Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: 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. [CCSS English Language Arts]
R.CCR.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.	Questions to Focus Learning Why is knowing how to accurately answer who, what, where, when, why and how questions important to readers? Why is it important for readers to also ask these types of questions while reading an informational text? A reader must monitor their understanding of informational text by asking questions before, during, and after reading. Student Friendly Objectives *Knowledge Targets* I can formulate who, what, where, when, why and how questions about an informational text. I know the answers to who, what, where, when, why and how questions can be found in the text. I know that a key detail is a piece of information in an informational text that aids their comprehension. I know key words in questions give me clues about what information is being sought. I can identify key words within a text. I know that "who" questions refer to people within a text. I know that "what" questions refer to things or ideas in a text. I know that "where" questions refer to a location within a text. I know that "when" questions refer to the time of events within a text. I know that "why" questions refer to the cause of events within a text. I know that "how" questions refer to the events in the text. *Reasoning Targets* I can answer who, what, where, when, why and how questions about an informational text. I can create who, what, where, when, why and how questions about an informational text. I can determine what information I am being asked to find in the text. I can monitor my comprehension of a text by asking appropriate questions as I read.

Vocabulary

  key details
  informational text
  questions

Teacher Tips

  Activity from Florida Center for Reading Research - Students are taught to boost their comprehension of expository passages by (1) locating the main idea or key ideas in the passage and (2) generating questions based on that information.
  Asking questions activity - This is a questioning activity from the Florida Center for Reading Research. Lessons- Here are a series of lesson based on the 3-2-1 strategy where students write about three things they discovered, two things they found interesting, and one question they still have. After teacher modeling, students read a magazine article independently and use the 3-2-1 strategy to comprehend what they read.
  Reading and generating questions lesson plan – Students are taught to boost their comprehension of expository passages by (1) locating the main idea or key ideas in the passage and (2) generating questions based on that information.
  Strategies that Promote Comprehension - Based on research and effective practice, these strategies help students learn how to coordinate and use a set of key comprehension techniques before, during, and after they read a variety of texts. Strategies include: Retelling, Story Maps, Story Frames, and DRTA (Directed Reading-Thinking Activity).

Vertical Progression

  RI.K.1 - With prompting and support, ask and answer questions about key details in a text.
  RI.1.1 - Ask and answer questions about key details in a text.
  RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
  RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as

	inferences drawn from the text. RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

The above information and more can be accessed for free on the Wiki-Teacher website.
Direct link for this standard: RI.2.1