

Informational Text: Grade 5

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. <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 1.3.1. Respect copyright/intellectual property rights of creators and producers. - AASL 1.3.4. Contribute to the exchange of ideas within the learning community. - AASL 2.1.3. Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations	Transfer
	<i>Students will be able to independently use their learning to read informational text as a means for finding new information.</i>
	Meaning
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - 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 interacting with the text change my thinking?
	Acquisition
	<i>Students will know...</i> - that using multiple print and digital resources will help them gather information quickly and efficiently. - asking literal and inferential questions provide deeper understanding. <u>vocabulary:</u> citation, plagiarism <i>Students will be skilled at...</i> - 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. - developing questions in order to search for new understanding. - drawing conclusions from information and applying knowledge to new situations.
Content Area Literacy Standards	21st Century Skills
not applicable	- make judgements and decisions - solve problems - collaborate with others - 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.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. - CC.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). - CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. - CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. - CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. - CC.5.SL.2 Comprehension and Collaboration: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

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