices <u>appropriate to genre</u> (i.e., dialogue, rhyme, alliteration, simile, metaphor, or <u>personification</u>)</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

The student analyzes content and structure of genres.

R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. **E.B.2**

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**

Grade 7	Grade 8	Grade 9	Grade 10
<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, <u>foreshadowing, time sequence, imagery, or repetition</u>) to analyze literary works and non-fiction</p>	<p>The student analyzes and evaluates conventions and techniques of genres by</p> <p>[8] 3.6.1 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>[8] 3.6.2 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 analyzes and evaluates conventions and techniques of genres by</p> <p>[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*</p> <p>[9] 4.5.2 Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, <u>allusion or symbolism</u>) to analyze literary works and non-fiction</p> <p>[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)</p>	<p>The student analyzes and evaluates conventions and techniques of techniques of genres by</p> <p>[10] 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*</p> <p>[10] 4.5.2 Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or <u>syntax</u>) to analyze literary works and non-fiction</p> <p>[10] 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)*</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

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

R2.8 a. Define and identify plots, settings, and characters in fiction. b. Compare and contrast plots, settings and characters in a variety of works by a variety of authors

Grade 3	Grade 4	Grade 5	Grade 6
<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 analyzes literary elements and devices by</p> <p>[4] 2.8.1 Identifying or describing in fiction</p> <ul style="list-style-type: none"> • <u>plot (e.g., main conflict or problem, sequence of events)</u> • <u>settings (e.g., how it affects the characters or plot)</u> • <u>characters (e.g., physical characteristics, personality traits, motivation)</u> <p>[4] 2.8.2 Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors (L)</p>	<p>The student analyzes literary elements and devices by</p> <p>[5] 2.8.1 Identifying or describing in fiction</p> <ul style="list-style-type: none"> • plot (e.g., main conflict or problem, sequence of events, <u>resolution</u>) • settings (e.g., how it affects the characters or plot) • characters (e.g., physical characteristics, personality traits, motivation) • <u>point of view (who is telling the story)</u> <p>[5] 2.8.2 Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors*</p>	<p>The student analyzes literary elements and devices by</p> <p>[6] 2.8.1 Identifying or describing in fiction</p> <ul style="list-style-type: none"> • plot (e.g., main conflict or problem, sequence of events, resolution) • settings (e.g., how it affects the characters or plot) • characters (e.g., physical characteristics, personality traits, motivation, <u>growth and change</u>) • point of view (who is telling the story) <p>[6] 2.8.2 Comparing and contrasting plots, settings, characters in a variety of works by a variety of authors*</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

The student analyzes and evaluates literary elements and devices.

R. 3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story. E.B.2

R4.6 Analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes. E.B.2

Grade 7	Grade 8	Grade 9	Grade 10
<p>The student analyzes and evaluates literary elements and devices by</p> <p>[7] 3.7.1 Identifying or <u>describing or making logical predictions about (citing evidence and support from text)</u> plot, setting, character, point of view, and <u>theme</u></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>	<p>The student analyzes and evaluates literary elements and devices by</p> <p>[8] 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>[8] 3.7.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors*</p> <p>[8] 3.7.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme*</p>	<p>The student analyzes and evaluates literary elements and devices by</p> <p>[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 <u>tone</u></p> <p>[9] 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors*</p> <p>[9] 4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme*</p> <p>[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</p>	<p>The student analyzes and literary elements and devices by</p> <p>[10] 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*</p> <p>[10] 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors*</p> <p>[10] 4.6.3 Analyzing and evaluating the importance to the story plot, setting, character, point of view, theme, and <u>tone</u></p> <p>[10] 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone*</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

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

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

R2.9 a. Differentiate between fact and opinion. b. Express opinions about a text and support these opinions with textual evidence.E.D.2

Grade 3	Grade 4	Grade 5	Grade 6
<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>	<p>The student analyzes content of text to differentiate fact and opinion by</p> <p>[4] 2.9.1 Distinguishing fact from opinion in a text</p> <p>[4] 2.9.2 Expressing own opinion about material read <u>and supporting opinions with evidence from text</u></p>	<p>The student analyzes content of text to differentiate fact and opinion by</p> <p>[5] 2.9.1 Distinguishing fact from opinion in a text*</p> <p>[5] 2.9.2 Expressing own opinion about material read and supporting opinions with evidence from text*</p>	<p>The student analyzes content of text to differentiate fact and opinion by</p> <p>[6] 2.9.1 Distinguishing fact from opinion in a text*</p> <p>[6] 2.9.2 Identifying bias/propaganda by citing textual evidence</p> <p>[6] 2.9.3 Expressing own opinion about material read and supporting opinions with evidence from text*</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

The student analyzes content of text to differentiate fact from opinion.

- 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

R4.7 Express and support assertions, with evidence from the text or experience, about the effectiveness of a text. E.D.4

Grade 7	Grade 8	Grade 9	Grade 10
<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 expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by</p> <p>[8] 3.8.1 Identifying bias/propaganda by citing textual evidence*</p> <p>[8] 3.8.2 Analyzing author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence*</p>	<p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by</p> <p>[9] 4.7.1 Identifying bias/propaganda by citing textual evidence*</p> <p>[9] 4.7.2 Analyzing author's purpose (e.g. to narrate, inform, entertain, explain, persuade) by citing textual evidence*</p>	<p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by</p> <p>[10] 4.7.1 Identifying bias/propaganda by citing textual evidence*</p> <p>[10] 4.7.2 Analyzing author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence*</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

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

R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.E.B.3

Grade 3	Grade 4	Grade 5	Grade 6
<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 connects themes by</p> <p>[4] 2.10.1 Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards)</p> <p>[4] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts</p>	<p>The student connects themes by</p> <p>[5] 2.10.1 Identifying author’s message, theme, or purpose, <u>stated or implied</u> (e.g., helping others brings great rewards)</p> <p>[5] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts*</p>	<p>The student connects themes by</p> <p>[6] 2.10.1 Identifying author’s message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)*</p> <p>[6] 2.10.2 Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts *</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

The student connects themes.

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

R4.8 Analyze and evaluate themes across a variety of texts, using textual and experiential evidence. E.B.3

Grade 7	Grade 8	Grade 9	Grade 10
<p>The student connects themes by</p> <p>[7] 3.9.1 <u>Locating evidence within the text to make connections to an</u> 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 themes by</p> <p>[8] 3.9.1 Locating evidence within the text to make connections to an author’s message, theme, or purpose*</p> <p>[8] 3.9.2 Utilizing textual evidence to make thematic connections between texts*</p> <p>[8] 3.9.3 Making thematic connections between literary and other texts related to personal experiences, experiences of others, prior knowledge, and the broader world of ideas* (L)</p>	<p>The student connects themes by</p> <p>[9] 4.8.1 <u>Analyzing and evaluating</u> evidence within the text to identify an author’s message, theme, or purpose</p> <p>[9] 4.8.2 <u>Analyzing and evaluating</u> textual evidence to make thematic connections between texts</p> <p>[9] 4.8.3 <u>Analyzing and evaluating</u> thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)</p>	<p>The student connects themes by</p> <p>[10] 4.8.1 Analyzing and evaluating evidence within the text to identify an author’s message, theme, or purpose*</p> <p>[10] 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts*</p> <p>[10] 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)</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

The student makes connections between cultural influences/events.

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

R2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1

Grade 3	Grade 4	Grade 5	Grade 6
<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 makes connections between cultural influences/events by</p> <p>[4] 2.11.1 Identifying cultural influences in texts (e.g., dialects, customs, traditions)* (L)</p> <p>[4] 2.11.2 Identifying common ideas, events, and situations in multicultural readings (e.g., trickster tales about Raven) (L)</p>	<p>The student makes connections between cultural influences/events by</p> <p>[5] 2.11.1 Identifying cultural influences in texts (e.g., dialects, customs, traditions <u>geography</u>) (L)</p> <p>[5] 2.11.2 Identifying common ideas, events, and situations in multicultural readings (e.g., trickster tales about Anansi the spider (African) and coyote (American Southwest))* (L)</p>	<p>The student makes connections between cultural influences/events by</p> <p>[6] 2.11.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text to similar stories or texts from other cultures (e.g., coming-of-age stories) (L)</p>

*Assumes a variety of text and increasing complexity

Reading Performance Standards (Grade Level Expectations)

The student connects and evaluates cultural influences/events.

R3.10 Compare and contrast how texts reflect historical and cultural influences. E.E.1

R4.9 Analyze the effects of cultural and historical influences on texts. E.E.1

Grade 7	Grade 8	Grade 9	Grade 10
<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., <u>creation stories</u>) (L)</p> <p>[7] 3.10 Analyzing the effects of historical or cultural influences/events on texts (L)</p>	<p>The student connects and evaluates cultural influences/events by</p> <p>[8] 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., <u>individual/family/community identity formation</u>) (L)</p> <p>[8] 3.10.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p>	<p>The student connects and evaluates cultural influences/events by</p> <p>[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., <u>mythology, colonialism; Western/Eastern medicine</u>) (L)</p> <p>[9] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p>	<p>The student connects and evaluates cultural influences/events by</p> <p>[10] 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., <u>Puritanism; immigration; Harlem Renaissance</u>) (L)</p> <p>[10] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L)</p>

*Assumes a variety of text and increasing complexity