**GRADE 2-Key Ideas and Details**

**Informational Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (1):** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| **CCSS – Grade Specific Reading Standard 1 (Informational)** |
| **Grade 1:** Ask and answer questions about key details in a text.  | **Grade 2: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in the text.**  | **Grade 3:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| **KNOW****(Factual)** | **UNDERSTAND****(Conceptual)** | **DO****(Procedural, Application and Extended Thinking)** |
| * Texts
* Questions
* Answers
* Key details
* Predictions
* Inferences
* Background knowledge
* 5 W’s + H questions (who, what, where, when, why and how)
 | * Authors include key details in informational texts which can help a reader ask and answer questions.
* Good readers know a question is different from a statement and requires an answer.
* Good readers answer who, what, where, when, why, and how questions about a text in order to demonstrate an understanding of key details.
 | * Make reasonable predictions as they read
* Use information from the text and background knowledge a to make inferences
* Demonstrate understanding of key details in a text when asking and answering questions
* Ask and answer questions which begin with who, what, where, when why, and how
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| **CCSS – Grade Specific Reading Informational Standard 10 (Grade 2)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 2- Key Ideas and Details**

**Informational Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **CCSS – Grade 2 Reading Standard 2 (Informational)** |
| **Grade 1**: Identify the main topic and retell key details of a text. | **Grade 2: Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text.** | **Grade 3**: Determine the main idea of a text and explain how it is supported by key details. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Main topic
* Difference between the main topic and key details
* Focus of specific paragraphs
 | * Authors of informational text(s) include key details in order to help readers make meaning of the text.
* Good readers use key details in an informational text to identify the main topic.
* Informational texts can have multiple paragraphs that work together to inform readers about a topic.
 | * Identify the main topic of a multi-paragraph informational text
* Identify the focus of specific paragraphs within an informational text
* Describe or graphically represent the relationship between main topic and focus of specific paragraphs
* Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 2)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 2- Key Ideas and Details**

**Informational Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **CCSS – Grade Level Reading Standard 3 (Informational)** |
| **Grade 1:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.  | **Grade 2: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.** | **Grade 3:** 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. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to describe
* Key ideas/concepts, events, steps in informational texts.
* Key features of content-specific texts (e.g., science and historical texts) based on text features (e.g., events, steps, procedures)
* Simple transition/linking words that show connections (e.g., first, because, then, on the other hand) for informational texts.
* Connections (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another)
 | * Authors of informational texts produce texts that have a variety of characteristics and structures.
* Good readers understand the connections between events, ideas/concepts or steps and use those connections to better understand informational text(s).
 | * Identify the events, key ideas/ concepts, or steps in informational texts
* Discriminate between different kinds of informational texts based on text features
* Identify words that signal connections in informational texts
* Describe or graphically represent how a series of events, key ideas/concepts, or steps are connected
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 2)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 2- Craft and Structure**

**Informational Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Reading Standard (4):** Interpret words and phrases asthey are used in a text, including determining technical, connotative, and figurative meanings, andanalyze how specific word choices shape meaning or tone. |
| **CCSS – Grade 2 Reading Standard 4 (Literary)** |
| **Grade 1:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | **Grade 2: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.** | **Grade 3:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text
* Word choice
* Words and phrases
* Context clues
* Non-linguistic images (e.g. Picture/graphic clues)
* Strategies for identifying and using context clues
* Literal and non-literal meaning
* Simple figurative language (e.g., simile, metaphor)
 | * Authors make purposeful language choices to create meaning in informational text(s).
* Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s).
 | * Read and reread other sentences and non-linguistic images in the text to identify context clues
* Use context clues to help unlock the meaning of unknown words/phrases
* Determine the appropriate definition of words that have more than one meaning
* Describe how language choices create meaning in text
* Recognize words and phrases that have literal and non-literal meanings
* Identify figurative language
* Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
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| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 2)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 2- Craft and Structure**

**Informational Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):** Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| **CCSS – Grade Level Reading Standard 5 (Informational)** |
| **Grade 1:** 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. | **Grade 2: 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.**  | **Grade 3:** Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application****and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Various text features (e.g., captions, bold print, subheadings. glossaries, indexes, electronic menus, icons)
* The characteristics of key facts
* How to locate information in a text efficiently
 | * Authors create informational texts using various text features to help readers locate key facts or information in a text proficiently.
* Good readers use the overall structure and text features of an informational text to make meaning from their reading.
 | * Identify text features
* Identify essential information from text features to enhance understanding of text
* Use various text features to locate key facts or information in a text efficiently
* Know and use various text features) to locate key facts or information in a text efficiently
 |
| **CCSS- Grade Specific Reading Standard 10 (Grade 2)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 2- Craft and Structure**

**Informational Reading Standard 6**

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| **College and Career Ready (CCR) Anchor Reading Standard (6):** Assess how point of view or purpose shapes the content and style of a text. |
| **CCSS – Grade 2 Reading Standard 6 (Informational)** |
| **Grade 1:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | **Grade 2: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.** | **Grade 3**: Distinguish their own point of view from that of the author of a text. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and** **Extended thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to identify
* Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text
 | * Authors have different reasons for writing texts.
* The author’s purpose affects what and how he/she writes.
* Good readers identify the main purpose of a text.
 | * Identify the author’s purpose purposes (to inform, to persuade, to explain how, to entertain) for writing a text
* Tell how a text answers a question
* Tell how a text persuades the reader
* Tell how a text explains an idea or process
* Tell how a text entertains the reader
* Tell how a text describes a place, individuals or an event
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 2)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 2- Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate contentpresented in diverse media and formats, including visually and quantitatively, as well as in words. |
| **CCSS – Grade 2 Reading Standard (Informational)** |
| **Grade 1:** Use the illustrations and details in a text to describe its key ideas. | **Grade 2: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.** | **Grade 3:** 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).  |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Characteristics of an explanation
* Key ideas
* Graphics/images/illustrations (e.g., photographs, diagrams, charts, graphs, maps)
 | * Authors choose details and illustrations to include in an informational text in order to convey meaning.
* Good readers use the details and illustrations available in an informational text to make meaning of the text(s).
 | * Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, maps)
* Use information from graphics/ illustrations/images and words from the text to make meaning
* Explain how specific images contribute to and clarify a text.
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 2)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 2- Craft and Structure**

**Informational Reading Standard 8**

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| **College and Career Ready (CCR) Anchor Reading Standard (8):** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| **CCSS – Grade Level Reading Standard 8 (Informational)** |
| **Grade 1:** Identify the reasons an author gives to support points in a text. | **Grade 2: Describe how reasons support specific points the author makes in a text.** | **Grade 3:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to describe
* Main/key ideas/points
* Supporting details
* Relevant/important vs. irrelevant/unimportant details
* Reasons/examples
 | * Authors provide reasons/examples in informational text to support their points and ideas.
* Good readers identify the reasons/examples an author uses to support points and ideas to enhance their understanding of an informational text.
 | * Identify the author’s key ideas/points
* Identify (e.g., by telling, writing, graphically representing) reasons/examples that support the author’s key ideas/points
* Differentiate between relevant and irrelevant reasons/examples/details
* Identify the relevant reasons/examples an author gives to support points in a text
* Describe how reasons/examples support specific points the author makes in a text
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 2)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 2- Craft and Structure**

**Informational Reading Standard 9**

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| **College and Career Ready (CCR) Anchor Reading Standard (9):** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **CCSS – Grade Level Reading Standard 9 (Informational)** |
| **Grade 1:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | **Grade 2: Compare and contrast the most important points presented by two texts on the same topic.** | **Grade 3:** Compare and contrast the most important points and key details presented in two texts on the same topic. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Compare
* Contrast
* Important points/main ideas
* Most important vs. least important points
 | * Authors of informational text provide information on topics in different ways.
* Good readers make meaning of informational texts by identifying the important points in those texts, and by comparing and contrasting the important points presented in two texts.
 | * Identify the most important points presented in texts
* Compare by writing or graphically representing the most important points presented by two texts on the same topic
* Contrast by writing or graphically representing the most important points presented by two texts on the same topic
* Compare and contrast the most important points presented by two texts on the same topic
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 2)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |