

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	2
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### Standards Relating to Key Ideas & Details

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### Key Ideas and Details: Relevance and Essential Questions: What's the point?

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
How do readers ask questions to show they are aware of the key details in text?	Asking and answering questions about a text helps readers better understand what they are reading.
Why is it helpful for good readers to identify the main idea/main topic?	The main idea/main topic focuses a reader's attention and learning.
How does making connections help a reader understand informational text?	Connecting ideas is a strategy that aids in comprehension.

### Learning Progression: Key Ideas & Details (2.RI.1 2.RI.2 2.RI.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RI.1 Ask and answer questions about key details in a text.	<b>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
1.RI.2 Identify the main topic and retell key details of a text.	<b>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</b>	3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.
1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b>	3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<p><b>2.RI.1</b></p> <ul style="list-style-type: none"> <li>Key details</li> </ul> <p><b>2.RI.2</b></p> <ul style="list-style-type: none"> <li>Paragraph structure</li> <li>Main topic</li> </ul> <p><b>2.RI.3</b></p> <ul style="list-style-type: none"> <li>Historical event</li> <li>Time order / sequence words</li> </ul>	<p><b>2.RI.1</b> Asking questions aids in the comprehension of text.</p> <p>Key details support understanding of the text.</p> <p>Comprehension strategies support comprehension.</p> <p><b>2.RI.2</b> A multi paragraph text has a main topic.</p> <p>Each paragraph within a multi paragraph text has a specific focus.</p> <p><b>2.RI.3</b> Historical events are not isolated.</p> <p>Connections occur between scientific ideas, historical events, or technical procedures.</p> <p>The sequence of steps in a technical procedure is important.</p>	<p><b>2.RI.1</b> Answer who, what, when, where, why, and how questions about informational text.</p> <p>Use strategic thinking, such as drawing conclusions or investigations, to answer the higher level 'why' or 'how' questions about the text.</p> <p><b>2.RI.2</b> Identify the main topic of a multi paragraph text.</p> <p>Identify the focus of individual paragraphs.</p> <p>Provide evidence in the text that links key details to the main topic.</p> <p><b>2.RI.3</b> Analyze relationships between historical events.</p> <p>Analyze relationships between scientific ideas.</p> <p>Analyze relationships between steps in a technical procedure.</p> <p>Predict how past historical and scientific events may have an impact on future events.</p> <p>Recognize sequence in a set of directions.</p>

<b>Student Friendly Language</b>
<p><b>2.RI.1</b> I can ask and answer questions about what I have read. I can ask and answer questions about what has been read to me. I can find key details in a text.</p> <p><b>2.RI.2</b> I can identify the main topic of a text. I can identify the main topic of a paragraph.</p> <p><b>2.RI.3</b> I can explain how events in history are connected to other real events. I can explain how real ideas in science are connected.</p>

I can explain how and why steps in a set of directions are connected to each other.

### Key Vocabulary

#### 2.RI.1

- Comprehension
- Informational Text
- Key details
- Who
- What
- When
- Where
- Why
- How

#### 2.RI.2

- Main topic
- Paragraph
- Multi paragraph
- Focus

#### 2.RI.3

- Historical event
- Scientific idea
- Technical procedure
- Sequence
- Analyze

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

Reading and understanding informational text helps us learn about current events in the newspaper, internet, and in other media sources.

Reading and understanding informational text helps us follow directions to play games, assemble toys, set up electronic devices, and follow a recipe.

### Resources

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

## Achievement Level Descriptors

### Key Ideas & Details:

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, with significant support, students should be able to</p> <ul style="list-style-type: none"> <li>• Minimally ask/answer few W questions to understand main topic and key details of larger text as well as shorter paragraphs.</li> <li>• Minimally identify connections of how information is presented or connected within text, such as series of historical events, scientific ideas or concepts, or technical procedure steps.</li> </ul>	<p>In grade-level texts, with minimal support, students should be able to</p> <ul style="list-style-type: none"> <li>• Ask/answer some 5 W questions to understand main topic and key details of larger text as well as shorter paragraphs.</li> <li>• Partially identify and describe some connections to explain how information is presented or connected within text, such as series of historical events, scientific ideas or concepts, or technical procedure steps.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Ask/answer 5 W and How questions to understand main topic and key details of larger text as well as shorter paragraphs.</li> <li>• Identify and describe connections to explain how information is presented or connected within text, such as series of historical events, scientific ideas or concepts, or technical procedure steps.</li> </ul>	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Ask/answer 5 W and How questions to understand main topic and key details of larger text as well as shorter paragraphs.</li> <li>• Identify and describe detailed connections to explain how information is presented or connected within text, such as series of historical events, scientific ideas or concepts, or technical procedure steps.</li> </ul>