

Informational Text: Grade 2

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 1.1.4. 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 2.1.3. Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.	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 do I read informational text differently from fiction text?
	Acquisition	
	Students will know... - 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. <u>vocabulary:</u> dictionary, captions, bold print, subheadings, databases, electronic menu	Students will be skilled at... - selecting text appropriate to purpose. - participating in a peer discussion to share learning. - identifying the table of contents, index, glossary, illustrations and diagrams, captions, bold print and sub-headings in a text. - using an electronic menu in databases. - comparing and contrasting two texts on the same topic. - using a graphic organizer to show what they know, what they want to know, and what they learned.
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

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	Mathematics Integration
- CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. - CC.2.R.1.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. - CC.2.R.1.5 Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. - CC.2.R.1.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. - CC.2.R.1.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. - CC.2.R.1.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.	1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	