Figure 3.1 ELA Reading Standards That Focus on *How the Text Works*

Standard (Grade)	Literary	Informational
4 (K)	Ask and answer questions about unknown words in a text.	With prompting and support, ask and answer questions about unknown words in a text.
4 (1)	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
4 (2)	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
4 (3)	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
4 (4)	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
4 (5)	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
5 (K)	Recognize common types of texts (e.g., storybooks, poems).	Identify the front cover, back cover, and title page of a book.
5 (1)	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
5 (2)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
5 (3)	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
5 (4)	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Standard (Grade)	Literary	Informational
5 (5)	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6 (K)	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
6 (1)	Identify who is telling the story at various points in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
6 (2)	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
6 (3)	Distinguish their own point of view from that of the narrator or those of the characters.	Distinguish their own point of view from that of the author of a text.
6 (4)	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
6 (5)	Describe how a narrator's or speaker's point of view influences how events are described.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
10 (K)	Actively engage in group reading activities with pur	pose 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.