

Informational Text: Grade 4

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to access information in order to inquire, think critically and gain knowledge. - Students will demonstrate the ability to draw conclusions and make informed decisions in order to apply knowledge to new situations and create new knowledge. - Students will demonstrate the ability to share knowledge and participate ethically and productively in order to become contributing members of our democratic society. <u>Content Standards:</u> - AASL 1.1.3. Develop and refine a range of questions to frame search for new understanding. - AASL 1.1.4. Find, evaluate, and select appropriate sources to answer questions. - AASL 1.1.6. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. - AASL 2.1.2. Organize knowledge so that it is useful.	Transfer	
	Students will be able to independently use their learning to read informational text as a means for finding new information.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - reading informational text expands one's sense of the world and self. - informational texts have specific elements and features, and their structures convey information in a predictable way. - knowledge and ideas are developed through reading multiple sources to gain insight and perspective.	ESSENTIAL QUESTIONS How does information form knowledge and ideas?
	Acquisition	
	Students will know... - the difference between primary and secondary sources. - that utilizing a graphic organizer will help understand informational text. - that developing both literal and inferential questions leads to deeper knowledge - that multimedia formats can be valuable tools when seeking information <u>vocabulary:</u> charts, timelines, animations, primary source, secondary source, graphic organizer	Students will be skilled at... - developing questions in order to search for new understanding. - evaluating texts in order to choose sources appropriate to purpose. - using citations and note-taking skills to avoid plagiarism using a template. - summarizing key ideas from multiple resources. - recognizing the difference between primary and secondary sources. - identifying the difference between literal and inferential questions.
Content Area Literacy Standards		21st Century Skills
not applicable		- make judgements and decisions - solve problems - access and evaluate information

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
- CC.4.R.I.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. - CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. - CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. - CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. - CC.4.SL.3 Comprehension and Collaboration: Identify the reasons and evidence a speaker provides to support particular points.	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

