

English Language Arts

Unit 3: Informational Text

Essential Understandings	<ul style="list-style-type: none"> By reading texts from multiple sources, in history/social studies, science and other disciplines, students build a foundation of knowledge and varied perspectives within content areas.
Essential Questions	<ul style="list-style-type: none"> What are the types, characteristics, features, and purposes of informational texts? How do readers construct meaning from informational texts?
Essential Knowledge	<ul style="list-style-type: none"> Informational texts have different forms, features, characteristics and purposes. Informational texts provide the resources needed to make connections among real world past and present events, ideas or concepts. Building content-specific vocabulary is an important part of understanding informational text. Collaborative discussions deepen the understanding of informational text. Both authors and readers have a point of view. Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.
Vocabulary/Content	<p>Historical fiction, non-fiction, autobiography, biography, fact, opinion, Venn Diagram, graphic organizer, charts, recipes, technical manuals, hyperlinks, sidebars, key words, reference materials, perspective, point of view, mentor texts, text features (caption, etc.)</p>
Essential Skills	<ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding, giving evidence from the text. Determine the main idea of information presented in diverse media and formats; recall key details and ask/answer questions that relate to the main idea. Use sequencing or cause/effect to show relationships between a series of events, ideas, concepts or steps in a procedure. Compare and contrast the key ideas in two related texts (e.g., Venn Diagram) Determine the author's point of view and compare it to their own. Use text features and maps, photographs, charts, and other illustrations to understand the text and to locate information. Describe the logical connection between particular sentences and paragraphs in a text. Determine the meaning of unknown and multi-meaning words

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	<p>and nuances and demonstrate understanding of word relationships based on grade three reading and content.</p> <ul style="list-style-type: none"> ▪ Read and comprehend grade-level informational texts independently and proficiently. ▪ Effectively engage in peer book discussions using the vocabulary of informational texts and norms for collaborative work.
Related Maine Learning Results	<p><u>Reading for Information- Grade 3</u></p> <ul style="list-style-type: none"> ▪ RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ▪ RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. ▪ RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. ▪ RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 <i>topic or subject area</i>. ▪ R.I. 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ▪ R.I. 3.6 Distinguish their own point of view from that of the author of a text. ▪ RI.3.7 Use information gained from illustrations (e.g, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). ▪ RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). ▪ RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. ▪ RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. <p><u>Foundational Skills- Grade 3</u></p> <ul style="list-style-type: none"> ▪ RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

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	<p>a. Read on-level text with purpose and understanding.</p> <p>b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Language—Grade 3</u></p> <ul style="list-style-type: none"> ▪ L.3.4 Determine or clarify the meaning of unknown and multi-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries, or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. ▪ L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). ▪ L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Sample Lessons and Activities	<ul style="list-style-type: none"> • book discussions • feature scavenger hunt • write an informational pamphlet • biography unit, • CREA Speakers, • creating informational power points • create a lap book • educational magazines • RAZ Kids • space research books

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	<ul style="list-style-type: none"> • pond field guides • US state research projects
Sample Classroom Assessment Methods	DRA II, Grade 3 writing rubric, informal checklists, rubrics/informal checklists for each product, Common Writing Prompt and Common Assessment Grade 3
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <i>Time For Kids</i> ○ <i>Magic Tree House</i> (Space Research Guide) by Pope ○ <i>Units of Study for Writing</i> by Lucy Calkins <p style="text-align: center;"><i>Student Resource; DK Series</i> <i>National Geographic for Kids</i></p>