

Informational Text: Grade 3

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. <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 1.1.7. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. - AASL 1.2.1. Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.	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. - asking good questions will allow them to navigate informational texts with purpose.	ESSENTIAL QUESTIONS How does asking and answering questions help me understand what I am reading?
	Acquisition	
	Students will know... - that different nonfiction books have different organizational text structures and features. - that developing both literal and inferential questions leads to deeper knowledge - that multimedia formats can be valuable tools when seeking information <u>vocabulary:</u> hyperlink, sidebar, key word, sub-headings, inferential, literal	Students will be skilled at... - asking questions that require information seeking. - selecting text appropriate to purpose. - using a dictionary to define and spell words. - identifying the table of contents, index, glossary, illustrations and diagrams, captions, bold print, sub-headings and sidebars in a text. - using an electronic menu and hyperlinks in online resources. - identifying the difference between literal and inferential questions.
Content Area Literacy Standards		21st Century Skills
not applicable		- make judgements and decisions - solve problems - collaborate with others - access and evaluate information - apply technology effectively

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.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. - CC.3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. - CC.3.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. - CC.3.R.I.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. - CC.3.R.I.7 Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). - CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	