

**English Language Arts
Unit 3: Informational Text**

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ By reading texts in history/social studies, science and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers within content areas.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ What are the types, characteristics, and purposes of informational texts? ▪ What are the types of informational text features and how does the reader use them to locate information in order to understand nonfiction texts? ▪ How do readers select informational text for independent reading? ▪ What are the phonics, word analysis skills, and language conventions students need to read with accuracy, fluency, and comprehension?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Informational texts have different forms, characteristics and purposes. ▪ Different text features assist students in locating information and deepen their understanding of texts. ▪ Self-selection of informational texts includes attention to interest, purpose and ability for successful independent reading. ▪ Collaborative discussions deepen the understanding of informational text. ▪ Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.
<p>Vocabulary/Content</p>	<p>biography, nonfiction, informational text, research, how-to text, text features, heading, caption, sidebar, label, diagram, fact, opinion, charts, recipes, glossary, index, table of contents, chapter,</p>
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Ask and answer questions to demonstrate understanding, giving evidence from the text. ▪ Determine the main idea of a text, describing key details and ideas using text, illustrations and photographs. ▪ Describe the connection between two individuals, events, ideas, or pieces of information in a text. ▪ Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ▪ Name and use various text features to locate information and understand the text. ▪ Distinguish between the information provided by pictures and by words. ▪ Identify the reasons an author gives to support points in a text. ▪ Compare and contrast two related texts. ▪ Be able to determine the meaning of grade 1 content area

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	<p>vocabulary.</p> <ul style="list-style-type: none"> ▪ Read and comprehend grade 1 level informational texts independently and proficiently. ▪ Students speak clearly and actively engage in collaborative discussions. . ▪ Use grade-level appropriate phonics, word analysis, vocabulary, and conventions of language when reading. ▪ Determine the meaning of and use grade-level content area vocabulary.
<p>Related Maine Learning Results</p>	<p><u>Reading for Information—Grade 1</u></p> <ul style="list-style-type: none"> ▪ RI.1.1 Ask and answer such questions about key details in a text. ▪ RI.1.2 Identify the main topic and retell key details of text. ▪ RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. ▪ RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ▪ RI.1.5 Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. ▪ RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ▪ RI.1.7 Use the illustrations and details in a text to describe its key ideas. ▪ RI.1.8 Identify the reasons an author gives to support points in a text. ▪ RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ▪ RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. <p><u>Foundational Skills- Grade 1</u></p> <ul style="list-style-type: none"> • RF.1.4 Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Language—Grade 1.</u></p> <ul style="list-style-type: none"> • L.1.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.

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	<ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., looks, looked, looking). <ul style="list-style-type: none"> • L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl, and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. <ul style="list-style-type: none"> • L.1.6 Use words or phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Find and discuss text features in leveled books. ▪ Use a T-Chart to compare and contrast fiction and nonfiction texts. ▪ Use sticky notes to mark new and interesting facts. ▪ Identity key words in a nonfiction text.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> • DRA 2 • Running records • Sight Word List • CAP (Concepts About Print) • Reading Inventory • Conference, observation and anecdotal notes
<p>Sample Resources</p>	<p><u>Publications:</u></p> <ul style="list-style-type: none"> • <i>The CAFÉ Book</i> • <i>Daily Five</i> • <i>Units of Study for Teaching Reading</i> by Lucy Calkins • <i>Observation Survey</i> by Marie Clay <p><u>Mentor Texts:</u></p> <ul style="list-style-type: none"> • <i>Owls</i> by Mary R. Dunn • <i>Hang on Monkey!</i> By Susan B. Neuman • <i>Super Storms</i> by Seymour Simon <p><i>The Pumpkin Book</i> by Gail Gibbons</p>

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