

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	2
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Standards Relating to Integration of Knowledge and Ideas

2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams) contribute to and clarify a text.

2.RI.8 Describe how details/evidence support specific points the author makes in a text.

2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic.

Integration of Knowledge and Ideas: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
<p>Why it is important to look at all of the images in a nonfiction text?</p> <p>How does an author share specific points?</p> <p>Why should we read different texts about the same topic?</p>	<p>Images in a nonfiction text clarify the meaning.</p> <p>Details and evidence in a nonfiction text support specific points the author makes.</p> <p>Different texts about the same topic broadens a reader's knowledge on the topic.</p>

Learning Progression: Integration of Knowledge and Ideas (2.RI.7 2.RI.8 2.RI.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams) contribute to and clarify a text.</p>	<p>3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.</p>
<p>1.RI.8 Identify the details/evidence an author gives to support points in a text.</p>	<p>2.RI.8 Describe how details/evidence support specific points the author makes in a text.</p>	<p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.</p>
<p>1.RI.9 Compare and contrast two texts on the same topic.</p>	<p>2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic.</p>	<p>3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>2.RI.7</p> <ul style="list-style-type: none"> • Informational text • Images in informational text <p>2.RI.8</p> <ul style="list-style-type: none"> • Author's point • Supporting details <p>2.RI.9</p> <ul style="list-style-type: none"> • Compare and contrast • Most important points 	<p>2.RI.7 The purpose of informational text is to gain knowledge.</p> <p>Images in informational texts (e.g., diagrams, illustrations, maps, timelines, charts, photographs) help give meaning to the text.</p> <p>2.RI.8 An author has reasons to include certain points in a text.</p> <p>An author includes details to support those points.</p> <p>2.RI.9 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>2.RI.7 Tell about the images in an informational text.</p> <p>Verbalize the importance of these images in their understanding of the text.</p> <p>2.RI.8 Describe specific points in a text.</p> <p>Describe supporting details in a text.</p> <p>Determine the authors point.</p> <p>2.RI.9 Compare important points between texts written about the same topic.</p> <p>Contrast important points between texts written about the same topic.</p>

Student Friendly Language
<p>2.RI.7 I can use images in a text to better understand the topic.</p> <p>2.RI.8 I can identify important points in a text. I can give reasons from the text to support important points.</p> <p>2.RI.9 I can compare the most important points in two texts about the same topic. I can contrast the most important points in two texts about the same topic.</p>

Key Vocabulary

2.RI.7

- Image
- Text
- Informational text
- Diagram
- Photograph
- Chart
- Graph
- Map
- Timeline
- Connection
- Caption

2.RI.8

- Specific point
- Details
- Author's point

2.RI.9

- Compare
- Contrast
- Main idea
- Texts
- Topics
- Key details
- Facts
- Information

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 the images in nonfiction text clarifies the meaning of the text when following directions to assemble toys, furniture, electronic devices, etc.

Reading nonfiction texts helps us make informed decisions about various topics.

Resources

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

Achievement Level Descriptors

Integration of Knowledge and Ideas:

2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams) contribute to and clarify a text.

2.RI.8 Describe how details/evidence support specific points the author makes in a text.

2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic.

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"> • Minimally explain how text features explain information. • Minimally describe how few details/evidence support the text. • Minimally compare and contrast main ideas presented in two texts on the same topic. 	<p>In grade-level texts, with minimal support, students should be able to</p> <ul style="list-style-type: none"> • Partially explain how text features explain information. • Partially describe how some details/evidence support the text. • Partially compare and contrast main ideas presented in two texts on the same topic. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Explain how text features explain information. • Describe how details/evidence support the text. • Compare and contrast main ideas presented in two texts on the same topic. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> • Thoroughly explain how several text features explain information. • Thoroughly describe, in detail, how details/evidence support the text. • Compare and contrast, in detail, main ideas presented in two texts on the same topic.