

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	2
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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.	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.	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Student Friendly Language:
I can ask and answer who, what, when, where, why, and how questions about what I read.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Comprehension Strategies • Graphic Organizers 	<p>Asking questions helps them comprehend text.</p> <p>Key details support understanding of the text.</p> <p>Comprehension strategies and graphic organizers support comprehension.</p>	<p>Answer who, what, when, where, why, and how questions about informational text.</p> <p>Ask who, what, when, where, why, and how questions about informational texts.</p> <p>Use strategic thinking, such as drawing conclusions or investigations, to answer the higher level 'why' or 'how' questions about the text.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Comprehension</td> <td style="width: 50%;">Graphic Organizers</td> </tr> <tr> <td>Informational Text</td> <td><u>Key Details</u></td> </tr> <tr> <td>Who</td> <td>What</td> </tr> <tr> <td>When</td> <td>Where</td> </tr> <tr> <td>Why</td> <td>How</td> </tr> </table>	Comprehension	Graphic Organizers	Informational Text	<u>Key Details</u>	Who	What	When	Where	Why	How
Comprehension	Graphic Organizers									
Informational Text	<u>Key Details</u>									
Who	What									
When	Where									
Why	How									
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for e conversation with students to answer the question “why do I have to learn this”?										
It is important to be able to ask and answer questions about informational text in everyday life. (magazine articles, newspaper, instructions, Internet resources)										

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RI.2 Identify the main topic and retell key details of 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.	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Student Friendly Language:
<p>I can identify the main topic of a text.</p> <p>I can identify the main topic of a paragraph.</p>

Know (Factual)	Understand (Conceptual) The students understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Paragraph structure 	<p>A multi paragraph text has a main topic.</p> <p>Each paragraph within a multi paragraph text has a specific focus.</p>	<p>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>

Key Vocabulary:
<p><u>main topic</u></p> <p><u>paragraph</u></p> <p>multi paragraph</p> <p>focus</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>To be able to read and understand an informational text for real world purposes. Ex. newspapers, magazines, menus, articles, directions</p> <p>To be able to determine what information is important and what is not important when reading.</p> <p>To be able to read an article, story, or any text and tell a friend or discuss with a friend what it was about.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a 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.	3.RI.3 Describe the relationship between series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, sequence, and cause/effect.

Student Friendly Language:
I can explain how events in history are connected to other real events.
I can explain how real ideas in science are connected.
I can explain how and why steps in a set of directions are connected to each other.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● historical event vs. fictional event ● structure of a timeline ● time order / sequence words 	<p>Historical events are not isolated.</p> <p>Connections occur between scientific ideas, historical events, or technical procedures.</p> <p>Scientific ideas, historical events, or technical procedures can and often do impact each other.</p> <p>Each step in a technical procedure is dependent on the other steps.</p> <p>Each step in a technical procedure has an important place in the sequence.</p>	<p>Analyze relationships between historical events.</p> <p>Analyze relationships between scientific ideas.</p> <p>Analyze relationships between steps in a technical procedure.</p> <p>Make connections between historical events.</p> <p>Make connections between scientific ideas.</p> <p>Make connections between steps in a technical procedure.</p> <p>Investigate and describe how technical procedures, historical events, and scientific ideas impact each other.</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> <p>Show a sequence of events visually.</p> <p>Differentiate between historical fiction, historical non-fiction, and general fiction.</p>

Key Vocabulary:

historical event
scientific idea
technical procedure

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Read the directions for a new game.

How to set up an electronic device.

How to assemble a bicycle, a piece of furniture, etc.

How to read a recipe

Voting decisions

Decisions and consequences, ie., not handing in homework, not reading the assigned pages

Putting salt on the sidewalk to melt the ice

Washing hands to avoid sickness

Conflict resolution - avoid repeating past mistakes

Peer mediation

SD Common Core State Standards Disaggregated English Language Arts Template

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

Student Friendly Language:
I can accurately define words and phrases when I read for information.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> How to use a dictionary or glossary How to use captions, inferencing, context clues, illustrations, and prior knowledge Identify unknown words in a text Word parts (base words, suffixes, prefixes) 	<p>There are many resources and reading strategies available to define unknown words and phrases.</p> <p>It is important to know the meanings of words and phrases to comprehend information in a text.</p> <p>Base word, prefix, and suffix word parts can be used to determine the meaning of an unknown word.</p>	<p>Determine meanings of words and phrases in text.</p> <p>Use reading strategies (context clues, inferencing, rereading, skip and go back, etc.) to determine meanings of words and phrases.</p> <p>Use resources (glossary, dictionary, etc.) to determine meanings of words and phrases.</p> <p>Use informational text structures (captions, illustrations, etc.) to determine meanings of words and phrases.</p> <p>Find evidence to support proposed definition of word.</p> <p>Analyze the base word, prefix, suffix to help determine the meaning of a word.</p>

Key Vocabulary:															
<table> <tr> <td>glossary</td> <td>illustration</td> <td>reading strategies</td> </tr> <tr> <td>phrases</td> <td>definition</td> <td>inference</td> </tr> <tr> <td>caption</td> <td>prior knowledge</td> <td>base word</td> </tr> <tr> <td>prefix</td> <td>suffix</td> <td>word usage (parts of speech)</td> </tr> <tr> <td>vocabulary</td> <td>context clues</td> <td>dictionary</td> </tr> </table>	glossary	illustration	reading strategies	phrases	definition	inference	caption	prior knowledge	base word	prefix	suffix	word usage (parts of speech)	vocabulary	context clues	dictionary
glossary	illustration	reading strategies													
phrases	definition	inference													
caption	prior knowledge	base word													
prefix	suffix	word usage (parts of speech)													
vocabulary	context clues	dictionary													
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?															
When reading directions for a new game, reading a menu, when exposed to text for the first time (i.e. vacations, billboards, street signs, brochures), reading a letter or an email, recreational reading															

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RI.5 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.	2.RI.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.	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Student Friendly Language:
<p>I can use different parts of the book to find important information.</p> <p>I can use technology to find important information.</p> <p>I can understand when to use text features, such as captions, bold print, subheadings, glossaries, indexes, electronic menus, icons, etc.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> What specific text features are, how to use them, and where to find them 	<p>Using text features will help them find the key details in the text to determine meaning.</p> <p>Various informational text features can help them find information quickly.</p>	<p>Identify key details in text features to construct meaning of a text.</p> <p>Differentiate and use the appropriate text feature to locate information efficiently.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>text features</u></td> <td style="width: 50%;">caption</td> </tr> <tr> <td>bold print</td> <td>heading</td> </tr> <tr> <td>subheading</td> <td>glossary</td> </tr> <tr> <td>index</td> <td>electronic menu</td> </tr> <tr> <td>icon</td> <td>table of contents</td> </tr> </table>	<u>text features</u>	caption	bold print	heading	subheading	glossary	index	electronic menu	icon	table of contents
<u>text features</u>	caption									
bold print	heading									
subheading	glossary									
index	electronic menu									
icon	table of contents									
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>										
<p>Using text features will help to find information more efficiently and will prepare them to become proficient researchers because it increases comprehension.</p> <p>Using text features will make reading “Weekly Reader”, a newspaper or scanning a text easier.</p>										

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RI.6. Distinguish 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. Distinguish their own point of view from that of the author of a text.

Student Friendly Language:
I can determine why the text was written by an author (author's purpose).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● inference the author's purpose ● main purposes of text e.g. to explain, to answer, to describe 	<p>Authors write with a purpose of either explaining information, answering questions, or describing a topic.</p> <p>Informational text has a purpose.</p>	<p>Infer the main purpose of informational text.</p> <p>State what the author wants to either answer, explain, or describe.</p>

Key Vocabulary:
<p>inferences informational text author non-fiction <u>author's purpose</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>To think critically about information being presented (use of fact/opinion based on an author's purpose) for example, an advertisement written to persuade someone to buy an item versus a research article</p> <p>When writing for a specific audience/purpose</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.R.I.7 Use the illustrations and details in a text to describe its key ideas.	2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	3.R.I.7 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).

Student Friendly Language:
I can look at a picture in an informational text and tell the connection to the text.

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • informational text • images in informational text 	<p>The purpose of informational text is to gain knowledge.</p> <p>Images in informational texts (diagrams, illustrations, maps, timelines, charts, photographs) help give meaning to the text.</p>	<p>Read informational texts.</p> <p>Tell about the images in an informational text.</p> <p>Verbalize the importance of these images in their understanding of the text.</p>

Key Vocabulary:
<p>image text informational text diagram photograph charts map timeline connection caption</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Assembling toys, furniture, grills, tvs, etc. Read/understand science and social studies texts.</p>

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Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas:	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RI.8 Identify the reasons an author gives to support points in a text.	2.RI.8 Describe how reasons support specific points the author makes in a text.	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Student Friendly Language:
I can identify important points in a text.
I can give reasons from the text to support important points.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> specific points in a text 	<p>An author has reasons to include certain points in a text.</p> <p>An author includes details to support those points.</p>	<p>Describe specific points in a text.</p> <p>Describe supporting details in a text.</p> <p>Determine the authors point.</p>

Key Vocabulary:
<p>specific points</p> <p>reasons</p> <p><u>author's purpose</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
To give you a broader understanding of a specific topic.

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Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RI.9. Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	3.RI.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Student Friendly Language:
<p>I can compare the most important points in two texts about the same topic.</p> <p>I can contrast the most important points in two texts about the same topic.</p>

Know (Factual)	Understand (Conceptual) That students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> compare and contrast text most important points 	<p>Different texts can be written about the same topic.</p> <p>Texts can be compared to gain knowledge about a topic.</p> <p>Texts can be contrasted to gain knowledge about a topic.</p>	<p>Compare important points between texts written about the same topic.</p> <p>Contrast important points between texts written about the same topic.</p>

Key Vocabulary:
<p><u>compare</u></p> <p><u>contrast</u></p> <p><u>most important points (main idea)</u></p> <p>texts</p> <p>topics</p> <p><u>key details</u></p> <p>graphic organizer</p> <p>facts</p> <p>information</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>To use information presented as facts in various texts to make informed decisions.</p> <p>To prepare them for future research projects in high school, college, and possible jobs in their futures.</p> <p>To choose between two products (movies, toys, restaurants) by reading the product descriptions.</p>