SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	2

Standards Relating to Craft and Structure

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Craft and Structure: Relevance and Essential Questions: What's the point?

| Essential Questions
(Drive Intellectual Curiosity-The Hook) | Big Idea Statements
(What students need to discover) |
|---|---|
| How can clues from the text help determine or clarify meaning? | Readers use clues from the text to determine meaning of unknown words. |
| How can the text features in a nonfiction text support comprehension? | Text features help readers locate key facts and information quickly. |
| Why do authors write texts? | Authors write to answer, explain, or describe. |

Learning Progression: Craft and Structure (2.RI.4   2.RI.5   2.RI.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**	**3.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
1.RI.5 Know and use various text features to locate key facts or information in a text.	**2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.**	**3.RI.5** Use text features and search tools to locate information relevant to a given topic efficiently.
1.RI.6 Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text.	**2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**	**3.RI.6** Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
2.RI.4 ● Use of captions, context clues, illustrations, and prior knowledge ● Base words, suffixes, prefixes	**2.RI.4** There are many reading strategies available to define unknown words and phrases. It is important to know the meanings of words and phrases to comprehend information in a text. Base word, prefix, and suffix word parts can be used to determine the meaning of an unknown word.	**2.RI.4** Use reading strategies (context clues, inferencing, rereading, skip and go back, etc.) to determine meanings of words and phrases. Use informational text structures (captions, illustrations, etc.) to determine meanings of words and phrases. Analyze the base word, prefix, suffix to help determine the meaning of a word.
2.RI.5 ● Text features	**2.RI.5** Text features help determine the meaning of unknown words. Text features help readers find information quickly.	**2.RI.5** Identify key details in text features to construct meaning of a text. Differentiate and use the appropriate text feature to locate information efficiently.
2.RI.6 ● Author's purpose ● Main purposes of text e.g. to explain, to answer, to describe	**2.RI.6** Authors write with a purpose of either explaining information, answering questions, or describing a topic. Informational text has a purpose.	**2.RI.6** Infer the main purpose of informational text. State what the author wants to either answer, explain, or describe.

Student Friendly Language
2.RI.4 I can accurately define words and phrases when I read for information. **2.RI.5** I can identify key details in a text. I can understand when and how to use text features. **2.RI.6** I can determine why the text was written by an author.

Key Vocabulary		
2.RI.4 ● Illustration ● Reading strategies ● Definition ● Inference ● Caption ● Prior knowledge ● Base word ● Prefix ● Suffix ● Context clues	**2.RI.5** ● Text features ● Bold print ● Heading ● Subheading	**2.RI.6** ● Inferences ● Informational text ● Author ● Non-fiction ● Author's purpose

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Using text features to find information more efficiently prepares us to become proficient researchers when we get older.

We can use a variety of reading strategies to aid our comprehension of nonfiction text.

Resources

https://doe.sd.gov/octe/ELA-resources.aspx

Achievement Level Descriptors

Craft and Structure:
2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.
2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Level 1	Level 2	Level 3	Level 4
In grade-level texts, with significant support, students should be able to • Minimally explain the purpose of a text. • Use minimal knowledge of text structures or text features to locate information. • Determine intended meanings of a few domain-specific and academic words.	In grade-level texts, with minimal support, students should be able to • Partially explain the purpose of a text. • Use partial knowledge of text structures or text features to locate information. • Determine intended meanings of some domain-specific and academic words.	In grade-level texts , students should be able to • Explain the purpose of a text. • Use knowledge of text structures or text features to locate information efficiently. • Determine intended meanings of domain-specific and academic words.	In grade-level and higher texts, students should be able to • Thoroughly and accurately explain the purpose of a text. • Thoroughly use knowledge of text structures or text features to locate information efficiently. • Determine intended meanings of a wide-range of domain-specific and academic words.