

English Language Arts Unit 3: Informational Text

Essential Understandings	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.
Essential Questions	- What are the types, characteristics, and purposes of informational texts? - How do readers select informational text for independent reading? - How do book discussions and responses enrich the reading experience? - What are the phonics, word analysis skills, and language conventions students need to read with accuracy, fluency, and comprehension?
Essential Knowledge	- Informational text is factual and different from fiction text. - There are different types of informational 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.
Vocabulary/Content	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
Essential Skills	With prompting and support... - Ask and answer questions about key details in a text. - Determine the topic and retell key details of a text. - Describe the connection between the key ideas in two related texts. - Ask and answer questions about unknown words in a text. - Describe the relationship between illustrations and text. - Identify the reasons an author gives to support points in a text. - Compare and contrast two related texts. - Demonstrate understanding of word relationships in word meanings. Independently... - Identify front cover, back cover and title page of a text. - Name the author and illustrator of a text and their roles. - Actively engage in collaborative reading activities and discussion by following predetermined rules such as listening, respecting other's opinions, taking turns, and contributing. - Use grade-level appropriate print concepts, phonological

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	awareness skills, phonics, word analysis, vocabulary, and conventions of language when reading, speaking, and writing. ▪ Read grade-level informational texts with purpose and understanding.
Related Maine Learning Results	<u>Reading for Information- Kindergarten</u> ▪ RI.K.1 with prompting and support, ask and answer such questions about key details in a text. ▪ RI.K.2 with prompting and support, identify the main topic and retell key details of text. ▪ RI.K.3 with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ▪ RI.K.4 with prompting and support, ask and answer questions about unknown words in a text. ▪ RI.K.5 Identify the front cover, back cover, and title page of a book. ▪ 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. ▪ 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). ▪ RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. ▪ 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). ▪ RI.K.10 Actively engage in group reading activities with purpose and understanding. <u>Foundational Skills- Kindergarten</u> ▪ RF.K.4 Read emergent-reader texts with purpose and understanding. <u>Language- Kindergarten</u> ▪ L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes

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	(e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. ▪ L.K.5 with guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. ▪ L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Sample Lessons And Activities	▪ Classroom magazines ▪ Science journals ▪ 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) ▪ Class graphs ▪ Big Books ▪ Charts ▪ Songs ▪ Games ▪ Science Experiments ▪ Compare and contrast fiction and information texts
Sample Classroom Assessment Methods	▪ Running Records ▪ Science Notebooks ▪ Conference and observation notes ▪ Student generated information writing
Sample Resources	<u>Publications:</u> ▪ <i>The CAFÉ Book</i> ▪ <i>Units of Study for Teaching Reading</i> by Lucy Calkins ▪ <i>Let's Find Out</i> ▪ Leveled Nonfiction books (Pioneer Valley, Rigby PM, Sundance, Alphakids) ▪ National Geographic for Kids ▪ Discovery for Kids <u>Suggested Texts:</u> • Gail Gibbons books • Jerry Pallotta books • Magic School Bus books

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	• My First Soccer Game by Capucilli Videos: ▪ <i>Magic School Bus</i> series ▪ <i>Let's Find Out</i> ▪ <i>National Geographic for Kids</i> ▪ <i>Coffin Library Informational Videos</i>
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