

Informational Text: Grade 8

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 to create new knowledge. <u>Content Standards:</u> - AASL 1.1.3 Develop and refine a range of questions to frame the 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 in order to make inferences and gather meaning. - AASL 1.1.9 Collaborate with others to broaden and deepen understanding. - AASL 1.3.1 Respect copyright/intellectual property rights of creators and producers. - AASL 1.4.4 Seek appropriate help when it is needed. - AASL 2.1.1 Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. - AASL 2.1.2 Organize knowledge so that it is useful. - AASL 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. - AASL 2.4.1 Determine how to act on information(accept, reject, modify).	Transfer	
	Students will be able to independently use their learning to find, select and evaluate nonfiction library texts to answer questions and learn about the world.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - different nonfiction texts have different organization and text features. - nonfiction text helps answer questions about the world around us. - not all information found online is equal in credibility.	ESSENTIAL QUESTIONS How do we make meaning out of informational texts ?
	Acquisition	
	Students will know... - informational text can be found online in scholarly journal articles and news articles - that when doing research they should look for timely information on the topic. <u>vocabulary:</u> bibliography, plagiarism, citations, sources, Dewey Decimal System, call number, nonfiction, text features, index, table of contents, glossary, biography, autobiography, database, website, credible, source, informational text	Students will be skilled at... - identifying which nonfiction books in the library will have the information they need. - searching online databases. - using text features of a book to locate answers to questions. - citing sources in a bibliography. - comparing and contrasting information found on same topic from multiple sources.
Content Area Literacy Standards		21st Century Skills
- CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to the content area. - CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). - CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. - CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. - CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. - CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to the content area.		- access and evaluate information - use and manage information - create media products - 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>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	