

**Unit 3: Understanding Informational Text
Grade 5**

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Read Aloud	Choose a book by Katherine Paterson and begin an author study. (<u>The Great Gilly Hopkins</u> , <u>Jip: His Story</u> , <u>Preacher’s Boy</u>)				
Reading Workshop	Understanding characteristics of informational text *print features *graphic aids (identify and chart how they help us understand) - IR - GR groups - share	Understanding characteristics of informational text * informational aids *organizational aids (identify and add to chart how they help us understand) - IR - GR groups - share	Understanding characteristics of informational text * review *selected response assessment with characteristics and how they help us understand - IR - GR groups - share	Understanding Organizational Structures * identify sequential/chronological structure * identify words and phrases associated with the structure <i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i> - IR - GR groups - share	Understanding Organizational Structures * identifying cause/effect structure * identify words and phrases associated with the structure <i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i> - IR - GR groups - share
Word Study	Word Wall Words: telephone, universe, entertainer, elementary, presence, patience Prefixes and root words - tele-, uni-	Prefixes and root words - enter- - en-	Prefixes - tele-, uni-, - enter- - en- *teacher created/selected assessment	Suffixes - er, -ary, -ence - Word Savvy “web the word” (pg. 92 lesson 4.4)	Suffixes - er, -ary, -ence - Word Savvy “word sort” (pg. 93 lesson 4.5)
Writers’ Workshop	All About... (research/report) * choosing a topic (list things you are interested in learning more about) * conferences * share	All About... * thinking about your topic (what do you want to know? List questions for your report.) * conferences * share	All About... * How to gather/collect information (Lucy Calkins lesson 11) * conferences * share	All About... * How to gather/collect information (Lucy Calkins lesson 11) * conferences * share	All About... * How to gather/collect information (Lucy Calkins lesson 11) * conferences * share
Notes	Use Science materials during this week to locate examples of the informational text characteristics.	During read aloud, continue building and using accountable talk.	The writing lessons in this unit reference Unit 6: Nonfiction Writing: Procedures and Reports from the Lucy Calkins <i>Primary Kit</i> .		

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Read Aloud	Continue to engage students in accountable talk				
Reading Workshop	<p>Understanding Organizational Structures</p> <ul style="list-style-type: none"> * identifying cause/effect structure * identify words and phrases associated with the structure <p><i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i></p> <ul style="list-style-type: none"> - IR - GR groups - share 	<p>Understanding Organizational Structures</p> <ul style="list-style-type: none"> * identifying problem and solution structure * identify words and phrases associated with the structure <p><i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i></p> <ul style="list-style-type: none"> - IR - GR groups - share <p>Text resource: “Shh! We’re Writing the Constitution” (OC pg. 366-377)</p>	<p>Understanding Organizational Structures</p> <ul style="list-style-type: none"> * identifying problem and solution structure * identify words and phrases associated with the structure <p><i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i></p> <ul style="list-style-type: none"> - IR - GR groups - share <p>*Teacher created BCR: Explain how the author has organized this text to help you understand it. Use evidence from the text to support your answer.</p>	<p>Understanding Organizational Structures</p> <ul style="list-style-type: none"> * identifying compare and contrast structure * identify words and phrases associated with the structure <p><i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i></p> <ul style="list-style-type: none"> - IR - GR groups - share <p>Text resource: “The Mystery of Mars” (OC pg. 140-149)</p>	<p>Understanding Organizational Structures</p> <ul style="list-style-type: none"> * identifying compare and contrast structure * identify words and phrases associated with the structure <p><i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i></p> <ul style="list-style-type: none"> - IR - GR groups - share <p>*collect teacher created student product</p>
Word Study	<p>Word Wall Words: speechless, scared, beneath, probably, decide</p> <p>Suffixes</p> <ul style="list-style-type: none"> - er, -ary, -ence - Word Savvy “word observations” (pg. 63 lesson 3.6) <p>*teacher created/selected assessment</p>	Long Vowel Review	<p>Long Vowel Review</p> <p>-Word Savvy “Take a Good Look” (pg. 91 lesson 4.4)</p>	<p>Long Vowel Review</p> <p>-Word Savvy “word connections” (pg. 64 lesson 3.7)</p> <p>*collect student product</p>	<p>Long Vowel Review</p> <p>-Word Savvy “word sort” (pg. 93)</p>
Writers’ Workshop	<p>All About...</p> <ul style="list-style-type: none"> * Organizing information (Lucy Calkins Lessons 9-10) * conferences * share 	<p>All About...</p> <ul style="list-style-type: none"> * Organizing information (Lucy Calkins Lessons 9-10) * conferences * share 	<p>All About...</p> <ul style="list-style-type: none"> * Organizing information (Lucy Calkins Lessons 9-10) * conferences * share 	<p>All About...</p> <ul style="list-style-type: none"> * Using text features/characteristics to support writing * conferences * share 	<p>All About...</p> <ul style="list-style-type: none"> * Drafting * Establish rubric with students for completed product * conferences * share
Notes					

	Day 11	Day 12	Day 13	Day 14	Day 15
Read Aloud	Continue to engage students in accountable talk.				
Reading Workshop	<p>Understanding Organizational Structures</p> <ul style="list-style-type: none"> * descriptive structure * identify words and phrases associated with the structure <i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i> - IR - GR groups - share <p>Text resource: “Stars” (OC pg. 152-159)</p>	<p>Understanding Organizational Structures</p> <ul style="list-style-type: none"> *main idea and supporting details structure * identify words and phrases associated with the structure <i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i> - IR - GR groups - share <p>Text resource: “If You Lived at the Time of the American Revolution” (OC pg. 288-305)</p>	<p>Understanding Organizational Structures</p> <ul style="list-style-type: none"> *main idea and supporting details structure * identify words and phrases associated with the structure <i>*(What are our clues? How do we know it is organized as a _____ structure? What helps us understand this text?)</i> - IR - GR groups - share <p>*collect teacher created student product</p>	<p>Determining Importance</p> <ul style="list-style-type: none"> * identifying facts and opinions <i>* relationships between ideas and generalizations</i> - IR - GR groups - share 	<p>Determining Importance</p> <ul style="list-style-type: none"> * identifying facts and opinions <i>* relationships between ideas and generalizations</i> - IR - GR groups - share
Word Study	<p>Word Wall Words: headstrong, undermine, outcast, newspaper, downpour</p> <p>Long Vowel Review</p> <p>*teacher created/selected assessment</p>	Compound Words Review	<p>Compound Words Review</p> <p>-making words: quarterbacks</p> <p>* collect student product</p>	Compound Words Review	<p>Compound Words Review</p> <p>*teacher created/selected assessment</p>
Writers’ Workshop	<p>All About...</p> <ul style="list-style-type: none"> * Drafting * Establish rubric with students for completed product * conferences * share 	<p>All About...</p> <ul style="list-style-type: none"> * Revising (Lucy Calkins lessons 12-13) * conferences * share 	<p>All About...</p> <ul style="list-style-type: none"> * Revising (Lucy Calkins lessons 12-13) * conferences * share 	<p>All About...</p> <ul style="list-style-type: none"> * Revising (Lucy Calkins lessons 12-13) * conferences * share 	<p>All About...</p> <ul style="list-style-type: none"> * Editing (Lucy Calkins lesson 6) * conferences * share
Notes					

	Day 16	Day 17	Day 18	Day 19	Day 20
Read Aloud	Continue to engage students in accountable talk.				
Reading Workshop	<p>Determining Importance</p> <ul style="list-style-type: none"> * author’s opinion * <i>use of language</i> * <i>reliability</i> <ul style="list-style-type: none"> - IR - GR groups - share <p>*BCR: Explain how author could make this text easier to understand/made his purpose clearer. Use evidence from the text to support your answer.</p>	<p>Determining Importance</p> <ul style="list-style-type: none"> * author’s opinion * <i>use of language</i> * <i>reliability</i> <ul style="list-style-type: none"> - IR - GR groups - share <p>*BCR: Explain how author could make this text easier to understand/made his purpose clearer. Use evidence from the text to support your answer.</p>	<p>Determining Importance</p> <ul style="list-style-type: none"> * identifying author/text’s purpose and intended audience * <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> <ul style="list-style-type: none"> - IR - GR groups - share 	<p>Determining Importance</p> <ul style="list-style-type: none"> * identifying author/text’s purpose and intended audience * <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> <ul style="list-style-type: none"> - IR - GR groups - share 	<p>Determining Importance</p> <ul style="list-style-type: none"> * identifying author/text’s purpose and intended audience * <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> <ul style="list-style-type: none"> - IR - GR groups - share
Word Study	Word Wall Words: lean, skirt, base, tire, light Multiple Meaning Words	Multiple Meaning Words -Word Savvy “Discovery note-taking” (pg. 113 lesson 5.3)	Multiple Meaning Words - Word Savvy “Collecting important words” (pg. 114 lesson 5.4) * collect student product	Multiple Meaning Words - Word Savvy “word sort”	Multiple Meaning Words *teacher created/selected assessment
Writers’ Workshop	<p>All About...</p> <ul style="list-style-type: none"> * Editing/Publishing (Lucy Calkins lesson 6) * conferences * share 	<p>All About...</p> <ul style="list-style-type: none"> * Editing/Publishing * conferences * share 	<p>All About...</p> <ul style="list-style-type: none"> * Authors’ Celebration 	<p>All About...</p> <ul style="list-style-type: none"> * Authors’ Celebration 	<p>“How-to”... (book, manual)</p> <ul style="list-style-type: none"> * choosing a topic (Lucy Calkins lesson 2) * conferences * share
Notes					

	Day 21	Day 22	Day 23	Day 24	Day 25
Read Aloud	Continue to engage students in accountable talk.				
Reading Workshop	<p>Determining Importance * identifying main idea and supporting details <i>(information not related to main idea; use coding strategies from <u>Strategies that Work</u>)</i></p> <ul style="list-style-type: none"> - IR - GR groups - share 	<p>Determining Importance * identifying main idea and supporting details <i>(information not related to main idea; use coding strategies from <u>Strategies that Work</u>)</i></p> <ul style="list-style-type: none"> - IR - GR groups - share 	<p>Determining Importance * identifying main idea and supporting details <i>(information not related to main idea; use coding strategies from <u>Strategies that Work</u>)</i></p> <ul style="list-style-type: none"> - IR - GR groups - share 	<p>Determining Importance * summarizing (<i>what to include; what does a good summary look like?</i>)</p> <ul style="list-style-type: none"> - IR - GR groups - share 	<p>Determining Importance * summarizing (<i>what to include; what does a good summary look like?</i>)</p> <ul style="list-style-type: none"> - IR - GR groups - share <p>*teacher made selected response assessment (choose the best summary of the text; what is this mostly about? The author wants us to _____.)</p>
Word Study	<p>Word Wall Words: finally, actually, happened, guessed, strangely</p> <p>Adding Endings (-ed, -ing, -s, -en, -er, -est)</p>	Adding Endings	<p>Adding Endings</p> <p>* collect student product</p>	Adding Endings	<p>Adding Endings</p> <p>*teacher created/selected assessment</p>
Writers' Workshop	<p>“How-to”... * Organizing ideas (Lucy Calkins lesson 2) * conferences * share</p>	<p>“How-to”... * Organizing ideas (Lucy Calkins lesson 2) * conferences * share</p>	<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>
Notes					

	Day 26	Day 27	Day 28	Day 29	Day 30
Read Aloud	Continue to engage students in accountable talk.				
Reading Workshop	Using Functional Documents * how to read and use * what helps us understand? - IR - GR groups - share	Using Functional Documents * how to read and use * what helps us understand? - IR - GR groups - share	Using Functional Documents * how to read and use * what helps us understand? - IR - GR groups - share	Using Functional Documents * how to read and use * what helps us understand? - IR - GR groups - share	*teacher created/selected functional documents assessment
Word Study	Word Wall Words: although, toward, caught, favorite, relate Synonyms & Antonyms Review	Synonyms & Antonyms Review -Word Savvy “word observations”	Synonyms & Antonyms Review * collect student product	Synonyms & Antonyms Review	Synonyms & Antonyms Review *teacher created/selected assessment
Writers’ Workshop	“How-to”... * Revising (Lucy Calkins lesson 5) * conferences * share	“How-to”... * Editing (Lucy Calkins lesson 6) * conferences * share	“How-to”... * Editing/Publishing * conferences * share	“How-to”... * Publishing * conferences * share	“How-to”... * Authors’ Celebration
Notes	See the VSC for the recommended functional documents.				