



**Unit 3: Understanding Informational Text**  
**Grade 3**

|  | <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:</b> Joanna Cole (Magic School Bus books)<br>Read short informational pieces form magazines and newspapers.   | <b>Author Study:</b> Joanna Cole (Magic School Bus books)<br>Read short informational pieces form magazines and newspapers.                                       | <b>Author Study:</b> Joanna Cole (Magic School Bus books)<br>Read short informational pieces form magazines and newspapers.  | <b>Author Study:</b> Joanna Cole (Magic School Bus books)<br>Read short informational pieces form magazines and newspapers.  | <b>Author Study:</b> Joanna Cole (Magic School Bus books)<br>Read short informational pieces form magazines and newspapers.   |
| <b>Reading Workshop</b><br><br><b>VSC:</b><br><b>2.3.A.2.a-e</b><br><b>2.3.A.2.f</b> | <b>Understanding characteristics of informational text</b><br>*print features<br>(identify and chart how they help us understand)<br>- IR<br>- GR groups<br>- share   | <b>Understanding characteristics of informational text</b><br>*graphic aids<br>(identify and chart how they help us understand)<br>- IR<br>- GR groups<br>- share | <b>Understanding characteristics of informational text</b><br>* informational aids<br>(identify and chart how they help us understand)<br>- IR<br>- GR groups<br>- share | <b>Understanding characteristics of informational text</b><br>*organizational aids<br>(identify and chart how they help us understand)<br>- IR<br>- GR groups<br>- share | <b>Understanding characteristics of informational text</b><br>* review<br><b>*selected response activity with characteristics and how they help us understand</b><br>- IR<br>- GR groups<br>- share |
| <b>Word Study</b>  | <b>Word Wall Words:</b><br>hadn't, you'd, would've, haven't, I'd<br><b>Contractions:</b> Fountas & Pinnell pg. 61<br><b>* collect student product</b>   | Contractions  | Contractions<br><b>*teacher created/selected assessment</b>  | <b>Diphthongs Review</b> (oi, oy, ou, ow, oo, au, aw, al)  | Diphthongs Review (oi, oy, ou, ow, oo, au, aw, al)<br>- making words: powerful  |
| <b>Writing Workshop</b>  | <b>All About...</b><br>(research/report)<br>* choosing a topic (list things you are interested in learning more about)<br>* conferences<br>* share  | <b>All About...</b><br>* thinking about your topic (what do you want to know? List questions for your report.)<br>* conferences<br>* share                        | <b>All About...</b><br>* How to gather/collect information (Lucy Calkins lesson 11)<br>* conferences<br>* share  | <b>All About...</b><br>* How to gather/collect information (Lucy Calkins lesson 11)<br>* conferences<br>* share  | <b>All About...</b><br>* How to gather/collect information (Lucy Calkins lesson 11)<br>* conferences<br>* share   |
| <b>Notes</b>   | Writing lessons in this unit reference <b>Unit 6: Nonfiction Writing: Procedures and Reports</b> from Lucy Calkins <i>Primary Kit</i> .<br>Use Science materials during this week to locate examples of the informational text characteristics. |   |  |  |   |

Fund for Educational Excellence: Scope and Sequence

|  | <b>Lesson 6</b>   | <b>Lesson 7</b>  | <b>Lesson 8</b>  | <b>Lesson 9</b>  | <b>Lesson 10</b>  |
|--|---|--|--|--|---|
| <b>Read Aloud</b>  | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.  | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.   | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.   | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.   | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.  |
| <b>Reading Workshop</b><br><br><b>VSC:</b><br><b>2.3.A.3.a</b><br><b>2.3.A.3.b</b> | <b>Understanding Organizational Structures</b><br>* identify sequential/chronological structure<br>* identify words and phrases associated with the structure<br><i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i><br>- IR<br>- GR groups<br>- share<br><br>Text resource: “Carving the Pole” (OC pg. 146-153) | <b>Understanding Organizational Structures</b><br>* identifying cause/effect structure<br>* identify words and phrases associated with the structure<br><i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i><br>- IR<br>- GR groups<br>- share | <b>Understanding Organizational Structures</b><br>* identifying cause/effect structure<br>* identify words and phrases associated with the structure<br><i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i><br>- IR<br>- GR groups<br>- share | <b>Understanding Organizational Structures</b><br>* identifying problem and solution structure<br>* identify words and phrases associated with the structure<br><i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i><br>- IR<br>- GR groups<br>- share | <b>Understanding Organizational Structures</b><br>* identifying problem and solution structure<br>* identify words and phrases associated with the structure<br><i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i><br>- IR<br>- GR groups<br>- share<br><br><b>*BCR: Explain how the author has organized this text to help you understand it. Use evidence from the text to support your answer.</b> |
| <b>Word Study</b>  | <b>Word Wall Words:</b> smooth, drought, flaw, moist, should<br><br>Diphthongs Review (oi, oy, ou, ow, oo, au, aw, al)  | Diphthongs Review (oi, oy, ou, ow, oo, au, aw, al)<br><br>- making words: countdown  | Diphthongs Review (oi, oy, ou, ow, oo, au, aw, al)<br><br><b>*teacher created/selected assessment</b>  | <b>Review Plurals</b><br>- adding –s and –es   | Review Plurals<br>- adding –s and –es<br>- making words: dishwasher<br><b>*collect student product</b>  |
| <b>Writing Workshop</b>  | <b>All About...</b><br>* Organizing information (Lucy Calkins Lessons 9-10)<br>* conferences<br>* share   | <b>All About...</b><br>* Organizing information (Lucy Calkins Lessons 9-10)<br>* conferences<br>* share  | <b>All About...</b><br>* Organizing information (Lucy Calkins Lessons 9-10)<br>* conferences<br>* share  | <b>All About...</b><br>* Using text features/characteristics to support writing<br>* conferences<br>* share  | <b>All About...</b><br>* Drafting<br>* Establish rubric with students for completed product<br>* conferences<br>* share   |
| <b>Notes</b>   |   |  |  |  |   |

Fund for Educational Excellence: Scope and Sequence

|  | <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:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.  | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.   | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.   | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.  | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.  |
| <b>Reading Workshop</b><br><br><b>VSC:</b><br><b>2.3.A.3.a</b><br><b>2.3.A.3.b</b> | <b>Understanding Organizational Structures</b><br>* identifying compare and contrast structure<br>* identify words and phrases associated with the structure<br>* <i>(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i><br>- IR<br>- GR groups<br>- share | <b>Understanding Organizational Structures</b><br>* identifying compare and contrast structure<br>* identify words and phrases associated with the structure<br>* <i>(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i><br>- IR<br>- GR groups<br>- share<br><b>*collect teacher created student product</b> | <b>Understanding Organizational Structures</b><br>* descriptive structure<br>* identify words and phrases associated with the structure<br>* <i>(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i><br>- IR<br>- GR groups<br>- share | <b>Understanding Organizational Structures</b><br>*main idea and supporting details structure<br>* identify words and phrases associated with the structure<br>* <i>(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i><br>- IR<br>- GR groups<br>- share<br>Text resource: “City Critters” (OC pg. 126-131) | <b>Understanding Organizational Structures</b><br>*main idea and supporting details structure<br>* identify words and phrases associated with the structure<br>* <i>(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i><br>- IR<br>- GR groups<br>- share<br><b>*collect teacher created student product</b> |
| <b>Word Study</b>  | Word Wall Words: allow, doubt, mouthful, brief, power<br>Review Plurals<br>- adding –s and –es<br><b>* collect student product</b>  | <b>Review Plurals</b><br>- changing y to i<br>- changing f to v<br>- unusual plurals (goose/geese, mouse/mice)   | Review Plurals<br>- changing y to i<br>- changing f to v<br>- unusual plurals (goose/geese, mouse/mice)  | Review Plurals<br>- changing y to i<br>- changing f to v<br>- unusual plurals (goose/geese, mouse/mice)<br>- making words: security   | Plurals Assessment<br><b>*teacher created/selected assessment</b>   |
| <b>Writing Workshop</b>  | <b>All About...</b><br>* Drafting<br>* Establish rubric with students for completed product<br>* conferences<br>* share   | <b>All About...</b><br>* Revising (Lucy Calkins lessons 12-13)<br>* conferences<br>* share   | <b>All About...</b><br>* Revising (Lucy Calkins lessons 12-13)<br>* conferences<br>* share   | <b>All About...</b><br>* Revising (Lucy Calkins lessons 12-13)<br>* conferences<br>* share  | <b>All About...</b><br>* Editing (Lucy Calkins lesson 6)<br>* conferences<br>* share  |
| <b>Notes</b>   |   |  |  |   |   |

Fund for Educational Excellence: Scope and Sequence

|  | <b>Lesson 16</b>  | <b>Lesson 17</b>   | <b>Lesson 18</b>  | <b>Lesson 19</b>  | <b>Lesson 20</b>   |
|--|---|--|---|---|--|
| <b>Read Aloud</b>  | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.  | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.   | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.  | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.  | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.   |
| <b>Reading Workshop</b><br><br><b>VSC:</b><br><b>2.3.A.4.a-j</b><br><b>2.3.A.5.a-c</b><br><b>2.3.A.6.a-f</b> | <b>Determining Importance</b><br>* identifying facts and opinions<br>* <i>relationships between ideas and generalizations</i><br>- IR<br>- GR groups<br>- share     | <b>Determining Importance</b><br>* identifying facts and opinions<br>* <i>relationships between ideas and generalizations</i><br>- IR<br>- GR groups<br>- share    | <b>Determining Importance</b><br>* author’s opinion<br>* <i>use of language</i><br>* <i>reliability</i><br>- IR<br>- GR groups<br>- share<br><b>*teacher created/selected determining importance assessment (selected response)</b> | <b>Determining Importance</b><br>* author’s opinion<br>* <i>use of language</i><br>* <i>reliability</i><br>- IR<br>- GR groups<br>- share | <b>Determining Importance</b><br>* identifying author/text’s purpose and intended audience<br>* <i>Does it meet purpose? Is it easy to understand? What would make it easier to understand/use? Are changes needed? What is the use of the text?</i><br>- IR<br>- GR groups<br>- share |
| <b>Word Study</b>  | <b>Word Wall Words:</b> voice, noise, weigh, boycott, receive<br><b>Inflectional Endings</b><br>-sort by sound of –ed suffix (walked [t], wagged [d], shouted [ed]) | <b>Inflectional Endings</b><br>-sort by sound of –ed suffix (walked [t], wagged [d], shouted [ed])<br>-making words: breakfast<br><b>* collect student product</b> | <b>Inflectional Endings</b><br>- doubling consonant (stopping, stopped)   | <b>Inflectional Endings</b><br>- doubling consonant (stopping, stopped)<br>- making words: brightest<br><b>* collect student product</b>  | <b>Inflectional Endings</b><br>- drop e ( skate/ skating/skated)   |
| <b>Writing Workshop</b>  | <b>All About...</b><br>* Editing/Publishing (Lucy Calkins lesson 6)<br>* conferences<br>* share   | <b>All About...</b><br>* Editing/Publishing<br>* conferences<br>* share  | <b>All About...</b><br>* Authors’ Celebration   | <b>All About...</b><br>* Authors’ Celebration   | <b>“How-to”...</b> (book, manual)<br>* choosing a topic (Lucy Calkins lesson 2)<br>* conferences<br>* share  |
| <b>Notes</b>   |   |  |   |   |  |

Fund for Educational Excellence: Scope and Sequence

|  | <b>Lesson 21</b>   | <b>Lesson 22</b>  | <b>Lesson 23</b>  | <b>Lesson 24</b>   | <b>Lesson 25</b>   |
|--|--|---|---|--|--|
| <b>Read Aloud</b>  | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.   | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.  | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.  | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.   | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.   |
| <b>Reading Workshop</b><br><br><b>VSC:</b><br><b>2.3.A.4.a-j</b><br><b>2.3.A.5.a-c</b><br><b>2.3.A.6.a-f</b> | <b>Determining Importance</b><br>* identifying author/text’s purpose and intended audience<br>* <i>Does it meet purpose? Is it easy to understand? What would make it easier to understand/use? Are changes needed? What? What is the use of the text?</i><br>- IR<br>- GR groups<br>- share<br><b>*BCR: Explain how author could make this text easier to understand/made his purpose clearer. Use evidence from the text to support your answer.</b> | <b>Determining Importance</b><br>* identifying main idea and supporting details ( <i>information not related to main idea; use coding strategies from <u>Strategies that Work</u></i> )<br>- IR<br>- GR groups<br>- share | <b>Determining Importance</b><br>* identifying main idea and supporting details ( <i>information not related to main idea; use coding strategies from <u>Strategies that Work</u></i> )<br>- IR<br>- GR groups<br>- share | <b>Determining Importance</b><br>* summarizing ( <i>what to include; what does a good summary look like?</i> )<br>- IR<br>- GR groups<br>- share | <b>Determining Importance</b><br>* summarizing ( <i>what to include; what does a good summary look like?</i> )<br>- IR<br>- GR groups<br>- share<br><br><b>*Selected response assessment (choose the best summary of the text; what is this mostly about? The author wants us to _____.)</b> |
| <b>Word Study</b>  | <b>Word Wall Words:</b><br>stopped, making, flies , dripping. between<br>Inflectional Endings<br>- drop e ( skate/ skating/skated)<br><b>* collect student product</b>   | Inflectional Endings<br>- no change ( nail/nailing, walk/walked)<br>- change y to i cry/cried [ y after a consonant], play/plays [y after a vowel])   | Inflectional Endings<br>- no change ( nail/nailing, walk/walked)<br>- change y to i cry/cried [ y after a consonant], play/plays [y after a vowel])<br><b>* collect student product</b>                                   | Review Inflectional Endings<br>-making words: rewriting  | Inflectional Endings Assessment<br><br><b>*teacher created/selected</b>  |
| <b>Writing Workshop</b>  | <b>“How-to”...</b><br>* Organizing ideas (Lucy Calkins lesson 2)<br>* conferences<br>* share   | <b>“How-to”...</b><br>* Organizing ideas (Lucy Calkins lesson 2)<br>* conferences<br>* share  | <b>“How-to”...</b><br>* Drafting (Lucy Calkins lesson 4)<br>* conferences<br>* share  | <b>“How-to”...</b><br>* Drafting (Lucy Calkins lesson 4)<br>* conferences<br>* share   | <b>“How-to”...</b><br>* Revising (Lucy Calkins lesson 5)<br>* conferences<br>* share   |
| <b>Notes</b>   |  |   |   |  |  |

Fund for Educational Excellence: Scope and Sequence

|  | <b>Lesson 26</b>   | <b>Lesson 27</b>  | <b>Lesson 28</b>   | <b>Lesson 29</b>  | <b>Lesson 30</b>   |
|--|--|---|--|---|--|
| <b>Read Aloud</b>  | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.   | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.                          | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.                                       | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.                          | <b>Author Study:</b> Joanna Cole<br>Read short informational pieces form magazines and newspapers.                     |
| <b>Reading Workshop</b><br><br><b>VSC:</b><br><b>2.3.A.1.b</b> | <b>Using Functional Documents</b><br>* how to read and use<br>* what helps us understand?<br>- IR<br>- GR groups<br>- share  | <b>Using Functional Documents</b><br>* how to read and use<br>* what helps us understand?<br>- IR<br>- GR groups<br>- share | <b>Using Functional Documents</b><br>* how to read and use<br>* what helps us understand?<br>- IR<br>- GR groups<br>- share              | <b>Using Functional Documents</b><br>* how to read and use<br>* what helps us understand?<br>- IR<br>- GR groups<br>- share | <b>*teacher created/selected functional documents assessment</b>   |
| <b>Word Study</b>  | <b>Word Wall Words:</b><br>indecent , several, unbelievable, dismissal, nonfiction<br><b>Prefixes</b><br>- un- , dis- , in- , re-, non-, mis-, pre-, uni-, bi-, tri- | Prefixes<br>- un- , dis- , in- , re-, non-, mis-, pre-, uni-, bi-, tri-   | Prefixes<br>- un- , dis- , in- , re-, non-, mis-, pre-, uni-, bi-, tri-<br>- making words: returning<br><b>* collect student product</b> | Prefixes<br>- un- , dis- , in- , re-, non-, mis-, pre-, uni-, bi-, tri-   | Prefixes<br>- un- , dis- , in- , re-, non-, mis-, pre-, uni-, bi-, tri-<br><b>*teacher created/selected assessment</b> |
| <b>Writing Workshop</b>  | <b>“How-to”...</b><br>* Revising (Lucy Calkins lesson 5)<br>* conferences<br>* share   | <b>“How-to”...</b><br>* Editing (Lucy Calkins lesson 6)<br>* conferences<br>* share   | <b>“How-to”...</b><br>* Editing/Publishing<br>* conferences<br>* share   | <b>“How-to”...</b><br>* Publishing<br>* conferences<br>* share  | <b>“How-to”...</b><br>* Authors’ Celebration   |
| <b>Notes</b>   | <b>See the VSC for the list of recommended functional documents.</b>   |   |  |   |  |