

Figure 2.1 Reading Standards That Focus on *What the Text Says*

Standard (Grade)	Literary	Informational
1 (K)	With prompting and support, ask and answer questions about key details in a text.	
1 (1)	Ask and answer questions about key details in a text.	
1 (2)	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	
1 (3)	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
1 (4)	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
1 (5)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
2 (K)	With prompting and support, retell familiar stories, including key details.	With prompting and support, identify the main topic and retell key details of a text.
2 (1)	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Identify the main topic and retell key details of a text.
2 (2)	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2 (3)	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
2 (4)	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
2 (5)	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3 (K)	With prompting and support, identify characters, settings, and major events in a story.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
3 (1)	Describe characters, settings, and major events in a story, using key details.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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Figure 2.1 (Continued)

Standard (Grade)	Literary	Informational
3 (2)	Describe how characters in a story respond to major events and challenges.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3 (3)	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3 (4)	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
3 (5)	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
10 (K)	Actively engage in group reading activities with purpose and understanding.	
10 (1)	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	With prompting and support, read informational texts appropriately complex for grade 1.
10 (2)	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10 (3)	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
10 (4)	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10 (5)	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.