

Reading Comprehension Informational Material: The students will read and understand grade-level appropriate material. The students will describe and connect the essential ideas, arguments, and perspectives of text by using their knowledge of 1) purpose, 2) internal text structure, 3) external text features, and 4) content specific vocabulary.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will understand and analyze the differences in purpose and structure between various categories of informational materials (e.g., textbooks, primary sources, newspapers, magazines, speeches, etc.)</p>	<p>A. Can the students determine the purpose of informational material?</p> <p>B. Can the students recognize that different types of informational materials are organized in a variety of ways?</p>	<ul style="list-style-type: none"> • The students will write a summary paper of an historical event by using information from more than one source. • The students will make and use task cards matching the purpose with the informational material. • The students will create a newspaper article to provide a summary of an event. • The students will present an oral summary of an historical event to the classroom.
<p>*2. The students will understand various forms of expository writing (e.g., sequence, listing, comparison-contrast, cause-effect, problem-solution) in information materials.</p>	<p>A. Can the students identify various forms or elements of expository text?</p> <p>B. Can the students accurately use graphic organizers to determine importance?</p>	<ul style="list-style-type: none"> • The students will dress up as a character from an historic event and place themselves on a human timeline in proper sequence. • The students will construct a chart showing similarities and differences between information presented in expository text.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*3. The students will understand, analyze and use knowledge of external text features (e.g., headings/subheadings, graphics, type emphasis, chapter questions, etc.) in reading informational materials.</p>	<p>A. Can the students identify the various external text features in informational materials? B. Can the students use external text features to determine importance?</p>	<ul style="list-style-type: none"> • The students will generate an outline of a chapter in the text. • The students will develop questions from chapters to summarize main ideas. • The students will draw and sequence events in chronological order. • The students will use Hyperstudio to develop a slide presentation for class.

