Reading Standards for Informational Text: Grade 2

CLUSTER: KEY IDEAS AND DETAILS

Resources: Resources should include a wide variety of increasingly complex informational text, including expository and narrative structures and types (e.g., trade books, magazines, multimedia, and functional texts such as recipes and labels) related to personal interests and reflecting a wide variety of cultures.

Anchor Standard 1: 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

RI 2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Essential Skills:

- **Apply appropriate strategies before reading, viewing, or listening to increasingly complex informational texts to:**
  - Access prior knowledge and experiences to make connections to the text.
  - Examine the title, cover, illustrations/photographs/text.
  - Make predictions or ask questions.
  - Set a purpose for reading.
  - Identify type of text.

- **Apply appropriate strategies to monitor understanding during reading, viewing, or listening to informational texts to**:
  - Use text features and graphic aids to facilitate understanding.
  - Recall and discuss relevant details.
  - Identify and question what did not make sense.
  - Make, confirm and/or modify predictions.
  - Periodically paraphrase and summarize.
  - Make connections.
  - Visualize.

- **Demonstrate understanding, orally or in writing, after reading, viewing, or listening to informational texts to:**
  - Engage in conversations about details in the text.
  - Describe what is directly stated in the text.

- Draw inferences and conclusions from the text.
- Confirm predictions using details from the text.
- Summarize the text.
- Identify what did not make sense.
- Connect prior knowledge or experience to the text.

- **Generate appropriate questions to meet the information needed.**

- **Participate actively and appropriately in discussions about informational text.**

- **Respond orally and in written form to text-specific questions using key details in the text.**

- **Demonstrate command of the conventions of standard English when speaking and writing.**

Benchmarks:

CLUSTER: KEY IDEAS AND DETAILS

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI 2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Essential Skills:

- **Determine the key details from the text.**
- **Connect the key details to determine the main topic of a text.**
- **Retell the main topic and key details.**
- **Describe people, places, things and events with relevant details from the text, expressing ideas and feelings clearly.**
- **Demonstrate command of the conventions of standard English when speaking and writing.**

Benchmarks:

CLUSTER: KEY IDEAS AND DETAILS

Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RI 2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Essential Skills:

- **Identify and explain relationships between a series of events, ideas, or steps, (e.g., cause/effect, sequence, chronology).**
- **Recognize signal words and transition words that connect ideas.**
- **Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**
- **Use words and phrases acquired through conversations, reading, read-alouds.**
- **Demonstrate command of the conventions of standard English when speaking and writing.**

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor Standard 4: 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.

RI 2.4: Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.

Essential Skills:

- **Identify unfamiliar words and phrases.**
- **Access prior knowledge and experiences to determine and clarify the meaning of words and phrases in a text.**
- **Determine and clarify meaning of words and phrases, using sentence-level context (CCSS 2 L4.a).**
- **Determine meaning of the new word formed when a known prefix is added to a known word.**
- **Use a known root word as a clue to meaning of an unknown word with the same root.**
- **Use text features to determine and clarify meaning of words and phrases in informational text.**
- **Use glossaries and beginning dictionaries, both print and digital, to determine or clarify meaning of words and phrases in context.**

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor Standard 5: 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.

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.

Essential Skills:

- **Distinguish between types of text features (e.g., print features, graphic aids, organizational aids, informational aids).**
- **Identify the purpose of text features used in informational texts.**
- **Explain which text features are used to find information within a specific source.**
- **Select the appropriate text feature for a given task or information need.**
- **Use text features (e.g., print features, graphic aids, informational aids, on-line features) appropriately for a given task or information need.**

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

RI 2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Essential Skills:

- **Examine the organizational pattern of informational texts to identify the author's purpose (e.g., to offer opinion, to describe, to inform).**
- **Identify the intended audience for a text.**
- **Explain how someone might use the text.**
- **Identify the main ideas/messages of texts.**
- **Draw conclusions and generalizations from text to form new understanding.**

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI 2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Essential Skills:

- **Identify and describe graphic aids used to facilitate understanding of informational text.**
- **Describe key ideas and details, including text features from a text read aloud, or presented orally or through other media.**
- **Identify commonalities between text and text features; explain how they support each other.**
- **Use words and phrases acquired through conversations, reading, and read-alouds.**
- **Demonstrate command of the conventions of standard English when speaking and writing.**

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor Standard 8: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI 2.8: Describe how reasons support specific points the author makes in a text.

Essential Skills:

- **Identify the key points an author makes in a text.**
- **Identify details that support a specific point the author makes in a text.**
- **Explain how the details/reasons support a point the author makes.**
- **Ask and answer questions about key details in a text read aloud or about information presented orally or through other media.**
- **Demonstrate command of the conventions of standard English when speaking and writing.**

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI 2.9: Compare and contrast the most important points presented by two texts on the same topic.

Essential Skills:

- **Read, listen to, and discuss a variety of texts read aloud, or presented orally or through other media.**
- **Recognize texts that have the same topic.**
- **Identify key points of a text.**
- **Compare and contrast the key points in two texts on the same topic.**
- **Ask and answer questions about key details in a text read aloud or presented orally or through other media.**
- **Demonstrate command of the conventions of standard English when speaking and writing.**

Benchmarks:

CLUSTER: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Anchor Standard 10: Read and comprehend complex literacy and informational texts independently and proficiently.

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.

Essential Skills:

- **With prompting and support, read a variety of increasingly complex self-selected and assigned informational texts, representing diverse cultures, perspectives, ethnicities, and time periods.**
- **With prompting and support, comprehend texts of steadily increasing complexity.**
- **Participate in collaborative conversations with diverse partners (peers and adults) about Grade 2 topics and texts in small and larger groups.**
- **Demonstrate command of the conventions of standard English when speaking and writing.**

Benchmarks: