

Recognizes Craft and Structure of Texts—Grade 2 RL.02.04-RL.02.06 RI.02.04-RI.02.06	
Text Type: Literature or Informational	
Level 4.0 In addition to Level 3.0 performance, the student goes beyond what was taught:	Students should be able to thoroughly perform tasks with texts of unusually high complexity.
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	Students should be able to adequately perform tasks with texts of moderate to high complexity. <ul style="list-style-type: none"> • Describe how words and phrases give rhythm and meaning to text (RL.02.04) • Determine the meaning of words and phrases in a text (RI.02.04) • Describe the overall structure including the beginning, middle, end (conclusion) (RL.02.05) • Use text features to locate information about a topic (RI.02.05) • Acknowledge differences in character’s point of view when reading dialogue aloud (RL.02.06) • Identify the main purpose of a text (RI.02.06)
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	Students should be able to partially perform tasks with texts of moderate complexity.
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	Students should be able to minimally perform tasks with texts of low complexity. (May require teacher support for task)
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

RECOGNIZES CRAFT AND STRUCTURE OF TEXTS		
RL.02.04-RL.02.06		
RI.02.04-RI.02.06		
Standard	Student action	Content Elements to Teach
RL.02.04	Describe how words and phrases give rhythm and meaning to text	<ul style="list-style-type: none"> • Story, poem, song • Regular beats • Alliteration • Rhymes • Repeated lines
RI.02.04	Determine the meaning of words and phrases in a text	<ul style="list-style-type: none"> • Context clues • Word relationships (antonyms, homographs) • Word structure (Greek/Latin roots, affixes) • Use of resources (dictionary, thesaurus) • Explicit vocabulary instruction: Basic (tier 1), general academic (tier 2), and domain specific vocabulary (tier 3)
RL.02.05	Describe the overall structure including the beginning, middle, end (conclusion)	<ul style="list-style-type: none"> • Sequence of events • Plot
RI.02.05	Use text features to locate information about a topic	<ul style="list-style-type: none"> • Captions • Pictures • Bold print • Subheadings • Glossary • Index • Icons • Electronic menus
RL.02.06	Acknowledge differences in character's point of view when reading dialogue aloud	<ul style="list-style-type: none"> • Speaking in a different voice • Read with expression • Dialogue
RI.02.06	Identify the main purpose of a text	<ul style="list-style-type: none"> • Author's purpose (does the author want to answer, explain, describe, persuade)