

Reading Informational Text (Level 2)	
<b>Key Ideas and Details</b>	
<i>Student Goal:</i>	<i>What it looks like:</i>
1. Ask and answer questions about key details in a text.	<p>Students at Level 2 continue to build on the skill of asking and answering questions about key details in a text. At this level, students should be able to identify the main idea and retell the key details in their own words. They should also be able to tell how two individuals, events, ideas or pieces of information are linked together.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Think about what you read and create your own question about an important idea in this text.</li> <li>• What is the main idea of this text?</li> <li>• Can you find one of the important ideas in this text? Can you find another important idea?</li> <li>• Can you tell me how these two events are linked together? (cause/effect, time order)</li> </ul>
2. Identify the main topic and retell key details of a text.	
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
<b>Craft and Structure</b>	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>Students at Level 2 should use the skill of asking and answering questions to help them understand what words and phrases mean in the text. Students at this level should understand how to use text features to help them understand the text and be able to tell the difference between what information can be gained by examining the pictures and what can be gained from examining the words.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What features in the text help you find important information?</li> <li>• How do the headings help you understand the text?</li> <li>• What does the table of contents help you to know?</li> <li>• Can you tell me what is different about what the picture shows and what the words say about...?</li> </ul>
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.	
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
<b>Integration of Knowledge and Ideas</b>	
7. Use the illustrations and details in a text to describe its key ideas.	<p>Students will understand how illustrations help explain the text. At this level, students should also develop the ability to recognize the author's reasoning by finding support within the text. Students will look for similarities and differences in two texts that share the same main idea.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Can you tell how the author uses this chart to help you understand?</li> <li>• What does this chart add to your thinking about what you read?</li> <li>• Can you find the reason why the author thinks that...? Can you find the reason why the author believes...?</li> <li>• Look at these two texts about the same topic. How are they the same? How are they different?</li> </ul>
8. Identify the reasons an author gives to support points in a text.	
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
<b>Range of Reading and Level of Text Complexity</b>	
10. With prompting and support, read informational	With assistance, students are required to read informational text at the appropriate complexity for Level 2.

texts appropriately complex for Level 2.

“The Reading goals place equal emphasis on the sophistication of what students read and the skill with which they read. Goal 10 defines a level-by-level “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

“Students also acquire the habits of reading independently and closely, which are essential to their future success.”

Students should encounter appropriately complex texts at each level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.