

# KPBSD ELA CURRICULUM

## 2<sup>nd</sup> GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

### Desired Results

<p><b>PRIORITY STANDARDS</b></p> <p><b>2RI.2.</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>2RI.5.</b> Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>2RI.8.</b> Describe how reasons given support specific opinions the author states in a text.</p> <p><b>SUPPORTING STANDARDS</b></p> <p><b>2RI.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.</p> <p><b>2RI.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>2RI.4.</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>2RI.6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>2RI.7.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>2RI.9.</b> Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).</p>	<b>Transfer</b>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>Read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to second grade (from upper first grade to third grade), with scaffolding as needed at the high end of the range.</li> </ul>	
	<b>Meaning</b>	
	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>Students will understand...</p> <ul style="list-style-type: none"> <li>That readers will acquire new information, classify and learn new facts through informational text.</li> <li>Nonfiction helps them better understand the world they live in.</li> <li>Information book writers teach their topics to their readers using different structures and text features.</li> <li>Information writers elaborate and add details by providing examples, comparisons, and expert language.</li> <li>Information writers research their topics in order to add details and answer the questions readers may have?</li> <li>Information writers plan their research based on what they think would be new and exciting for readers to learn.</li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>How do readers acquire, classify, and learn new facts through informational text?</li> <li>How does understanding the text structure help me better understand its meaning?</li> <li>How do readers construct meaning from text?</li> <li>How do the features of non-fiction help us to find, understand, and apply important information?</li> <li>How do writers write present informational text with clarity, sequence, and explicit detail designed to allure and educate a reader?</li> <li>How do writers teach others through non-fiction writing?</li> <li>How do information writers plan for their research?</li> </ul>	
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>How to ask and answer who, what, where, when, why, and how questions to show that they understand nonfiction.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>Studying the way information is laid out on the pages.</li> <li>Using features to locate key facts and information.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• How to tell the main idea of a piece of nonfiction, including the focus of important paragraphs.</li> <li>• How to make connections between different events in history.</li> <li>• How to make connections between different science ideas.</li> <li>• How to make connections between the different steps in a set of directions.</li> <li>• How to figure out the meanings of words when studying a second grade topic.</li> <li>• How to understand and use all the helpful parts of nonfiction books to find important facts and details quickly.</li> <li>• How to tell the author's main purpose in nonfiction writing.</li> <li>• How to use diagrams, text features, and pictures to help understand nonfiction.</li> <li>• How reasons support the points that an author is trying to make.</li> <li>• How the important points in two pieces of nonfiction about the same topic are the same and different.</li> <li>• How to read and understand second grade nonfiction by themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring nonfiction features in books: index, titles, glossary, photos, text box, table of contents, diagrams and labels.</li> <li>• Reading nonfiction with fluency and comprehension skills.</li> <li>• Monitoring for meaning.</li> <li>• Noticing when they are learning something new and mark it with a post-it note.</li> <li>• Jotting thoughts on post-it notes.</li> <li>• Thinking and developing ideas - not just collecting information.</li> <li>• Thinking about information and creating new questions.</li> <li>• Using pictures to help make meaning in nonfiction texts.</li> <li>• Talking with partners about their book to help them understand.</li> <li>• Visualize mental scenes when reading nonfiction books.</li> </ul>
<b>Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>• Cafe Conference Notebook</li> <li>• Journeys Benchmark Assessment</li> <li>• AimsWeb ORF</li> </ul>	

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	OTHER EVIDENCE: Anecdotal Evidence Teacher Observations
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### Vocabulary

Question	Timeline	Passage
Answer	Root Word	Images
Demonstrate	Compound Word	Diagram
Details	Prefixes	Charts
Text	Suffixes	Graphs
Outline	Dictionary	Clarify
Passage	Digital Dictionary	Example
Paragraph	Bold Print	Conclusions
Multi-Paragraph	Subheading	Reasons
Main Topic	Caption	Justify
Key Details	Icons	Explain
Focus	Glossaries	Details
Graphic Organizer	Indexes	Support
Compare and Contrast	Author's Intent	Main Purpose
Sequence	Description	
Historical	Explanation	

### Technology Skills

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I can...

- Use and understand the basic computer terms: Home Row (Use two hands), Internet Browser, minimize/maximize a window, and toolbar.
- Use a computer mouse to right click/left click.
- Use the file menu commands: new, open, save, save as, copy/paste, and print.
- Save and find files in the My Documents folder.
- Save, find, and use files in the Shared Folder.
- Identify a wide variety of current technology tools: computer, digital camera, CD-ROM and DVD/VHS players, printer, headphones and speakers.
- Adjust the volume for my computer.
- Use and care for equipment in a respectful way
- Identify and use software terms: edit/undo, select/delete text, Change font, style, color and size, and insert clipart graphics.
- Enter a pre-selected URL address.
- Use software to create a simple multimedia project.
- Record and organize ideas using digital tools and/or graphic organizers.
- Recognize different information sources and select an appropriate one to complete a project.
- Plan, conduct, and communicate the results of research through a simple digital product with teacher support.
- List potential dangers in digital environments and know how to report unsafe situations.