

Figure 4.1 ELA Reading Standards That Focus on *What the Text Means*

| Standard (Grade) | Literary | Informational |
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| 7 (K) | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| 7 (1) | Use illustrations and details in a story to describe its characters, setting, or events. | Use the illustrations and details in a text to describe its key ideas. |
| 7 (2) | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| 7 (3) | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| 7 (4) | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| 7 (5) | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 8 (K) | (Not applicable to literature) | With prompting and support, identify the reasons an author gives to support points in a text. |
| 8 (1) | (Not applicable to literature) | Identify the reasons an author gives to support points in a text. |
| 8 (2) | (Not applicable to literature) | Describe how reasons support specific points the author makes in a text. |
| 8 (3) | (Not applicable to literature) | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| 8 (4) | (Not applicable to literature) | Explain how an author uses reasons and evidence to support particular points in a text. |

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Figure 4.1 (Continued)

| Standard (Grade) | Literary | Informational |
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| 8 (5) | (Not applicable to literature) | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 9 (K) | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| 9 (1) | Compare and contrast the adventures and experiences of characters in stories. | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| 9 (2) | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | Compare and contrast the most important points presented by two texts on the same topic. |
| 9 (3) | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| 9 (4) | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| 9 (5) | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| 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. |

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| 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. |