Reading

State Reading Performance Standards Proficient Level Descriptors (to be assessed in 3rd grade)	At the Kindergarten level, students know and are able to do everything required at earlier ages and:	At the 1st grade level, students know and are able to do everything required at earlier ages and:	At the 2nd grade level, students know and are able to do everything required at earlier ages and:
R1.1a Distinguish, reproduce, and manipulate the sounds in words. R1.1b Use a combination of the following to read and comprehend text: • knowledge of phonics, alphabet, and alphabetic principal, 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	• *product the sound when randomly shown the letter symbol* • *name and produce the sound when randomly shown the letter symbol (consonants)* • *produce the beginning and ending sound when a word is said* • *read/ask questions about environmental print* • *read signs, labels, and high interest words*	• *identify capital/lower case letters and produce corresponding letter sounds* • *identify and produce beginning, middle and ending sounds of a word* • *read words using sound/symbol associations:* 　· *initial/medial/final consonants, silent e* 　· *short/long vowel sounds* 　· *consonant digraphs: ch, ph, sh, th, wh, qu* 　· *vowels/combinations: ea, ai, ee, oo, ue, ew, oa, ay, oy, oi, ow, ie, and ou* 　· *hard and soft sounds of c and g* 　· *'r' controlled vowels: ir, er, ur, ar, and or* 　· *silent consonants: kn, gn, wr, mb* 　· *word endings: s, ed, ing, er, est* 　· *language structure* • *use context, syntax, visual, and picture cues* • *read words using:* 　· *rhyming words* 　· *root words* 　· *contractions* 　· *possessives and plurals* 　· *compound words* • *sight recognition of high frequency vocabulary words* • *recognize 100 most often used words in children's literature by sight* • *read environmental print* • *read signs, labels, and high interest words*	• *use the following to read:* 　· *initial/medial/final consonants, silent e* 　· *short/long vowel sounds* 　· *rhyming words* 　· *consonant digraphs: ch, ph, sh, th, wh, qu* 　· *vowels/combinations: ea, ai, ee, oo, ue, ew, oa, ay, oy, oi, ow, and ie* 　· *two and three-letter blends: str, scr, tr, etc.* 　· *hard and soft sounds of c and g* 　· *'r' controlled vowels: ir, er, ur, ar, and or* 　· *silent consonants: kn, gn, wr, mb* 　· *word and context cues* 　· *root words* 　· *prefixes: un, re, dis* 　· *suffixes: ful, less, ness, ly* 　· *inflectional endings: s, ed, ing, er, ier, est, iest* 　· *contractions* 　· *possessives and plurals* 　· *syllables* 　· *synonyms, antonyms, homonyms* 　· *compound words* 　· *language structure* • *use context, syntax, visual, and picture cues* • *sight recognition of high frequency vocabulary words* • *recognize 200 most often used words by sight* • *read environmental print*

R1.2a Comprehend literal meaning from text. R1.2b Use a variety of strategies to support comprehension, including predicting, questioning, rereading, monitoring own comprehension.	• *participate in activities to support comprehension including predicting and questioning*	• *monitor own reading and recognize when comprehension has broken down.* • *use a variety of strategies to support comprehension, including rereading, predicting, questioning, word identification (phonics, word chunks), context, and picture cues* • *comprehend literal meaning from text*	• *monitor own reading and recognize when comprehension has broken down.* • *use a variety of strategies to support comprehension, including rereading, predicting, questioning, word identification (phonics, word chunks), context, and picture cues* • *comprehend literal meaning from text*
R1.3 Read texts aloud, with expression; demonstrating knowledge of punctuation and other conventions of print.	• *demonstrate book handling knowledge* • *attempt to read words using sound/symbol associations*	• *use a variety of strategies to read accurately (e.g., rereading, using punctuation, self-correcting, and using meaning, structure, and visual cues)* • *read aloud with inflection and expression*	• *use a variety of strategies to read (e.g., rereading, using punctuation, self-correcting, and using meaning, structure, and visual cues)* • *read text aloud with inflection and expression*
R1.4.a Retell or dramatize a story after reading it. R1.4b Restate information after reading a text.	• *retell/"read" story using picture cues* • *participate in dramatizations*	• *retell, dramatize, or restate information after reading or hearing text*	• *retell a story or restate information after reading or hearing text*
R1.5 Identify the main idea of a passage.	• *participate in discussions on the main idea of a story* • *participate in emergent reading activities (e.g., reading labels, reading signs, shared reading, guided reading)*	• *tell the main idea after reading or hearing text*	• *tell the main idea after reading or hearing text*
R1.6 Read and follow simple directions to perform a simple task.	• *participate in activities to follow simple directions using a combination of pictures, symbols, and words to perform a task*	• *read and follow simple directions using a combination of pictures, symbols, and words to perform a task*	• *read and follow simple directions to perform a task*
R1.7 Distinguish between common forms of text (genres). ▪ fiction and non-fiction ▪ prose and poetry ☛ short story and drama	• *participate in discussions about distinguishing between common forms of texts such as poetry, prose, fiction, non-fiction, and drama*	• *distinguish among common forms of texts such as poetry, prose, fiction, non-fiction, and drama*	• *identify common forms of texts such as poetry, prose, fiction, non-fiction, and drama*
R1.8 Identify and describe basic plot, main characters, and setting (time and place) in fiction.	• *participate in discussions identifying and describing main characters* • *make predictions about what will happen next in a story*	• *identify and describe the main character of a story* • *tell sequence of the story* • *describe the setting in terms of time and place* • *make logical predictions about what will happen next in a story*	• *identify and describe the main character of a story* • *tell sequence of the story* • *describe the setting in terms of time and place* • *make logical predictions about what will happen next in a story*

R1.9 Express own opinions about texts.		• *express own opinions about texts*	• *express own opinions about texts*
R1.10 Make connections between a text and personal experiences, experiences of others, or other text and locate details in the text to illustrate these connections.	• *participate in discussions regarding fiction and non-fiction and relating it to personal experiences*	• *make connections between fiction and non-fiction and relate to personal experiences* • *discuss differences between fact and opinion and inferring messages in text* • *locate details in text to illustrate the connections between text and personal experiences*	• *make connections between fiction and non-fiction and relate to personal experiences and experiences of others* • *locate details in text to illustrate the connections between text and personal experiences*
R1.11 Identify basic cultural influences in text.	• *participate in discussions regarding different cultures in stories*	• *participate in discussions regarding basic cultural influences in text*	• *identify basic cultural influences in text*

State Reading Performance Standards Proficient Level Descriptors (to be assessed in 6th grade)	At the 3rd grade level, students know and are able to do everything required at earlier ages and:	At the 4th grade level, students know and are able to do everything required at earlier ages and:	At the 5th grade level, students know and are able to do everything required at earlier ages and:
R2.1a Use a combination of the following to read and comprehend text: • knowledge of phonetics, language structure, and semantics; • text structure such as illustrations, graphs, and headers; • self-monitoring and self-correcting strategies when reading; • adjusting reading pace or style based on purpose, task and type of text. R2.1b Use knowledge of word families, phonetics, context clues, and structural elements to determine meaning of unfamiliar words.	• *use a combination of the following to read and comprehend text:* • *knowledge of phonetic, language structure, and semantics* • *knowledge of text structure such as illustrations, graphs, and headers* • *self-monitoring and self-correcting strategies when reading* • *adjusting reading pace or style based on purpose, task and type of text* • *increase sight word vocabulary to include first 300 most often used words* • *use knowledge of word families, phonetics, context clues, and structural elements to determine meaning of unfamiliar words*	• *use a combination of the following to read and comprehend text:* • *knowledge of phonetic, language structure, and semantics* • *knowledge of text structure such as illustrations, graphs, and headers* • *self-monitoring and self-correcting strategies when reading* • *adjusting reading pace or style based on purpose, task and type of text* • *increase sight word vocabulary to include first 600 most often used words* • *use knowledge of word families, phonetics, context clues, and structural elements to determine meaning of unfamiliar words*	• *use a combination of the following to read and comprehend text:* • *knowledge of phonetic, language structure, and semantics* • *knowledge of text structure such as illustrations, graphs, and headers* • *self-monitoring and self-correcting strategies when reading* • *adjusting reading pace or style based on purpose, task and type of text* • *increase sight word vocabulary to include first 600 most often used words* • *use knowledge of word families, phonetics, context clues, and structural elements to determine meaning of unfamiliar words*
R2.2a Infer meaning from text. R2.2b Identify themes in fiction and non-fiction texts.	• *infer meaning from text* • *identify themes in fiction and non-fiction texts*	• *infer meaning from text* • *identify themes in fiction and non-fiction texts*	• *infer meaning from text* • *identify themes in fiction and non-fiction texts*
R2.3 Read aloud with rhythm, flow, expression; and demonstrating some knowledge of punctuation and other conventions of print.	• *read text aloud, clearly and accurately by reading with rhythm, flow, and expression; and demonstrating knowledge of punctuation and other conventions of print*	• *read text aloud, clearly and by reading with rhythm, flow, and expression; and demonstrating knowledge of punctuation and other conventions of print*	• *read text aloud, clearly and accurately by reading with rhythm, flow, and expression; and demonstrating knowledge of punctuation and other conventions of print* • *adjust reading technique to task*
R2.4a Retell stories in correct sequence. R2.4b Restate and summarize information or ideas from a text.	• *retell events in correct sequence* • *summarize events*	• *summarize events in sequence*	• *summarize and/or restate information or ideas from non-fiction and fiction text*
R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea.	• *locate evidence in the text and from related experiences to support understanding of a main idea*	• *locate evidence in the text and from related experiences to support understanding of a main idea*	• *locate evidence in the text and from related experiences to support understanding of a main idea*
R2.6 Read and follow multi-step directions to complete a simple task.	• *complete a task from reading and following two-step directions*	• *complete a task from reading and following directions*	• *complete a task from reading and following directions*
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.	• *characterize:* ▪ *fiction and non-fiction* ▪ *prose and poetry* ▪ *four major genres of fiction: short story, drama, novel, and poetry*	• *characterize:* ▪ *fiction and non-fiction* ▪ *prose and poetry* ▪ *four major genres of fiction: short story, drama, novel, and poetry*	• *characterize:* ▪ *fiction and non-fiction* ▪ *prose and poetry* ▪ *four major genres of fiction: short story, drama, novel, and poetry*

R2.8a Define and identify plots, settings, and characters in fiction. R2.8b Compare and contrast plots, settings, and characters in a variety of works by a variety of authors.	• *describe character, setting, problem, and solution* • *compare and contrast characters, setting, and plot in a variety of works*	• *describe and compare character, setting, problem, and solution* • *compare and contrast characters, setting, and plot in a variety of works*	• *define and identify plots, settings, and characters in fictional works* • *compare and contrast plots, settings, and characters in a variety of works by a variety of authors*
R2.9a Differentiate between fact and opinion. R2.9b Express opinions about a text and support these opinions with textual evidence.	• *express and support an opinion formed from text and support it with textual evidence* • *differentiate between fact and opinion*	• *express and support an opinion formed from text and support it with textual evidence* • *differentiate between fact and opinion*	• *express and support opinions about a text's message and support opinions with textual evidence* • *differentiate between fact and opinion*
R2.10 Identify themes in and relate them to personal experiences, experiences of others, and other texts.	• *identify themes in text and relate to life experiences, experiences of others, and other texts*	• *identify themes in text and relate to life experiences, experiences of others, and other texts*	• *identify themes in text and relate to life experiences, experiences of others, and other texts*
R2.11 Connect cultural events, ideas, settings, and cultural influences from one text to similar texts from other cultures.	• *compare and contrast legends from around the world*	• *compare and contrast Alaska Native legends and literature*	• *compare and contrast Tall Tales, Native American legends, and folk tales from the Lower 48*

State Reading Performance Standards (to be assessed in 8th grade)	At the 6th grade level, students know and are able to do everything required at earlier ages and:	At the 7th grade level, students know and are able to do everything required at earlier ages and:	At the 8th grade level, students know and are able to do everything required at earlier ages and:
R3.1 Apply knowledge of word origins, roots, structure, and context clues, and use dictionaries and glossaries, to comprehend the meaning of new words and to comprehend text.	• *apply knowledge of roots, structure, and context clues, and use dictionaries and glossaries, to comprehend new words in text.*	• *apply knowledge of roots, structure, and context clues, and use dictionaries and glossaries, to comprehend news articles, Alaskan and Pacific Rim literature and texts*	• *apply knowledge of word origins, roots, affixes, structure, and context clues, and use dictionaries and glossaries, to comprehend new words in text.*
R3.2 Locate evidence in text and from related experiences to support understanding of a theme.	• *apply knowledge of the concept that theme refers to the main idea and meaning of a selection, and analyze and evaluate themes across a variety of selections*	• *apply knowledge of the concept that theme refers to the main idea and meaning of a selection, and analyze and evaluate themes across a variety of Alaska and/or Pacific Rim selections*	• *apply knowledge of the concept that theme refers to the main idea and meaning of a selection, and analyze and evaluate themes across a variety of selections*
R3.3 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.	• *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.*	• *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.*	• *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.*
R3.4 Restate and summarize information or ideas from a text and relate new information or ideas to prior knowledge and experience	• *clarify and evaluate information or ideas from a text and connect new information or ideas to prior knowledge and experience (i.e. through a reading journal)*	• *clarify and evaluate information or ideas from a text and connect new information or ideas to prior knowledge and experience (i.e. through Response to Literature and book reports)*	• *clarify and evaluate information or ideas from a text and connect new information or ideas to prior knowledge and experience (i.e. through an oral book talk, notetaking, paraphrasing, key words or main idea, comprehension, compare/contrast, awareness of plagiarism)*
R3.5 Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas.	• *identify, question, and evaluate the validity, accuracy, and adequacy of evidence that supports an author's ideas*	• *discuss the validity, accuracy, and adequacy of evidence that supports an author's ideas*	• *identify, question, and evaluate the validity, accuracy, and adequacy of evidence that supports an author's ideas (footnoting, bibliography, evaluating source material, understanding bias)*
R3.6 Read and follow multi-step directions to complete a task, and identify the sequence prescribed.	• *read, identify the sequence prescribed, and follow multi-step directions to complete tasks*	• *read, identify the sequence prescribed, and follow multi-step directions to complete tasks.*	• *read, identify the sequence prescribed, and follow multi-step directions to complete tasks.*
R3.7 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry).	• *identify basic conventions of various genres and identify various conventions in a writing source*	• *explain basic conventions of various genres and identify various conventions in a writing source*	• *explain basic conventions of various genres and identify various conventions in a writing source*

R3.8 Analyze and evaluate story narrative elements including plot, character, setting, and point of view to determine their importance to the story.	• *analyze and evaluate story elements such as character, conflict, and climax, to determine their importance to the story.*	• *analyze and evaluate story elements such as character, conflict, and climax, to determine their importance to the story.*	• *analyze and evaluate story elements such as plot, character, conflict, climax, and resolution to determine their importance to the story.*
R3.9a Differentiate between fact and opinion in text. R3.9b Analyze an author's purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose.	• *differentiate between fact and opinion in text* • *evaluate an author's purpose and style*	• *analyze an author's purpose and style*	• *analyze an author's purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose*
R3.10 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to illustrate or support these connections.	• *connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to illustrate or support these connections*	• *connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to illustrate or support these connections*	• *connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to illustrate or support these connections*
R3.11 Compare and contrast how texts reflect historical and cultural influences.	• *compare and contrast literary works of Canada and Latin America*	• *organize literary themes across societies and eras the cultures and history of Alaska and the Pacific Rim*	• *compare and contrast how written and spoken literary works reflect historical influences; organize literary themes across societies and eras*

State Reading Performance Standards (High School Graduation Qualifying Examination)	At the 9th grade level, students know and are able to do everything required at earlier ages and:	At the 10th grade level, students know and are able to do everything required at earlier ages and:
R4.1 Apply knowledge of syntax, roots, word origins, and use context clues and reference materials to determine the meaning of new words and to comprehend text.	• *understand and comprehend new words and text by using syntax clues*	• *understand and comprehend new words and text by using syntax clues*
R4.2 Analyze and evaluate themes across a variety of selections using textual and/or experiential evidence.	• *analyze and evaluate themes across a variety of selections using textual and/or experiential evidence*	• *analyze and evaluate themes across a variety of selections using textual and/or experiential evidence*
R4.4 Summarize information or ideas from a text and make connections between summarized information or set of ideas and related topics or information.	• *use reading strategies (including graphophonic cues, semantic clues, syntactic cues, prediction, and self-correct errors) to comprehend and construct meaning to summarize ideas from text* • *compare summaries with relevant subjects and/or facts*	• *use reading strategies (including graphophonic cues, semantic clues, syntactic cues, prediction, and self-correct errors) to comprehend and construct meaning to summarize ideas from text* • *analyze summaries with relevant subjects and/or facts*
R4.5 Locate evidence in text and from related experiences to support understanding of a main idea. R4.5b Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents.	• *understand the theme of text by relating personal experience to the printed evidence* • *discuss public documents*	• *analyze the theme of text by relating personal experience to the printed evidence* • *critique public documents*
R4.6 Read and follow multi-step directions to complex tasks.	• *identify, interpret, and follow directions with multi-steps*	• *identify, interpret, and follow directions with multi-steps*
R4.7 Analyze the rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience.	• *discuss agreements between various genres and writing techniques used for writing development*	• *analyze agreements between various genres and writing techniques used for writing development*
R4.8 Analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes.	• *analyze the methods used by authors to develop a storyline*	• *analyze and evaluate the methods used by authors to develop a storyline*

R4.9 Express and support assertions with evidence from texts or experience, about the effectiveness of a text.	• *debate a point of view by weighing evidence from text and personal experiences*	• *debate a point of view by weighing evidence from text and personal experiences*
R4.10 Analyze and evaluate themes across a variety of texts, using textual and experiential evidence.	• *analyze and evaluate themes across a variety of texts, using textual and experiential evidence*	• *analyze and evaluate themes across a variety of texts, using textual and experiential evidence*
R4.11 Analyze the effects of cultural and historical influences on texts.	• *analyze the effects of cultural and historical influences on texts*	• *analyze the effects of cultural and historical influences on texts*