**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 |
| **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 as  they are used in a text, including determining technical, connotative, and figurative meanings, and  analyze 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 |
| **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 content  presented 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 | | | | |