

Informational Text: Kindergarten

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 share knowledge and participate ethically and productively in order to become contributing members of our democratic society. - Students will demonstrate the ability to respond to text using a variety of informational tools in order to pursue personal and aesthetic growth.. <u>Content Standards:</u> - AASL 1.1.2. Use prior and background knowledge as context for new learning. - 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 3.2.2. Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.	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 find answers to my questions?
	Acquisition	
	Students will know... - that informational texts contain facts. - that print and illustrations work together to convey information. - that different books have different purposes. - that asking for help will allow them to refine their searches. <u>vocabulary:</u> author, illustrator, informational text, cover, title page	Students will be skilled at... - selecting text appropriate to purpose. - participating in a peer discussion to share learning. - identifying main idea and supporting details. - identifying the author and illustrator and their roles. - asking questions that require information seeking.
Content Area Literacy Standards		21st Century Skills
not applicable		- solve problems - think creatively - communicate clearly - access and evaluate information - interact effectively with others

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.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text. • CC.K.R.I.2 Key Ideas and Details: With prompting and support, identify the main topic and retell key details of a text. • CC.K.R.I.4 Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text. • CC.K.R.I.5 Craft and Structure: Identify the front cover, back cover, and title page of a book. • CC.K.R.I.6 Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. • CC.K.R.I.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). • CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • CC.K.SL.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • CC.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• 1.OA.1 Use

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