

2ND GRADE INFORMATIONAL STANDARDS BREAKDOWN : KEY IDEAS AND DETAILS

<p>Anchor Standard/ Domain Name: Reading: Informational <u>Key Ideas and Details R.1:</u> 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.</p>	
<p>Standard Text: RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ask questions about the text that demonstrate understanding of the text. provide answers to questions about a text that demonstrate comprehension and understanding.
<p>Vertical Alignment to Previous Grades: RI. K.1, 1.1</p> <p>Vertical Alignment to Future Grades: RI 3.1, 4.1, 5.1</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students show their understanding of important details by asking and answering questions about the who, what, when, where, why, and how in a text that has been read and/or heard. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> key details – specific and important parts of the text that provide information, support, and elaboration text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Key Ideas and Details R.2:</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p>Standard Text: RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> identify the topic of a multi-paragraph text. identify the focus of specific paragraphs within the text.
<p>Vertical Alignment to Previous Grades: RI.K.2, 1.2</p> <p>Vertical Alignment to Future Grades: RI 3.2, 4.2, 5.2</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students recognize the main topic of a text with multiple paragraphs. They also state the main focus of each paragraph in the text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> main idea(s)/topic – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Key Ideas and Details R.3:</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p>Standard Text: RI.2.3</p>	<p>Students Who Demonstrate Understanding Can:</p>

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> • make connections between a series of historical events, scientific ideas, or concepts, or steps in a technical procedure. • describe the connections that are made.
<p>Vertical Alignment to Previous Grades: K.3, 1.3</p> <p>Vertical Alignment to Future Grades: RI 3.3, 4.3, 5.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students describe specific connections shown within the texts. These connections may be a series of historical events, scientific concepts or ideas, or steps in a technical procedure. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account • event – a thing that happens; an occurrence • technical procedure – a series of actions or set of steps completed in a certain manner or order related to a particular subject, discipline, etc. (e.g., mathematics: order of operations) (Note: Students are not so much looking at what technical procedures are, but rather at the connection between them, that is, the importance of procedural order and the manner in which steps build on and relate to previous ones. • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details:</i>
Standard Alignment:	RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Task:	<p>Adapted from CCSS Appendix B: Using the excerpt from <i>If the World Were a Village: A Book about the World's People</i>, explain how the details in paragraphs 1 and 2 support the main topic of the text. Provide evidence from the text to support your answer.</p> <p>An exemplar student response includes:</p> <ul style="list-style-type: none"> • The main topic of the text is earth's population. • The author states that the total population of the earth is 6,200,000,00 in paragraph 1. • In paragraph 2, the author includes details to help us envision how many people this is. The author tells us to envision a village of 100 people- except every person in the village would represent sixty-two million humans on earth.
DOK and Blooms	2, Understand
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can recount the main topic of the excerpt and reference details from the paragraphs to support their claim. (Recount, Speaking, Bridging)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may not cite the most relevant information from paragraphs 1 and 2 to support their claim.

	<ul style="list-style-type: none"> Students may overlook the topic of the earth’s population and instead get distracted by some of the details and descriptions about the village.
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2ND GRADE INFORMATIONAL STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

Anchor Standard/ Domain Name: Reading: Informational
Craft and Structure R4: 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.

<p>Standard Text: RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> locate academic and domain specific words and phrases in a text. determine the meaning of words and phrases in grade 2 topic and subject areas.
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<p>Vertical Alignment to Previous Grades: RI K.4, 1.4</p> <p>Vertical Alignment to Future Grades: RI 3.4, 4.4, 5.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students read informational texts connected to grade 2 topics and subject areas and determine the meaning of words or phrases within the texts. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.” text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more topic – the subject or matter being discussed or written about in a text, speech, etc.
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Anchor Standard/ Domain Name: Reading: Informational
Craft and Structure R5: Analyze the structure of texts, 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.

<p>Standard Text: RI.2.5 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.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> use text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to quickly locate key information in a text.
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<p>Vertical Alignment to Previous Grades: RI. K.5, 1.5</p> <p>Vertical Alignment to Future Grades: RI. 3.5, 4.5, 5.5</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students are familiar with and make use of text features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons. Students know that different text features provide different information, and they use the correct text features to find the needed information efficiently. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more text features – components of a story, article, etc. that are supplemental to the main body of the text, including, but not limited to, headings, indexes, sidebars, pictures, and captions.
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Anchor Standard/ Domain Name: Reading: Informational	
<i>Craft and Structure R6: Assess how point of view or purpose shapes the content and style of a text.</i>	
Standard Text: RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Students Who Demonstrate Understanding Can: <ul style="list-style-type: none"> describe what the author explains, answers, or describes in the text. make a claim about the main purpose of a text.
Vertical Alignment to Previous Grades: RI. K.6, 1.6 Vertical Alignment to Future Grades: RI 3.6, 4.6, 5.6	Clarification Statement: <ul style="list-style-type: none"> Students determine the author's purpose in writing the text. As they read the text, they consider why the author wrote it, such as to answer a question, explain/describe a topic, or describe an event or action. Vocabulary for Teacher Development: <ul style="list-style-type: none"> describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
Task:	<p><i>Adapted from CCSS Appendix B:</i> Determine the meanings of Tier 3 vocabulary words and phrases encountered in Sarah L. Thomson's <i>Where Do Polar Bears Live?</i>, such as cub, den, and the Arctic. How do these words help us understand the main idea?</p> <p>Exemplar Student Response Includes:</p> <ul style="list-style-type: none"> A cub is a baby polar bear. A den is a polar bear's shelter or home The Arctic is a geographical area in the North Pole. All of these words help the reader understand where polar bears live would represent sixty-two million humans on earth.
DOK and Blooms	2, Understand
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> Students can indicate which words relate to the main idea using labeled pictures. (Argue-Writing-Entering)
Possible Misconceptions:	<ul style="list-style-type: none"> Students may not be able to precisely define the different terms based on context from the text. Students may not connect the meaning of the terms to the main idea of the text.

2ND GRADE INFORMATIONAL STANDARDS BREAKDOWN : INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Integration of Knowledge and Ideas R7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p>Standard Text: RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> determine the central idea of an informational text. explain how specific images contribute to the central idea or meaning of a text.
<p>Vertical Alignment to Previous Grades: RI.K.7, 1.7</p> <p>Vertical Alignment to Future Grades: RI 3.7, 4.7, 5.7</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students are able describe how visuals such as photos, illustrations, charts, diagrams, graphs, etc. enrich the content of the informational text, clarify the text, organize, and/or supply additional information for readers. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Integration of Knowledge and Ideas R8:</u> 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.</p>	
<p>Standard Text: RI.2.8 Describe how reasons support specific points the author makes in a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> determine specific points the author makes in an informational text. describe the reasons that the author gives to support the specific points in the text.
<p>Vertical Alignment to Previous Grades: RI K.8, 1.8</p> <p>Vertical Alignment to Future Grades: RI 3.8, 4.8, 5.8</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students recognize what ideas an author is providing in an informational text. They are able to name what points in the text the author uses to develop or clarify those ideas. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Integration of Knowledge and Ideas R9:</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>Standard Text: RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> identify the most important points presented in two informational texts on the same topic. compare and contrast the most important points and key details across two texts.
<p>Vertical Alignment to Previous Grades: RI K.9, 1.9</p> <p>Vertical Alignment to Future Grades: RI 3.9, 4.9, 5.9</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students explain the differences and similarities of the key points of two texts on the same topic. <p>Vocabulary for Teacher Development:</p>

	<ul style="list-style-type: none"> • compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more topic –the subject or matter being discussed or written about in a text, speech, etc.
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RI 2.8 Describe how reasons support specific points the author makes in a text.
Task:	<p>Adapted From: <i>CCSS Appendix B</i></p> <p>Describe the reasons behind Joyce Milton’s statement that bats are nocturnal in <i>Bats: Creatures of the Night</i> and how she supports the points she is making in the text.</p> <p>In your response, be sure to include:</p> <ul style="list-style-type: none"> • A topic sentence that explains your claim that bats are nocturnal. • Reasons to support the statement that bats are nocturnal. • Proper grammar, conventions, and spelling. <p>Exemplar student response will include:</p> <ul style="list-style-type: none"> • Bats sleep during the day and are awake at night. • They sleep in the loft. • As the sun sets and it turns to the night, they start flying in the air. • The author supports the point by describing the scene in the barn when the bats are asleep and what happens when they wake up.
DOK and Blooms	3, Analyze
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can defend a claim about how the author supports the points she is making in <i>Bats: Creatures of the Night</i> (Argue-Speaking-Expanding)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may not support their response with the two pieces of relevant evidence from the text. • Students may miss the figurative meaning of Milton’s lines “as the sun goes down, they take to the air”. • Students may not answer all parts of the question- for example, they might miss that they need to discuss how the author supports the point she is making about nocturnal bats.

2ND GRADE INFORMATIONAL STANDARDS BREAKDOWN : RANGE OF READING LEVEL AND TEXT COMPLEXITY

Anchor Standard/ Domain Name: Reading: Informational
Range of Reading Level and Text Complexity R10: Read and comprehend complex literary and informational texts independently and proficiently.

Standard Text:
RI.2.10 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.

- Students Who Demonstrate Understanding Can:**
- read and comprehend informational texts from multiple disciplines such as history/ social studies, science, and technical texts.
 - read with appropriate stamina independently.
 - read texts of appropriate Lexile levels (420-820).

Vertical Alignment to Previous Grades:
 RI 1.10, 2.10

Vertical Alignment to Future Grades:
 RI 3.10, 4.10, 5.10

- Clarification Statement:**
- By the end of grade 2, students competently read and understand informational texts on the low end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.

- Vocabulary for Teacher Development:**
- **independently** – on one’s own, without aid from another (such as a teacher) informational text—a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)
 - **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success
 - **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)