

Informational Text: Grade 1

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 1.1.6. 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 1.4.4. Seek appropriate help when needed. - AASL 2.2.4. Demonstrate personal productivity by completing products to express learning.	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.	ESSENTIAL QUESTIONS How is information organized?
	Acquisition	
	Students will know... - 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. <u>vocabulary:</u> table of contents, index, glossary, diagrams, illustrations, publisher, icons	Students will be skilled at... - selecting appropriate text for purpose. - participating in a peer discussion to share learning. - identifying main idea and supporting details. - identifying table of contents, index, glossary, diagrams and illustrations in a text. - using a picture menu and icons in electronic resources. - using the title page to identify the title, author, illustrator, and publisher. - asking questions that require information seeking.
Content Area Literacy Standards		21st Century Skills
not applicable		- solve problems - think creatively - communicate clearly - collaborate with others - access and evaluate information - apply technology effectively - Interact Effectively with Others

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
- CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text. - CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text. - CC.1.R.I.5 Craft and Structure: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. - CC.1.R.I.6 Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. - CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas. - CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) - CC.1.SL.1.c Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion. - CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read	

aloud or information presented orally or through other media. • CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
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