

Informational Text: Grade 9-12

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. - Students will demonstrate the ability to respond to text using a variety of information tools in order to pursue personal and aesthetic growth. <u>Content Standards:</u> - AASL 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. - AASL 1.1.4 Find, evaluate, and select appropriate sources to answer questions. - AASL 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness to needs, importance, and social and cultural context. - AASL 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. - AASL 2.1.4 Use technology and other information tools to analyze and organize information. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. - AASL 2.3.1 Connect understanding to the real world. - AASL 2.4.1 Determine how to act on information (accept, reject, modify). - AASL 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.	Transfer	
	Students will be able to independently use their learning to determine a central idea and analyze its development.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... informational text provides answers to questions, true information, and can address personal or curricular needs.	ESSENTIAL QUESTIONS Who owns information?
	Acquisition	
	Students will know... - informational text is a type of nonfiction. - informational text comes in a variety of formats. - informational text provides content readers can use for personal or scholastic purposes. - being able to read informational texts effectively is a fundamental quality of successful readers. - good readers use effective strategies when reading to help them comprehend text. - informational text provides information people can use to make decisions. - sometimes, readers use the text to expand their knowledge of a subject; sometimes, they use the text to find answers to a question or solutions to a problem, other times the text is used for pleasure reading. - informational text is true and accurate; that truth is provided by the author.	Students will be skilled at... - locating specific information efficiently, using navigational aids. - determining a central idea of a text, analyzing its development over the course of the text. - summarizing complex concepts, processes, or information presented in a text by paraphrasing them in simpler but accurate terms.
Content Area Literacy Standards		21st Century Skills
- CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. - CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. - CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.		- access and evaluate information - use and manage information - analyze media - be responsible to others

- CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- CCSS.ELA-Literacy.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own content area), noting when the findings support or contradict previous explanations or accounts.
- CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on *discipline-specific content*.
- CCSS.ELA-Literacy.WHST.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-Literacy.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research
- CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CCSS.ELA-Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CCSS.ELA-Literacy.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- CCSS.ELA-Literacy.WHST.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

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>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>