

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

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What are the types, characteristics, and purposes of informational texts?</li> <li>▪ How do readers select informational text for independent reading?</li> <li>▪ How do book discussions and responses enrich the reading experience?</li> <li>▪ What are the phonics, word analysis skills, and language conventions students need to read with accuracy, fluency, and comprehension?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Informational text is factual and different from fiction text.</li> <li>▪ There are different types of informational texts.</li> <li>▪ Self-selection of informational texts includes attention to interest, purpose and ability for successful independent reading.</li> <li>▪ Collaborative discussions deepen the understanding of informational text.</li> <li>▪ Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.</li> </ul>
<p><b>Vocabulary/Content</b></p>	<p>front cover, back cover, title, title page, author, illustrator, illustration, photograph, details, nonfiction, informational text, how-to, all about, table of contents, labels, bold print, caption, diagram, glossary, chapters</p>
<p><b>Essential Skills</b></p>	<p>With prompting and support...</p> <ul style="list-style-type: none"> <li>▪ Ask and answer questions about key details in a text.</li> <li>▪ Determine the topic and retell key details of a text.</li> <li>▪ Describe the connection between the key ideas in two related texts.</li> <li>▪ Ask and answer questions about unknown words in a text.</li> <li>▪ Describe the relationship between illustrations and text.</li> <li>▪ Identify the reasons an author gives to support points in a text.</li> <li>▪ Compare and contrast two related texts.</li> <li>▪ Demonstrate understanding of word relationships in word meanings.</li> </ul> <p>Independently...</p> <ul style="list-style-type: none"> <li>▪ Identify front cover, back cover and title page of a text.</li> <li>▪ Name the author and illustrator of a text and their roles.</li> <li>▪ Actively engage in collaborative reading activities and discussion by following predetermined rules such as listening, respecting other's opinions, taking turns, and contributing.</li> <li>▪ Use grade-level appropriate print concepts, phonological</li> </ul>

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	<p>awareness skills, phonics, word analysis, vocabulary, and conventions of language when reading, speaking, and writing.</p> <ul style="list-style-type: none"> <li>▪ Read grade-level informational texts with purpose and understanding.</li> </ul>
<p><b>Related Maine Learning Results</b></p>	<p><u>Reading for Information- Kindergarten</u></p> <ul style="list-style-type: none"> <li>▪ RI.K.1 with prompting and support, ask and answer such questions about key details in a text.</li> <li>▪ RI.K.2 with prompting and support, identify the main topic and retell key details of text.</li> <li>▪ RI.K.3 with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>▪ RI.K.4 with prompting and support, ask and answer questions about unknown words in a text.</li> <li>▪ RI.K.5 Identify the front cover, back cover, and title page of a book.</li> <li>▪ RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>▪ RI.K.7 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).</li> <li>▪ RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>▪ RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>▪ RI.K.10 Actively engage in group reading activities with purpose and understanding.</li> </ul> <p><u>Foundational Skills- Kindergarten</u></p> <ul style="list-style-type: none"> <li>▪ RF.K.4 Read emergent-reader texts with purpose and understanding.</li> </ul> <p><u>Language- Kindergarten</u></p> <ul style="list-style-type: none"> <li>▪ L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.             <ul style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>b. Use the most frequently occurring inflections and affixes</li> </ul> </li> </ul>

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	<p>(e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <ul style="list-style-type: none"> <li>▪ L.K.5 with guidance and support from adults, explore word relationships and nuances in word meanings.             <ol style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ol> </li> <li>▪ L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> </ul>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Classroom magazines</li> <li>▪ Science journals</li> <li>▪ Read Alouds (Magic School Bus series, The Pumpkin Book by Gail Gibbons, How to Read A Story by Kate Messner, My First Soccer Game by Alyssa Satin Capucilli)</li> <li>▪ Class graphs</li> <li>▪ Big Books</li> <li>▪ Charts</li> <li>▪ Songs</li> <li>▪ Games</li> <li>▪ Science Experiments</li> <li>▪ Compare and contrast fiction and information texts</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Running Records</li> <li>▪ Science Notebooks</li> <li>▪ Conference and observation notes</li> <li>▪ Student generated information writing</li> </ul>
<p><b>Sample Resources</b></p>	<p><u>Publications:</u></p> <ul style="list-style-type: none"> <li>▪ <i>The CAFÉ Book</i></li> <li>▪ <i>Units of Study for Teaching Reading</i> by Lucy Calkins</li> <li>▪ <i>Let's Find Out</i></li> <li>▪ Leveled Nonfiction books (Pioneer Valley, Rigby PM, Sundance, Alphakids)</li> <li>▪ National Geographic for Kids</li> <li>▪ Discovery for Kids</li> </ul> <p><u>Suggested Texts:</u></p> <ul style="list-style-type: none"> <li>• Gail Gibbons books</li> <li>• Jerry Pallotta books</li> <li>• Magic School Bus books</li> </ul>

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	<ul style="list-style-type: none"><li>• My First Soccer Game by Capucilli</li></ul> <p>Videos:</p> <ul style="list-style-type: none"><li>▪ <i>Magic School Bus</i> series</li><li>▪ <i>Let's Find Out</i></li><li>▪ <i>National Geographic for Kids</i></li><li>▪ <i>Coffin Library Informational Videos</i></li></ul>
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