



Delaware English Language Arts Standards Learning Progressions

GRADE 2: Informational Reading Standard 1

<p>College and Career Readiness (CCR): 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.</p>		
<p>Grade 1: Ask and answer questions about key details in a text.</p>	<p>Grade 2: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in the text.</p>	<p>Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Make, test, and revise predictions before, during and after reading • Use the combination of background knowledge and explicitly stated information to answer questions • Show (underline, highlight) where in the text you found your evidence (key details) • Demonstrate understanding of key details in a text when asking and answering questions • Ask and answer questions that begin with who, what, where, when why, and how to demonstrate understanding of key details in a text 	<ul style="list-style-type: none"> • Texts • Questions • Answers • Key details • Predictions • Inferences • Background knowledge • 5 W's + H questions (who, what, where, when, why and how) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What are important ideas in the text? How do you know? • What did you learn about _____? • Where in the text did you find your evidence? (show: underline, highlight) • What have you learned from the text? What do you predict will happen next? • What questions do you have about _____? • Think about what you read and create your own question about an important idea in this text.
<p>2RI10: Range of Reading and Level of Text Complexity: By the end of the 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. [Lexile Band: 420-820]</p> <p>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 2: Informational Reading Standard 2

<p>College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p>Grade 1: Identify the main topic and retell key details of a text.</p>	<p>Grade 2: Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text.</p>	<p>Grade 3: Determine the main idea of a text and explain how it is supported by key details.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the main topic of a multi-paragraph informational text • Identify the focus of specific paragraphs within an informational text • Describe or graphically represent the relationship between main topic and focus of specific paragraphs • Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Informational text features • Main topic • Difference between the main topic and key details • Focus of specific paragraphs 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the main topic of this text? • What is the focus of specific paragraphs within the text? • How can we describe or represent the relationship between the main topic and the focus of the paragraphs within the text?
<p>2RI10: Range of Reading and Level of Text Complexity: By the end of the 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. [Lexile Band: 420-820]</p>		
<p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 2: Informational Reading Standard 3

<p>College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p>Grade 1: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Grade 2: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Grade 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the events, key ideas/ concepts, or steps in informational texts • Describe events, key ideas/concepts or steps in a text • Identify words that signal connections in informational texts • Describe or graphically represent: <ul style="list-style-type: none"> ○ the connection between a series of historical events ○ the connection between a series of scientific ideas or concepts ○ the connection between a series of steps in technical procedures in a text • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Key ideas/concepts, events, steps in informational texts. • Key features of content-specific texts (e.g., science and historical texts) based on text features (e.g., events, steps, procedures) • Simple transition/linking words that show connections (e.g., first, because, then, on the other hand) for informational texts. • Connections (e.g., one section of a text “explains” another, or stands in “contrast” to another, or “comes before” another) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Which step would you do first? Last? • Show me how scientific ideas or concepts are the same and how they are different? • Using a timeline, sequence the historical events. • Why is it important to do step 1 in a technical procedure before step 3? • What do you think would happen if you did not follow the steps in order?
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<p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



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GRADE 2: Informational Reading Standard 4

<p>College and Career Ready (CCR): 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.</p>		
<p>Grade 1: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Grade 2: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>Grade 3: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Determine the meaning of unknown words by identifying known parts (prefixes, suffixes, roots, compound words) • Read and reread sentences and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Describe how language choices create meaning in text • Recognize words and phrases that have literal and non-literal meanings • Identify figurative language • Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area 	<ul style="list-style-type: none"> • Informational text • Word choice • Words and phrases • Context clues • Non-linguistic images (e.g. Picture/graphic clues) • Strategies for identifying and using context clues • Literal and non-literal meaning • Simple figurative language (e.g., simile, metaphor) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What can you do when you get to a word and you don't know what it means? • What strategies can you use to help find out what a word means? • How does the particular meaning of the same word change in different contexts? • Explain how the parts of the word helped you determine the meaning.
<p>2RI10: Range of Reading and Level of Text Complexity: By the end of the 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. [Lexile Band: 420-820]</p>		
<p>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



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GRADE 2: Informational Reading Standard 5

<p>College and Career Ready (CCR): Analyze the structure of text, 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.</p>		
<p>Grade 1: 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.</p>	<p>Grade 2: 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.</p>	<p>Grade 3: Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify text features • Identify essential information from text features to enhance understanding of text • Use various text features to locate key facts or information in a text efficiently • 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 	<ul style="list-style-type: none"> • Informational text (e.g., literary nonfiction, magazines, technical, recipes,) • Various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) • The characteristics of key facts • How to locate information in a text efficiently (e.g., by using the glossary, index, headings, etc.) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you find ____ (feature) in the text? Why is ____ important? • Open your book to find the index, glossary, and a heading. • Put your finger on the word that is bolded. • Why did the author write that word in bold? • Where would you find a glossary or index in your book? • Why are icons important and how do they help us locate key facts? • What information does the chart, or other features, tell us that the text does not?
<p>2RI10: Range of Reading and Level of Text Complexity: By the end of the 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. [Lexile Band: 420-820]</p>		
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GRADE 2: Informational Reading Standard 6

<p>College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>Grade 1: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Grade 2: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Grade 3: Distinguish their own point of view from that of the author of a text.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Demonstrate understanding of author’s purpose: <ul style="list-style-type: none"> ○ Tell how a text answers a question ○ Tell how a text persuades the reader ○ Tell how a text explains an idea or process ○ Tell how a text entertains the reader ○ Tell how a text describes a place, individuals or an event • Identify the author’s purpose (to inform, to persuade, to explain how, to entertain) for writing a text • Demonstrate understanding of the main purpose when the author has more than one purpose • Identify the main purpose of a text, including what the author wants to answer, explain, or describe 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Main purpose • Author’s purpose (to inform, to persuade, to explain how, to entertain) for writing a text 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What does the author explain or describe in this passage? • Describe the information the author gives you in the text. • After reading the text, what information did the author describe to you? • In the text we just read, is the author trying to explain, describe or answer something? What makes you think that? • What is the author’s main purpose in this text? How do you know?
<p>2RI10: Range of Reading and Level of Text Complexity: By the end of the 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. [Lexile Band: 420-820]</p>		
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GRADE 2: Informational Reading Standard 7

<p>College and Career Ready (CCR): Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		
<p>Grade 1: Use the illustrations and details in a text to describe its key ideas. .</p>	<p>Grade 2: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Grade 3: 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).</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify and describe key details of the text • Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, maps) • Explain how illustrations help the reader understand more about the text and the person, place, thing or idea the text is about • Explain how specific images contribute to and clarify a text 	<ul style="list-style-type: none"> • Key ideas • Text details • Graphics/images/illustrations (e.g., photographs, diagrams, charts, graphs, maps) 	<p>Guiding Questions and Prompts such as:</p> <ul style="list-style-type: none"> • What is the writer trying to say? • Tell the important facts from the chart or graph. • How does reading the chart, diagram help readers understand what the author is trying to say? • Does the illustration match what the writer is trying to say? • What information did you gather from the diagram that aided your understanding? • How are the text and the picture connected? • Describe how the picture helps the reader understand what the author has written.
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GRADE 2: Informational Reading Standard 8

<p>College and Career Ready (CCR): Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>		
<p>Grade 1: Identify the reasons an author gives to support points in a text.</p>	<p>Grade 2: Describe how reasons support specific points the author makes in a text.</p>	<p>Grade 3: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the author’s key ideas/points • Identify (e.g., by telling, writing, graphically representing) reasons/examples that support the author’s key ideas/points • Differentiate between relevant and irrelevant reasons/examples/details • Identify the relevant reasons/examples an author gives to support points in a text • Describe how reasons support specific points the author makes in a text 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Main/key ideas/points • Supporting details • Relevant/important vs. irrelevant/unimportant details • Reasons 	<p>Guiding Questions and Prompts such as:</p> <ul style="list-style-type: none"> • What is the author’s idea? Point? • Which details are relevant? Irrelevant? Why? • What are the author’s reasons to support a point or an idea? • How do the author’s reasons support specific points made in a text?
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Delaware English Language Arts Standards Learning Progressions

GRADE 2: Informational Reading Standard 9

<p>College and Career Ready (CCR): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
<p>Grade 1: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Grade 2: Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Grade 3: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the most important points presented in texts • Compare by writing or graphically representing the most important points presented by two texts on the same topic • Contrast by writing or graphically representing the most important points presented by two texts on the same topic • Compare and contrast the most important points presented by two texts on the same topic 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Compare • Contrast • Illustrations • Key details • Most important vs. least important points 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the text about? • What are the key details in the text? • Read both texts. What is the difference between them? • How are the two pieces alike? • How can you complete the graphic organizer to compare the important details? • How were the illustrations used in both books? • What did the illustrations in both books tell you?
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