



**Unit 4: Understanding Informational Text**  
**Grade 1**

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<b>Read Aloud</b>	<b>Author Study: Mem Fox-</b> <i>Possum Magic, Koala Lou, Whoever You Are,</i>	<b>Author Study: Mem Fox-</b> <i>The Magic Hat, Hattie and the Fox, Time for Bed, Wombat Devine,</i>	<b>Author Study: Mem Fox-</b> <i>Night Noises, Boo to A Goose, Shoes from Grandpa</i>	<b>Author Study: Mem Fox</b>	<b>Author Study: Mem Fox</b>
<b>Reading Workshop</b>	<b>Difference between fiction and nonfiction</b> *use <u>Mrs. Wishy Washy animal characters</u> compared to an informational text about animals * <i>make a t-chart comparing the two genres</i> - IR - GR groups - share <b>VSC: 1.2.A.3.a</b>	<b>Characteristics of Informational Text</b> * print features <i>(How do they help us? What do tell us?)</i> - IR - GR groups - share <b>VSC: 1.2.A.3.a</b>	<b>Characteristics of Informational Text</b> * graphic aids <i>(How do they help us? What do tell us?)</i> - IR - GR groups - share <b>VSC: 1.2.A.3.b</b>	<b>Characteristics of Informational Text</b> * informational aids <i>(How do they help us? What do tell us?)</i> - IR - GR groups - share <b>VSC: 1.2.A.3.c</b>	<b>Characteristics of Informational Text</b> * organizational aids <i>(How do they help us? What do tell us?)</i> - IR - GR groups - share <b>VSC: 1.2.A.3.d</b>
<b>Word Study</b>	Word Wall Words: girl, has, says, make. who <b>- introduce long vowel a patterns</b> (a_e, ai, ay)	- long vowel a (a_e, ai, ay) <b>*collect student product</b>	- long vowel a (a_e, ai, ay) - making words: players	- long vowel a (a_e, ai, ay)	- long vowel a (a_e, ai, ay) <b>*teacher created/selected assessment</b>
<b>Writing Workshop</b>	<b>“How-to”...</b> (book, manual) * choosing a topic (Lucy Calkins lesson 2) * conferences * share	<b>“How-to”...</b> * Organizing ideas (Lucy Calkins lesson 2) * conferences * share	<b>“How-to”...</b> * Organizing ideas (Lucy Calkins lesson 2) * conferences * share	<b>“How-to”...</b> * Organizing ideas (Lucy Calkins lesson 2) * conferences * share	<b>“How-to”...</b> * Drafting (Lucy Calkins lesson 4) * conferences * share
<b>Notes</b>	Continue accountable talk during read aloud, talk about character, setting, problem, solution				

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	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<b>Read Aloud</b>	<u>Author Study: Mem Fox</u>	<u>Author Study: Mem Fox</u>	<u>Author Study: Mem Fox</u>	<u>Author Study: Mem Fox</u>	<u>Author Study: Mem Fox</u>
<b>Reading Workshop</b>	<p><b>Characteristics of Informational Text</b></p> <ul style="list-style-type: none"> <li>* review               <ul style="list-style-type: none"> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul> </li> </ul> <p><b>*teacher created/selected response assessment</b></p>	<p><b>Understanding Organizational Structures</b></p> <ul style="list-style-type: none"> <li>* identify sequential/chronological structure</li> <li>* identify words and phrases associated with the structure</li> <li>* <i>(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i></li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p><b>Understanding Organizational Structures</b></p> <ul style="list-style-type: none"> <li>* identify sequential/chronological structure</li> <li>* identify words and phrases associated with the structure</li> <li>* <i>(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i></li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p><b>Organizational Structures</b></p> <ul style="list-style-type: none"> <li>* identifying cause/effect structure</li> <li>* identify words and phrases associated with the structure</li> <li>* <i>(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i></li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p><b>Organizational Structures</b></p> <ul style="list-style-type: none"> <li>* identifying cause/effect structure</li> <li>* identify words and phrases associated with the structure</li> <li>* <i>(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i></li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>
<b>Word Study</b>	<p>Word Wall Words: off, boy, does, said, joke</p> <p><b>- short and long a review</b></p>	<p>- short and long a review</p> <p><b>*teacher created/selected assessment</b></p>	<p><b>- introduce long i (i_e, y)</b></p>	<p>- long i</p> <p>- making words: zippered</p>	<p>- long i</p> <p><b>* teacher created/selected assessment</b></p>
<b>Writing Workshop</b>	<p><b>“How-to”...</b></p> <ul style="list-style-type: none"> <li>* Drafting (Lucy Calkins lesson 4)</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>“How-to”...</b></p> <ul style="list-style-type: none"> <li>* Drafting (Lucy Calkins lesson 4)</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>“How-to”...</b></p> <ul style="list-style-type: none"> <li>* Revising (Lucy Calkins lesson 5)</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>“How-to”...</b></p> <ul style="list-style-type: none"> <li>* Revising (Lucy Calkins lesson 5)</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>“How-to”...</b></p> <ul style="list-style-type: none"> <li>* Editing/Publishing</li> <li>* conferences</li> <li>* share</li> </ul>
<b>Notes</b>	<p>Continue accountable talk during read aloud, talk about character, setting, problem, solution</p>				

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	<b>Lesson 11</b>	<b>Lesson 12</b>	<b>Lesson 13</b>	<b>Lesson 14</b>	<b>Lesson 15</b>
<b>Read Aloud</b>	<b>Author Study: Mem Fox</b>	<b>Author Study: Mem Fox</b>	<b>Author Study: Mem Fox</b>	<b>Author Study: Mem Fox</b>	<b>Author Study: Mem Fox</b>
<b>Reading Workshop</b>	<p><b>Understanding Organizational Structures</b></p> <ul style="list-style-type: none"> <li>* identifying compare and contrast (similarities and differences) structure</li> <li>* identify words and phrases associated with the structure</li> <li><i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i></li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p><b>Understanding Organizational Structures</b></p> <ul style="list-style-type: none"> <li>* identifying compare and contrast (similarities and differences) structure</li> <li>* identify words and phrases associated with the structure</li> <li><i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i></li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul> <p><b>*teacher created/selected organizational structures assessment</b></p>	<p><b>Determining Importance</b></p> <ul style="list-style-type: none"> <li>* identifying main idea and supporting details (<i>What is this mostly about? How do we know? )</i>)</li> <li>*using text features to support finding main idea (<i>What helped us find the main idea?)</i>)</li> <li>* use graphic organizers to track the information</li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p><b>Determining Importance</b></p> <ul style="list-style-type: none"> <li>* identifying main idea and supporting details (<i>What is this mostly about? How do we know? )</i>)</li> <li>*using text features to support finding main idea (<i>What helped us find the main idea?)</i>)</li> <li>* use graphic organizers to track the information</li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p><b>Determining Importance</b></p> <ul style="list-style-type: none"> <li>* fact/opinion (<i>How do you know?)</i>)</li> <li><i>*( use <u>Strategies that Work</u>)</i></li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>
<b>Word Study</b>	<p>Word Wall Words: were, use, there, read, give</p> <p><b>-review short and long i</b></p>	<p>- review short and long i</p> <p><b>* teacher created/selected assessment</b></p>	<p><b>- review short and long a &amp; i</b></p> <p>- making words: Friday</p>	<p>- review short and long a &amp; i</p>	<p>- review short and long a &amp; i</p> <p><b>* teacher created/selected assessment</b></p>
<b>Writing Workshop</b>	<p><b>“How-to”...</b></p> <ul style="list-style-type: none"> <li>* Editing/Publishing</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>“How-to”...</b></p> <ul style="list-style-type: none"> <li>* Publishing</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>“How-to”...</b></p> <ul style="list-style-type: none"> <li>* Publishing</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>“How-to”...</b></p> <ul style="list-style-type: none"> <li>* Authors’ Celebration</li> </ul>	<p><b>“How-to”...</b></p> <ul style="list-style-type: none"> <li>* Authors’ Celebration</li> </ul>
<b>Notes</b>	<p>Continue accountable talk during read aloud, talk about character, setting, problem, solution</p>				

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	<b>Lesson 16</b>	<b>Lesson 17</b>	<b>Lesson 18</b>	<b>Lesson 19</b>	<b>Lesson 20</b>
<b>Read Aloud</b>	Author Study: Mem Fox	Author Study: Mem Fox	Author Study: Mem Fox	Author Study: Mem Fox	Author Study: Mem Fox
<b>Reading Workshop</b>	<p><b>Determining Importance</b>                      *author’s purpose (<i>How would someone use this text? Did it meet that purpose? What would make it easier to understand?</i>)                      * fact and opinion (<i>What is the author’s opinion on _____? How do you know?</i>)</p> <ul style="list-style-type: none"> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul> <p><b>* teacher created/selected determining importance assessment</b></p>	<p><b>Using Functional Documents</b>                      * how to read and use                      * what helps us understand?</p> <ul style="list-style-type: none"> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p><b>Using Functional Documents</b>                      * how to read and use                      * what helps us understand?</p> <ul style="list-style-type: none"> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p><b>Using Functional Documents</b>                      * how to read and use                      * what helps us understand?</p> <ul style="list-style-type: none"> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p><b>Using Functional Documents</b>                      * how to read and use                      * what helps us understand?</p> <ul style="list-style-type: none"> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul> <p><b>*teacher created/selected functional documents assessment</b></p>
<b>Word Study</b>	<p>- word wall words: cute, fruit, because, why, very                      - <b>introduce long u (u-e, ue, ui)</b></p>	<p>- introduce long u (u-e, ue, ui)                      * <b>collect student product</b></p>	<p>- introduce long u (u-e, ue, ui)                      - making words: students</p>	<p><b>- review long and short u</b></p>	<p>- review long and short u  <b>teacher created/selected assessment</b></p>
<b>Writing Workshop</b>	<p>“How-to”...                      * Drafting (Lucy Calkins lesson 4)                      * conferences                      * share</p>	<p>“How-to”...                      * Drafting (Lucy Calkins lesson 4)                      * conferences                      * share</p>	<p>“How-to”...                      * Revising (Lucy Calkins lesson 5)                      * conferences                      * share</p>	<p>“How-to”...                      * Revising (Lucy Calkins lesson 5)                      * conferences                      * share</p>	<p>“How-to”...                      * Editing/Publishing                      * conferences                      * share</p>
<b>Notes</b>	Continue accountable talk during read aloud, talk about character, setting, problem, solution				