

## Informational Text across the Grades: Craft and Structure

| Grade 3  | Grade 4   | Grade 5  | Grade 6  | Grade 7  | Grade 8   | Grade 11  |
|--|---|--|--|--|---|---|
| <p><b>E03BC2.1.1a</b><br/>Identify one point-of-view in the text</p>   | <p><b>E04BC2.1.1a</b><br/>Identify two points-of-view about one event or topic in text</p>  | <p><b>E05BC2.1.1a</b><br/>Identify similarities or differences in 2 points-of-view about one event or topic in a text</p>  | <p><b>E06BC2.1.1a</b><br/>Identify information within the text to determine the author's point of view</p>   | <p><b>E07BC2.1.1a</b><br/>Identify the author's point of view and an alternate point of view of an informational text</p>  | <p><b>E08BC2.1.1a</b><br/>Identify a difference in the author's point of view and an alternate point-of-view in a text</p>                              | <p><b>CC1.2.1112Da</b><br/>Identify the author's point-of-view in a text and give one or more examples that illustrate this view</p>  |
| <p><b>Intent:</b><br/>Identify a particular belief (of a thought or feeling) about something in the text</p>               | <p><b>Intent:</b><br/>Identify two particular beliefs (of thoughts or feelings) about something in the text</p>   | <p><b>Intent:</b><br/>Identify how two particular beliefs (thoughts or feelings) about something are the same or different in the text</p>   | <p><b>Intent:</b><br/>Identify words from the text that show the author's opinions/feelings</p>  | <p><b>Intent:</b><br/>Identify the author's particular belief (thoughts or feelings) and a different belief (thoughts or feelings) in a text</p>   | <p><b>Intent:</b><br/>Identify a difference in the author's belief (thoughts or feelings) and a different belief (thoughts or feelings) in the text</p> | <p><b>Intent:</b><br/>Identify the author's belief (thoughts or feelings) in text and at least one example supporting this belief</p> |
| <p><b>E03BC2.1.2a</b><br/>Identify information located in text features</p>  | <p><b>E04BC2.1.2a</b><br/>Identify the text structure or text features in a text</p>  | <p><b>E05BC2.1.2a</b><br/>Use text structure or text features to identify events, ideas, and concepts in a text</p>  | <p><b>E06BC2.1.2a</b><br/>Identify how a text feature or section fit into the text structure</p>   | <p><b>E07BC2.1.2a</b><br/>Identify how text features or sections fit into the text structure</p>   |   |   |
| <p><b>Intent:</b><br/>Find information using text features (e.g., bold print, italics, maps, charts, headings, labels)</p> | <p><b>Intent:</b><br/>Determine the text structure (i.e., cause/effect, compare/contrast, problem/solution, sequence of events, description) <b>or</b> find text features (e.g., bold print, italics, maps, charts, headings, labels)</p> | <p><b>Intent:</b><br/>Use the text structure (i.e., cause/effect, compare/contrast, problem/solution, sequence of events, description) <b>or</b> text features (e.g., bold print, italics, maps, charts, headings, labels), to determine a thought (abstract or concrete) and events in a text</p> | <p><b>Intent:</b><br/>Determine how one text feature (e.g., bold print, italics, maps, charts, headings, labels) or small part of the text fit into a text structure (i.e., cause/effect, compare/contrast, problem/solution, sequence of events, description)</p> | <p><b>Intent:</b><br/>Identify how two or more text features (e.g., bold print, italics, maps, charts, headings, labels) or small parts of the text fit into the text structure (such as cause/effect, compare/contrast, problem/solution, sequence of events, description).</p> |   |   |

## Informational Text across the Grades: Craft and Structure *Continued...*

| Grade 3 | Grade 4 | Grade 5 | Grade 6   | Grade 7   | Grade 8  | Grade 11  |
|---------|---------|---------|---|---|--|---|
|         |         |         |   |   | <b>E08BC2.1.2a</b><br>Identify the structure of a paragraph  | —   |
|         |         |         |   |   | <b>Intent:</b> Find the topic (first) sentence details, and/or concluding (ending) sentence of a paragraph |   |
|         |         |         | <b>E06BC2.1.3a</b><br>Determine how word choice changes the meaning in a text           | <b>E07BC2.1.3a</b><br>Determine how word choice changes the meaning in a text           | <b>E08BC2.1.3a</b><br>Determine how word choice changes the meaning of a text                              | <b>CC1.2.1112Fa</b><br>Determine the specific language/words that the author uses to contribute to the persuasiveness of the text |
|         |         |         | <b>Intent:</b><br>Show how interchanging two words can affect understanding of the text | <b>Intent:</b><br>Show how interchanging two words can affect understanding of the text | <b>Intent:</b><br>Show how interchanging two words can affect understanding of the text                    | <b>Intent:</b><br>Determine the specific words the author selects to help influence the reader's opinion                          |

## Informational Text across the Grades: Integration of Knowledge and Ideas

| Grade 3   | Grade 4   | Grade 5   | Grade 6   | Grade 7   | Grade 8  | Grade 11   |
|---|---|---|---|---|--|--|
| <b>E03BC3.1.1a</b><br>Identify evidence that supports a connection between two points in the text       | <b>E04BC3.1.1a</b><br>Identify a piece of evidence that an author uses to support a specific point in the text                  | <b>E05BC3.1.1a</b><br>Identify evidence that supports an author's point in the text   | <b>E06BC3.1.1a</b><br>Identify an argument or claim that the author makes   | <b>E07BC3.1.1a</b><br>Identify an argument or claim that the author makes   | <b>E08BC3.1.1a</b><br>Identify an argument or claim that the author makes  | <b>CC1.2.1112Ea</b><br>Identify an argument or claim in a text   |
| <b>Intent:</b><br>Find evidence (word, sentence paragraph in the text) that links two items in the text | <b>Intent:</b><br>Find one piece of evidence (word, sentence paragraph in the text) that supports one specific item in the text | <b>Intent:</b><br>Find one piece of evidence (word, sentence paragraph in the text) that supports the author's opinion/feelings | <b>Intent:</b><br>Find an opinion the author is trying to convey  | <b>Intent:</b><br>Find an opinion the author is trying to convey  | <b>Intent:</b><br>Find an opinion the author is trying to convey   | <b>Intent:</b><br>Find the opinion the author is trying to convey  |
|   |   |   | <b>E06BC3.1.1b</b><br>Determine if evidence is fact or opinion  | <b>E07BC3.1.1b</b><br>Identify the evidence that supports the claim or argument   | <b>E08BC3.1.1b</b><br>Identify the evidence that does or does not support the claim or argument                      | <b>CC1.2.1112Eb</b><br>Identify the evidence that does or does not support the claim or argument                     |
|   |   |   | <b>Intent:</b><br>Identify whether information is factual or not  | <b>Intent:</b><br>Find the information that connects to the opinion the author is trying to convey                                      | <b>Intent:</b><br>Determine if information in the text connects or not to the opinion the author is trying to convey | <b>Intent:</b><br>Determine if information in the text connects or not to the opinion the author is trying to convey |
| <b>E03BC3.1.2a</b><br>Identify similarities or differences between 2 pieces of text on the same topic   | <b>E04BC3.1.2a</b><br>Combine information from 2 pieces of text on the same topic   | <b>E05BC3.1.2a</b><br>Combine information from 2 or more pieces of text on the same topic                                       | <b>E06BC3.1.2a</b><br>Identify similarities or differences in two texts by different authors about the same topic | <b>E07BC3.1.2a</b><br>Identify similarities or differences with details selected in two texts by different authors about the same topic | <b>E08BC3.1.2a</b><br>Identify conflicting information presented in two texts about the same topic                   |  |
| <b>Intent:</b><br>Using two texts about the same subject, find what is the same or different            | <b>Intent:</b><br>Find information in excerpts from two sources about the same subject  | <b>Intent:</b><br>Find information in excerpts from two or more sources about the same subject                                  | <b>Intent:</b><br>Using two texts by different authors about the same subject, find what is the same or different | <b>Intent:</b><br>Using two texts by different authors about the same subject, find what details are the same or different              | <b>Intent:</b><br>Using two texts about the same subject find information that doesn't agree                         |  |

**Informational Text across the Grades: Integration of Knowledge and Ideas *Continued...***

| Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11  |
|---------|---------|---------|---------|---------|---------|---|
|         |         |         |         |         |         | <p><b>CC1.2.1112.La</b><br/>                     Read and answer a question about informational material (e.g., schedules, maps, manuals)</p> |
|         |         |         |         |         |         | <p><b>Intent:</b><br/>                     Answer questions by using informational text</p>   |

## Informational Text across the Grades: Key Ideas and Details

| Grade 3   | Grade 4   | Grade 5   | Grade 6   | Grade 7   | Grade 8   | Grade 11  |
|---|---|---|---|---|---|---|
| <b>E03BK1.1.1a</b><br>Answer a literal question about a text  | <b>E04BK1.1.1a</b><br>Answer a literal question about a text  | <b>E05BK1.1.1a</b><br>Answer a literal question about a text  | <b>E06BK1.1.1a</b><br>Answer a literal question about a text  | <b>E07BK1.1.1a</b><br>Answer a literal question about a text  | <b>E08BK1.1.1a</b><br>Answer a literal question about a text  | <b>CC1.2.1112Ba</b><br>Answer a literal question about a text   |
| <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text                      | <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text  | <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text  | <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text  | <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text  | <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text  | <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text  |
|   | <b>E04BK1.1.1b</b><br>Answer an inferential question about a text   | <b>E05BK1.1.1b</b><br>Answer an inferential question about a text   | <b>E06BK1.1.1b</b><br>Answer an inferential question about a text   | <b>E07BK1.1.1b</b><br>Answer an inferential question about a text   | <b>E08BK1.1.1b</b><br>Answer an inferential question about a text   | <b>CC1.2.1112Bb</b><br>Answer an inferential question about a text  |
|   | <b>Intent:</b><br>Respond accurately to a question when the information is not directly stated in the text  | <b>Intent:</b><br>Respond accurately to a question when the information is not directly stated in the text  | <b>Intent:</b><br>Respond accurately to a question when the information is not directly stated in the text  | <b>Intent:</b><br>Respond accurately to a question when the information is not directly stated in the text  | <b>Intent:</b><br>Respond accurately to a question when the information is not directly stated in the text  | <b>Intent:</b><br>Respond accurately to a question when the information is not directly stated in the text  |
| <b>E03BK1.1.1b</b><br>Identify details from the text to support answers to literal questions                            | <b>E04BK1.1.1c</b><br>Identify details from the text to support answers to literal or inferential questions                                       | <b>E05BK1.1.1c</b><br>Identify details from the text to support answers to literal and inferential questions                                      | <b>E06BK1.1.1c</b><br>Identify details and evidence from the text to answer literal and inferential questions                                     | <b>E07BK1.1.1c</b><br>Cite details and evidence from the text to answer literal and inferential questions   | <b>E08BK1.1.1c</b><br>Cite the most important details and evidence from the text to answer literal and inferential questions  | <b>CC1.2.1112Bc</b><br>Cite the most important details and evidence from the text to answer literal and inferential questions, including conclusions or summaries   |
| <b>Intent:</b><br>Find the specific information in the text that answers a question that is directly stated in the text | <b>Intent:</b><br>Find specific information in the text that answers a question that is directly stated <b>or</b> not directly stated in the text | <b>Intent:</b><br>Find specific information in the text that answers a question that is directly stated <b>or</b> not directly stated in the text | <b>Intent:</b><br>Find specific information in the text that answers a question that is directly stated <b>or</b> not directly stated in the text | <b>Intent:</b><br>Lift specific details and evidence from the text that answer a question that is directly stated <b>or</b> not directly stated in the text | <b>Intent:</b><br>Lift the most critical specific details and evidence from the text that answer a question that is directly stated <b>or</b> not directly stated in the text | <b>Intent:</b><br>Lift the most critical specific details and evidence from the text that answer a question that is directly stated <b>or</b> not directly stated in the text, including questions regarding the overarching big idea |

## Informational Text across the Grades: Key Ideas and Details *Continued...*

| <b>Grade 3</b>  | <b>Grade 4</b>   | <b>Grade 5</b>   | <b>Grade 6</b>   | <b>Grade 7</b>   | <b>Grade 8</b>   | <b>Grade 11</b>  |
|---|--|--|--|--|--|--|
| <b>E03BK1.1.2a</b><br>Identify the main idea/central idea of a text   | <b>E04BK1.1.2a</b><br>Identify the main idea/central idea of a text  | <b>E05BK1.1.2a</b><br>Identify the main idea/central idea using key details/evidence from the text                                   | <b>E06BK1.1.2a</b><br>Identify the main idea/central idea using key details/evidence from the text                                   | <b>E07BK1.1.2a</b><br>Identify two main ideas/central ideas in a text  | <b>E08BK1.1.2a</b><br>Identify the main idea/central idea using 2 or more key details/evidence from the text                         | <b>CC1.2.1112Aa</b><br>Identify two main ideas/central ideas using key details/evidence from the text                                |
| <b>Intent:</b><br>Find the common, general thought in the text  | <b>Intent:</b><br>Find the common, general thought in the text   | <b>Intent:</b><br>Find the common, general thought in the text using specific information  | <b>Intent:</b><br>Find the common, general thought in the text using specific information  | <b>Intent:</b><br>Find two common, general thought in the text   | <b>Intent:</b><br>Find the common, general thought in the text using 2 or more pieces of specific information                        | <b>Intent:</b><br>Find two common, general thoughts in the text using specific information   |
| <b>E03BK1.1.2b</b><br>Retell key ideas from the text  | <b>E04BK1.1.2b</b><br>Summarize the text   | <b>E05BK1.1.2b</b><br>Summarize the text   | <b>E06BK1.1.2b</b><br>Summarize the text   | <b>E07BK1.1.2b</b><br>Summarize the text   | <b>E08BK1.1.2b</b><br>Summarize the text   | <b>CC1.3.1112Ab</b><br>Summarize the text  |
| <b>Intent:</b><br>Describe the key events in a text in a logical sequence                                   | <b>Intent:</b><br>Describe key elements of the text relaying the overarching big idea in your own words in an order that makes sense | <b>Intent:</b><br>Describe key elements of the text relaying the overarching big idea in your own words in an order that makes sense | <b>Intent:</b><br>Describe key elements of the text relaying the overarching big idea in your own words in an order that makes sense | <b>Intent:</b><br>Describe key elements of the text relaying the overarching big idea in your own words in an order that makes sense | <b>Intent:</b><br>Describe key elements of the text relaying the overarching big idea in your own words in an order that makes sense | <b>Intent:</b><br>Describe key elements of the text relaying the overarching big idea in your own words in an order that makes sense |
| <b>E03BK1.1.3a</b><br>Identify a connection between two events or steps in the text                         | <b>E04BK1.1.3a</b><br>Identify details from the text to answer questions about events, procedures, ideas, steps or concepts          | <b>E05BK1.1.3a</b><br>Identify the relationship between two individuals, events, procedures, ideas, steps or concepts in the text    | <b>E06BK1.1.3a</b><br>Identify how an individual's action or an event or idea contribute to the text                                 | <b>E07BK1.1.3a</b><br>Identify two interactions between individuals, events, or ideas that contribute to the text.                   | <b>E08BK1.1.3a</b><br>Identify two or more interactions between individuals, events, or ideas that contribute to the text            | <b>CC1.2.1112Ca</b><br>Identify why interactions occurred between two individuals, events, or ideas in the text                      |
| <b>Intent:</b><br>Identify/find the link between 2 events or 2 pieces of sequential information in the text | <b>Intent:</b><br>Find specific information to answer questions about what is happening in the text                                  | <b>Intent:</b><br>Find the connection/link between two people in the text <b>or</b> about what is happening in the text              | <b>Intent:</b><br>Find how 'what a person does' or how a specific event or idea occurs impacts the text                              | <b>Intent:</b><br>Find two connections/links between individuals, events or ideas that impact the text                               | <b>Intent:</b><br>Find two or more connections/links between individuals, events or ideas that impact the text                       | <b>Intent:</b><br>Find the reason the connections/link occurs between two individuals, events or ideas                               |

**Informational Text across the Grades: Key Ideas and Details** *Continued...*

| Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11  |
|---------|---------|---------|---------|---------|---------|---|
|         |         |         |         |         |         | <b>CC1.2.1121a</b><br>Identify main ideas/central ideas and concepts in U.S. documents of historical or political |
|         |         |         |         |         |         | <b>Intent:</b><br>Find the big concepts and main ideas within historical documents                                |

## Informational Text across the Grades: Vocabulary Acquisition and Use

| Grade 3   | Grade 4   | Grade 5   | Grade 6   | Grade 7   | Grade 8   | Grade 11  |
|---|---|---|---|---|---|---|
| <b>E03BV4.1.1a</b><br>Use context to determine the meaning of an unknown or multiple meaning word   | <b>E04BV4.1.1a</b><br>Use context to determine the meaning of an unknown or multiple meaning word   | <b>E05BV4.1.1a</b><br>Use context to determine the meaning of an unknown or multiple meaning word   | <b>E06BV4.1.1a</b><br>Use context to determine the meaning of an unknown or multiple meaning word   | <b>E07BV4.1.1a</b><br>Use context to determine the meaning of an unknown or multiple meaning word   | <b>E08BV4.1.1a</b><br>Use context to determine the meaning of an unknown or multiple meaning word   | <b>CC1.2.1112Ka</b><br>Use context to determine the meaning of an unknown or multiple meaning word  |
| <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  | <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  | <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  | <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  | <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  | <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  | <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  |
| <b>E03BV4.1.1b</b><br>Use root word and affixes to determine the meaning of a word  | <b>E04BV4.1.1b</b><br>Use root word or affix to determine the meaning of a word   | <b>E05BV4.1.1b</b><br>Use root word or affix to determine the meaning of a word   | <b>E06BV4.1.1b</b><br>Use root word or affix to determine the meaning of a word   | <b>E07BV4.1.1b</b><br>Use root word or affix to determine the meaning of a word   | <b>E08BV4.1.1b</b><br>Use root word or affix to determine the meaning of a word   | <b>CC1.2.2112Kb</b><br>Use root word or affix to determine the meaning of a word  |
| <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word | <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word | <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word | <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word | <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word | <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word | <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word |
| <b>E03BV4.1.2a</b><br>Identify the literal and nonliteral meaning of a word or phrase   | <b>E04BV4.1.2a</b><br>Identify the nonliteral meaning of a word or phrase   | <b>E05BV4.1.2a</b><br>Identify meaning of figurative language in context of nonfiction  | <b>E06BV4.1.2a</b><br>Identify meaning of figurative language in context of nonfiction  | <b>E07BV4.1.2a</b><br>Identify meaning of figurative language in context of nonfiction.   | <b>E08BV4.1.2a</b><br>Identify meaning of figurative language in context of nonfiction  |   |
| <b>Intent:</b><br>Use context clues, word knowledge, and or background knowledge, to find the direct and not direct meaning of a word or phrase                       | <b>Intent:</b><br>Use context clues, word knowledge, and/or background knowledge, to find the indirect meaning of a word or phrase                                    | <b>Intent:</b><br>Use context clues to find the intended meaning of figurative language (metaphors, similes, idioms) in nonfiction                                    | <b>Intent:</b><br>Use context clues to find the intended meaning of figurative language (metaphors, similes, idioms) in nonfiction                                    | <b>Intent:</b><br>Use context clues to find the intended meaning of figurative language (metaphors, similes, idioms) in nonfiction                                    | <b>Intent:</b><br>Use context clues to find the intended meaning of figurative language (metaphors, similes, idioms) in nonfiction                                    |   |



## Informational Text across the Grades: Vocabulary Acquisition and Use *Continued...*

| Grade 3   | Grade 4   | Grade 5   | Grade 6   | Grade 7   | Grade 8   | Grade 11   |
|---|---|---|---|---|---|--|
| <b>E03BV4.1.2b</b><br>Use relationships between words to aid comprehension                                    | <b>E04BV4.1.2b</b><br>Use relationships between words to aid comprehension                                    | <b>E05BV4.1.2b</b><br>Use relationships between words to aid comprehension                                    | <b>E06BV4.1.2b</b><br>Use relationships between words to aid comprehension                                    | <b>E07BV4.1.2b</b><br>Use relationships between words to aid comprehension                                    | <b>E08BV4.1.2b</b><br>Use relationships between words to aid comprehension                                    | <b>CC1.2.1112Kc</b><br>Use relationships between words to aid comprehension  |
| <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning | <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning | <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning | <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning | <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning | <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning | <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning            |
|   |   |   |   |   |   | <b>CC1.2.1112Ja</b><br>Determine the meaning of a general academic and domain- specific word or phrase related to a text |
|   |   |   |   |   |   | <b>Intent:</b><br>Define words and phrases related to the text   |

## Literature across the Grades: Craft and Structure

| Grade 3   | Grade 4   | Grade 5   | Grade 6  | Grade 7  | Grade 8  | Grade 11 |
|---|---|---|--|--|--|----------|
| <b>E03AC2.1.1a</b><br>Identify who is telling the story   | <b>E04AC2.1.1a</b><br>Identify who told the story in two different texts  | <b>E05AC2.1.1a</b><br>Identify the narrator's point- of- view   | <b>E06AC2.1.1a</b><br>Identify how the narrator's point- of- view affects the story                    | <b>E07AC2.1.1a</b><br>Determine the points-of-view of two or more characters in text   | <b>E08AC2.1.1a</b><br>Determine the points-of-view of two or more characters or narrators in text  |          |
| <b>Intent:</b><br>Identify the perspective from which a story is being told using reasoning, inferences, context clues – not simply identifying the characters in a story | <b>Intent:</b><br>Identify the perspective from which a story is being told using reasoning, inferences, context clues – not simply identifying the characters in two different stories | <b>Intent:</b><br>Show how the narrator thinks or feels about any person, place, thing, event, etc. in the text   | <b>Intent:</b><br>Show the way the narrator thinks and feels and how that affects/influences the story | <b>Intent:</b><br>Determine (using reasoning, context cues, word meaning, etc.), the way two or more characters in the same text think or feel | <b>Intent:</b><br>Determine (using reasoning, context cues, word meaning, etc.), the way two or more characters or narrator in the same text think or feel |          |
|   |   | <b>E05AC2.1.1b</b><br>Describe the author's purpose (entertain, inform or persuade) in text   |  |  | <b>E08AC2.1.1b</b><br>Determine how the characters in the story make the reader respond  |          |
|   |   | <b>Intent:</b><br>Show the author's reason(s) for writing (to inform or explain something to the reader about a topic, to persuade someone to think about an idea or convince them to do something, or simply to tell an entertaining story.) |  |  | <b>Intent:</b><br>Show the way(s) the characters in the story make the reader respond (feel, react, think, etc.)   |          |

**Literature across the Grades: Craft and Structure *Continued...***

| <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Grade 6</b>  | <b>Grade 7</b>  | <b>Grade 8</b>  | <b>Grade 11</b>   |
|----------------|----------------|----------------|---|---|---|---|
|                |                |                | <b>E06AC2.1.3a</b><br>Identify the meaning of a word or phrase in context and how it makes the reader feel                | <b>E07AC2.1.3a</b><br>Determine how word choice changes the meaning of a text           | <b>E08AC2.1.3a</b><br>Identify the impact of word choice on the meaning in a text   | <b>CC1.3.1112Fa</b><br>Identify the impact of word choice on meaning in a text      |
|                |                |                | <b>Intent:</b><br>Use context clues to find the meaning of a word or phrase in text and show how it makes the reader feel | <b>Intent:</b><br>Show how interchanging two words can affect understanding of the text | <b>Intent:</b><br>Determine how the words selected shape comprehension of the story | <b>Intent:</b><br>Determine how the words selected shape comprehension of the story |

## Literature across the Grades: Key Ideas and Details

| Grade 3  | Grade 4  | Grade 5  | Grade 6  | Grade 7  | Grade 8  | Grade 11   |
|--|--|--|--|--|--|--|
| <b>E03AK1.1.1a</b><br>Answer literal question about a text   | <b>E04AK1.1.1a</b><br>Answer literal question about a text   | <b>E05AK1.1.1a</b><br>Answer literal question about a text   | <b>E06AK1.1.1a</b><br>Answer literal question about a text   | <b>E07AK1.1.1a</b><br>Answer literal question about a text   | <b>E08AK1.1.1a</b><br>Answer literal question about a text   | <b>CC1.3.1112Ba</b><br>Answer literal question about a text  |
| <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text | <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text               | <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text               | <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text               | <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text               | <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text               | <b>Intent:</b><br>Respond accurately to a question where the answer is directly stated in the text               |
|  | <b>E04AK1.1.1b</b><br>Answer inferential question about a text   | <b>E05AK1.1.1b</b><br>Answer inferential question about a text   | <b>E06AK1.1.1b</b><br>Answer inferential question about a text   | <b>E07AK1.1.1b</b><br>Answer inferential question about a text   | <b>E08AK1.1.1b</b><br>Answer inferential question about a text   | <b>CC1.3.1112Bb</b><br>Answer inferential question about a text  |
|  | <b>Intent Statement:</b><br>Respond accurately to a question where the answer is not directly stated in the text | <b>Intent Statement:</b><br>Respond accurately to a question where the answer is not directly stated in the text | <b>Intent Statement:</b><br>Respond accurately to a question where the answer is not directly stated in the text | <b>Intent Statement:</b><br>Respond accurately to a question where the answer is not directly stated in the text | <b>Intent Statement:</b><br>Respond accurately to a question where the answer is not directly stated in the text | <b>Intent Statement:</b><br>Respond accurately to a question where the answer is not directly stated in the text |
| <b>E03AK1.1.1b</b><br>Ask a question about the text  |  |  |  |  |  |  |
| <b>Intent:</b><br>Seek information about text (text structure and/or content)                      |  |  |  |  |  |  |

## Literature across the Grades: Key Ideas and Details *Continued...*

| Grade 3   | Grade 4   | Grade 5   | Grade 6   | Grade 7   | Grade 8   | Grade 11  |
|---|---|---|---|---|---|---|
| <p><b>E03AK1.1.1c</b><br/>Identify details from the text to support answers to literal questions</p>                            | <p><b>E04AK1.1.1c</b><br/>Identify details from the text to support answers to literal or inferential questions</p>                                       | <p><b>E05AK1.1.1c</b><br/>Identify details from the text to support answers to literal and inferential questions</p>                                      | <p><b>E06AK1.1.1c</b><br/>Identify details and evidence from the text to answer literal and inferential questions</p>                                     | <p><b>E07AK1.1.1c</b><br/>Cite details and evidence from the text to answer literal and inferential questions</p>   | <p><b>E08AK1.1.1c</b><br/>Cite the most important details and evidence from the text to answer literal and inferential questions</p>  | <p><b>CC1.3.1112Bc</b><br/>Cite the most important details and evidence from the text to answer literal and inferential questions including conclusions or summaries of the plot</p>  |
| <p><b>Intent:</b><br/>Find the specific information in the text that answers a question that is directly stated in the text</p> | <p><b>Intent:</b><br/>Find specific information in the text that answers a question that is directly stated <b>or</b> not directly stated in the text</p> | <p><b>Intent:</b><br/>Find specific information in the text that answers a question that is directly stated <b>or</b> not directly stated in the text</p> | <p><b>Intent:</b><br/>Find specific information in the text that answers a question that is directly stated <b>or</b> not directly stated in the text</p> | <p><b>Intent:</b><br/>Lift specific details and evidence from the text that answer a question that is directly stated <b>or</b> not directly stated in the text</p> | <p><b>Intent:</b><br/>Lift the most critical specific details and evidence from the text that answer a question that is directly stated <b>or</b> not directly stated in the text</p> | <p><b>Intent:</b><br/>Lift the most critical specific details and evidence from the text that answer a question that is directly stated <b>or</b> not directly stated in the text, including questions regarding the overarching big Idea</p> |
|   |   | <p><b>E05AK1.1.2c</b><br/>Identify specific details in the text to compare between two characters, settings or events</p>                                 |   |   |   |   |
|   |   | <p><b>Intent:</b><br/>Find specific details in the text to compare similarities between two characters, settings or events</p>                            |   |   |   |   |

## Literature across the Grades: Key Ideas and Details *Continued...*

| Grade 3  | Grade 4  | Grade 5   | Grade 6   | Grade 7   | Grade 8   | Grade 11  |
|--|--|---|---|---|---|---|
| E03AK1.1.2a<br>Identify the central message of a text  | E04AK1.1.2a<br>Identify the theme/central message of a text  | E05AK1.1.2a<br>Identify the theme/central message of a story, drama, or poem using key details/evidence from the text   | E06AK1.1.2a<br>Identify the theme/central message of a story, drama, or poem using key details/evidence from the text   | E07AK1.1.2a<br>Identify the theme/central message of a story, drama, or poem using key details/evidence from the text   | E08AK1.1.2a<br>Identify the theme/central message of a story, drama, or poem using key details/evidence from the text   | CC1.3.1112Aa<br>Identify two themes/central messages of a text using key details/evidence from the text   |
| <b>Intent:</b><br>Show the underlying message being communicated by the author   | <b>Intent:</b><br>Show the overarching big idea of the text and/or the underlying message being communicated by the author           | <b>Intent:</b><br>Show the overarching big idea of the text and/or the underlying message being communicated by the author in the story, drama, or poem citing details/evidence from the text | <b>Intent:</b><br>Show the overarching big idea of the text and/or the underlying message being communicated by the author in the story, drama, or poem citing details/evidence from the text | <b>Intent:</b><br>Show the overarching big idea of the text and/or the underlying message being communicated by the author in the story, drama, or poem citing details/evidence from the text | <b>Intent:</b><br>Show the overarching big idea of the text and/or the underlying message being communicated by the author in the story, drama, or poem citing details/evidence from the text | <b>Intent:</b><br>Show two overarching big ideas of the text and/or two underlying messages being communicated by the author in the story, drama, or poem citing details/evidence from the text |
| <b>E03AK1.1.2b</b><br>Retell stories from literature, including literature from different cultures   | <b>E04AK1.1.2b</b><br>Summarize the text   | <b>E05AK1.1.2b</b><br>Summarize the text  | <b>E06AK1.1.2b</b><br>Summarize the text  | <b>E07AK1.1.2b</b><br>Summarize the text  | <b>E08AK1.1.2b</b><br>Summarize the text  | <b>CC1.3.1112Ab</b><br>Summarize the text   |
| <b>Intent:</b><br>Describe the key events in a text in a logical sequence using the author's words including texts representing different cultures | <b>Intent:</b><br>Describe key elements of the text relaying the overarching big idea in your own words in an order that makes sense | <b>Intent:</b><br>Describe key elements of the text relaying the overarching big idea in your own words in an order that makes sense  | <b>Intent:</b><br>Describe key elements of the text relaying the overarching big idea in your own words in an order that makes sense  | <b>Intent:</b><br>Describe key elements of the text relaying the overarching big idea in your own words in an order that makes sense  | <b>Intent:</b><br>Describe key elements of the text relaying the overarching big idea in your own words in an order that makes sense  | <b>Intent:</b><br>Describe key elements of the text relaying the overarching big idea in your own words in an order that makes sense  |

## Literature across the Grades: Key Ideas and Details *Continued...*

| Grade 3   | Grade 4   | Grade 5  | Grade 6  | Grade 7  | Grade 8  | Grade 11 |
|---|---|--|--|--|--|----------|
| <p><b>E03AK1.1.3a</b><br/>Identify characters and what they do during events in a story</p>                               | <p><b>E04AK1.1.3a</b><br/>Identify details from the text to answer questions related to the characters, setting, or events</p>  | <p><b>E05AK1.1.3a</b><br/>Identify how characters' actions contribute to the story</p>                                       | <p><b>E06AK1.1.3a</b><br/>Identify how the elements of the plot of a story interact</p>  | <p><b>E07AK1.1.3a</b><br/>Identify how two elements of a story, drama or poem interact</p>                               | <p><b>E08AK1.1.3a</b><br/>Identify how two or more elements of a story, drama or poem interact</p>                             |          |
| <p><b>Intent:</b><br/>Find the characters in a story or story parts and describe what the characters did in the story</p> | <p><b>Intent:</b><br/>Find specific information that describes the characters, setting, or events in a story, and then use those details to answer questions related to the story</p> | <p><b>Intent:</b><br/>Find the impact a character's behavior (actions, words, thoughts, feelings, etc.) has on the story</p> | <p><b>Intent:</b><br/>Find elements of the plot (themes or symbols of a story, drama, poem) and their effect on each other</p> | <p><b>Intent:</b><br/>Identify two plots, themes, or symbols or a story, drama, poem, and their effect on each other</p> | <p><b>Intent:</b><br/>Identify two or more plots, themes or symbols of a story, drama, poem and their effect on each other</p> |          |

## Literature across the Grades: Integration of Knowledge and Ideas

| Grade 3  | Grade 4   | Grade 5  | Grade 6  | Grade 7  | Grade 8  | Grade 11  |
|--|---|--|--|--|--|---|
| <p><b>E03AC3.1.1a</b><br/>Identify similarities or differences between 2 pieces of text by the same author</p>                           | <p><b>E04AC3.1.1a</b><br/>Identify similarities or differences between 2 pieces of text about one topic</p>                         | <p><b>E05AC3.1.1a</b><br/>Identify similarities or differences in two texts in the same genre</p>  | <p><b>E06AC3.1.1a</b><br/>Identify similarities or differences in two texts in different genres</p>  | <p><b>E07AC3.1.1a</b><br/>Identify similarities or differences in a fictional portrayal and a historical account of the same period</p>  | <p><b>E08AC3.1.1a</b><br/>Identify similarities or differences in a modern work of fiction and a traditional story</p>   | <p><b>CC1.3.1112Ga</b><br/>Identify similarities or differences in a multi-media version or other interpretation of a story and the written story</p>                             |
| <p><b>Intent:</b><br/>Find the things that are the same or the things that are different between 2 pieces of text by the same author</p> | <p><b>Intent:</b><br/>Find the things that are the same or the things that are different between 2 pieces of text about 1 topic</p> | <p><b>Intent:</b><br/>Find the things that are the same or the things that are different between 2 pieces of text in the same genre (i.e., fiction, nonfiction, poetry, bio/autobiography, folk tales, etc.)</p> | <p><b>Intent:</b><br/>Find the things that are the same or the things that are different between 2 pieces of text in different genres (fiction, nonfiction, poetry, bio/autobiography, folk tales, etc.)</p> | <p><b>Intent:</b><br/>Find the things that are the same or the things that are different between a fictional portrayal (a fiction story based on real events/facts) and an actual historical account of the same time-period</p> | <p><b>Intent:</b><br/>Find the things that are the same or the things that are different between a current work of fiction (e.g., West Side Story) and a traditional story (e.g. Romeo and Juliet)</p> | <p><b>Intent:</b><br/>Find the things that are the same or the things that are different between multi-media versions (movies, theater, etc.) of a story and its text version</p> |



## Literature across the Grades: Vocabulary Acquisition and Use

| Grade 3   | Grade 4   | Grade 5   | Grade 6   | Grade 7   | Grade 8   | Grade 11  |
|---|---|---|---|---|---|---|
| <b>E03AV4.1.1a</b><br>Use context to determine the meaning of an unknown or multiple meaning word   | <b>E04AV4.1.1a</b><br>Use context to determine the meaning of an unknown or multiple meaning word   | <b>E05AV4.1.1a</b><br>Use context to determine the meaning of an unknown or multiple meaning word   | <b>E06AV4.1.1a</b><br>Use context to determine the meaning of an unknown or multiple meaning word   | <b>E07AV4.1.1a</b><br>Use context to determine the meaning of an unknown or multiple meaning word   | <b>E08AV4.1.1a</b><br>Use context to determine the meaning of an unknown or multiple meaning word   | <b>CC1.3.1112la</b><br>Use context to determine the meaning of an unknown or multiple meaning word  |
| <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  | <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  | <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  | <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  | <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  | <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  | <b>Intent:</b><br>Use clues from the text to define unknown/unfamiliar words or a word that can have many meanings  |
| <b>E03AV4.1.1b</b><br>Use root word or affix to determine the meaning of a word   | <b>E04AV4.1.1b</b><br>Use root word or affix to determine the meaning of a word   | <b>E05AV4.1.1b</b><br>Use root word or affix to determine the meaning of a word   | <b>E06AV4.1.1b</b><br>Use root word or affix to determine the meaning of a word   | <b>E07AV4.1.1b</b><br>Use root word or affix to determine the meaning of a word   | <b>E08AV4.1.1b</b><br>Use root word or affix to determine the meaning of a word   | <b>CC1.3.1112lb</b><br>Use root word or affix to determine the meaning of a word  |
| <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word | <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word | <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word | <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word | <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word | <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word | <b>Intent:</b><br>Break a word into its parts (prefixes, suffixes and/or root word) and use the meaning(s) of the different parts to figure out the meaning of a word |
| <b>E03AV4.1.2a</b><br>Identify the literal and nonliteral meaning of a word or phrase   | <b>E04AV4.1.2a</b><br>Identify the nonliteral meaning of words or phrases   | <b>E05AV4.1.2a</b><br>Identify the meaning of figurative language in context  | <b>E06AV4.1.2a</b><br>Identify the meaning of figurative language in context  | <b>E07AV4.1.2a</b><br>Identify the meaning of figurative language in context  | <b>E08AV4.1.2a</b><br>Identify the meaning of figurative language in context  |   |
| <b>Intent:</b><br>Use context clues, word knowledge, and/or background knowledge, to find the direct and not direct meaning of a word or phrase                       | <b>Intent:</b><br>Use context clues, word knowledge, and/or background knowledge, to find the indirect meaning of a word or phrases                                   | <b>Intent:</b><br>Use context clues to find the intended meaning of figurative language (metaphors, similes, idioms) in text  | <b>Intent:</b><br>Use context clues to find the intended meaning of figurative language (metaphors, similes, idioms) in text  | <b>Intent:</b><br>Use context clues to find the intended meaning of figurative language (metaphors, similes, idioms) in text  | <b>Intent:</b><br>Use context clues to find the intended meaning of figurative language (metaphors, similes, idioms) in text  |   |

## Literature across the Grades: Vocabulary Acquisition and Use *Continued...*

| Grade 3   | Grade 4   | Grade 5   | Grade 6   | Grade 7   | Grade 8   | Grade 11  |
|---|---|---|---|---|---|---|
| <b>E03AV4.1.2b</b><br>Use relationships between words to aid comprehension                                    | <b>E04AV4.1.2b</b><br>Use relationships between words to aid comprehension                                    | <b>E05AV4.1.2b</b><br>Use relationships between words to aid comprehension                                    | <b>E06AV4.1.2b</b><br>Use relationships between words to aid comprehension                                    | <b>E07AV4.1.2b</b><br>Use relationships between words to aid comprehension                                    | <b>E08AV4.1.2b</b><br>Use relationships between words to aid comprehension                                    | <b>CC1.3.1112Ja</b><br>Identify the meaning of a general academic and career- related word/phrase |
| <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning | <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning | <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning | <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning | <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning | <b>Intent:</b><br>Use the connections between words and concepts in text to gain understanding of its meaning | <b>Intent:</b><br>Define a general academic and community/ employment related word/phrase         |