CCSS Literacy K-5 Informational Text CARDS

<u>DIRECTIONS:</u> Cut out all the cards on both pages and mix up the order. Have participants sort the cards into the three header card categories: *Key Ideas and Details*, *Craft and Structure*, and *Integration of Knowledge and Ideas*. Keep a master of these original two pages as the "answer key."

Key Ideas and Details – What did the text say? Students should detemine what texts say explicitly and be able to summarize them (including central ideas/thems, how ideas and characters develop and interact), making logical inferences, and citing textual evidence to support conclusions.	Craft and Structure – How did the text say it? Students should interpret the meanings of words and phrases and the structure of texts to deterine how they affect meaning or tone, and how points of view and purpose shape content and style.	Integration of Knowledge and Ideas – What does the text mean? How does it connect to other texts. Students should synthesize and compare information from the print and digitial sources, and critically evaluate the reasoning and rhetoric of a text.
With prompting and support, ask and answer questions about key details in a text.	With prompting and support, ask and answer questions about unknown words in a text.	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).
Ask and answer questions about key details in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Use the illustrations and details in a text to describe its key ideas.
Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	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).

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Key Ideas and Details continued	Craft and Structure continued	Integration of Knowledge and Ideas continued
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	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.
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	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.
With prompting and support, identify the main topic and retell key details of a text.	Identify the front cover, back cover, and title page of a book.	With prompting and support, identify the reasons an author gives to support points in a text.
Identify the main topic and retell key details of a text.	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.	Identify the reasons an author gives to support points in a text.
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text	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.	Describe how reasons support specific points the author makes in a text.
Determine the main idea of a text; recount the key details and explain how they support the main idea.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Determine the main idea of a text and explain how it is supported by key details; summarize the 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.	Explain how an author uses reasons and evidence to support particular points in a text.

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Key Ideas and Details continued	*Craft and Structure continued*	*Integration of Knowledge and Ideas continued*
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	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.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Compare and contrast the most important points presented by two texts on the same topic.
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.	Distinguish their own point of view from that of the author of a text.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
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.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.