

**Unit 3: Understanding Informational Text**  
**Grade 4**

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<b>Read Aloud</b>	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.
<b>Reading Workshop</b>	Understanding characteristics of informational text *print features (identify and chart how they help us understand) - IR - GR groups - share	Understanding characteristics of informational text *graphic aids (identify and chart how they help us understand) - IR - GR groups - share	Understanding characteristics of informational text * informational aids (identify and chart how they help us understand) - IR - GR groups - share	Understanding characteristics of informational text *organizational aids (identify and chart how they help us understand) - IR - GR groups - share	Understanding characteristics of informational text * review <b>* teacher created selected response activity with characteristics and how they help us understand</b> - IR - GR groups - share
<b>Word Study</b>	Month-by-month phonics activities- <b>Word wall:</b> community, transportation, classify, unfriendly, replacement <b>-Suffixes</b>	Suffixes Month-by-month phonics activities- Making words:(pg.54- lesson 2-candidate)	Suffixes <b>* collect student product</b>	Suffixes -Nifty Thrifty Fifty – use word wall words (pg.57-59)	Suffixes <b>* teacher created/selected assessment</b>
<b>Writers' Workshop</b>	<b>All About...</b> (research/report) * choosing a topic (list things you are interested in learning more about) * conferences * share	<b>All About...</b> * thinking about your topic (what do you want to know? List questions for your report.) * conferences * share	<b>All About...</b> * How to gather/collect information (Lucy Calkins lesson 11) * conferences * share	<b>All About...</b> * How to gather/collect information (Lucy Calkins lesson 11) * conferences * share	<b>All About...</b> * How to gather/collect information (Lucy Calkins lesson 11) * conferences * share
<b>Notes</b>	Use Science textbook during this week to locate examples of the informational text characteristics.  The writing lessons in this unit reference <b>Unit 6: Nonfiction Writing: Procedures and Reports</b> from the Lucy Calkins <i>Primary Kit</i> .	<b>During read aloud, continue building and using accountable talk.</b>			

	<b>Lesson 6</b>	<b>Lesson 7</b>	<b>Lesson 8</b>	<b>Lesson 9</b>	<b>Lesson 10</b>
<b>Read Aloud</b>	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.
<b>Reading Workshop</b>	<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>Text Resource: “Food from the ‘Hood: A Garden of Hope” (OC pg. 156-169)</p>	<p><b>Understanding 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>Text Resource: “Breaking Into Print” (OC pg. 434-441)</p>	<p><b>Understanding 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>Text Resource: “Breaking Into Print” (OC pg. 434-441)</p>	<p><b>Understanding Organizational Structures</b></p> <ul style="list-style-type: none"> <li>* identifying problem and solution 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>Text Resource: “Early America” (OC pg. 484-489)</p>	<p><b>Understanding Organizational Structures</b></p> <ul style="list-style-type: none"> <li>* identifying problem and solution 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>*BCR: Explain how the author has organized this text to help you understand it. Use evidence from the text to support your answer.</b></p>
<b>Word Study</b>	<p><b>Word wall:</b> defenseless, overweight, unfortunate, impatient, disapprove</p> <p><b>Prefixes</b></p>	<p>Prefixes</p> <ul style="list-style-type: none"> <li>- making words: disapprove</li> </ul>	<p>Prefixes</p> <ul style="list-style-type: none"> <li>* collect student product</li> </ul>	<p>Prefixes</p>	<p>Prefixes</p> <ul style="list-style-type: none"> <li>* <b>teacher created/selected assessment</b></li> </ul>
<b>Writers’ Workshop</b>	<p><b>All About...</b></p> <ul style="list-style-type: none"> <li>* Organizing information (Lucy Calkins Lessons 9-10)</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>All About...</b></p> <ul style="list-style-type: none"> <li>* Organizing information (Lucy Calkins Lessons 9-10)</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>All About...</b></p> <ul style="list-style-type: none"> <li>* Organizing information (Lucy Calkins Lessons 9-10)</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>All About...</b></p> <ul style="list-style-type: none"> <li>* Using text features/characteristics to support writing</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>All About...</b></p> <ul style="list-style-type: none"> <li>* Drafting</li> <li>* Establish rubric with students for completed product</li> <li>* conferences</li> <li>* share</li> </ul>
<b>Notes</b>					

	<b>Lesson 11</b>	<b>Lesson 12</b>	<b>Lesson 13</b>	<b>Lesson 14</b>	<b>Lesson 15</b>
<b>Read Aloud</b>	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.
<b>Reading Workshop</b>	<p><b>Understanding Organizational Structures</b></p> <ul style="list-style-type: none"> <li>* identifying compare and contrast 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 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>* descriptive 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>*collect teacher created student product</b></p>	<p><b>Understanding Organizational Structures</b></p> <ul style="list-style-type: none"> <li>*main idea and supporting details 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>Text Resource: “Medicine: Past and Present” (OC pg. 208-221)</p>	<p><b>Understanding Organizational Structures</b></p> <ul style="list-style-type: none"> <li>*main idea and supporting details 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>	<b>Word wall-</b> new, through, buy, wear, too <b>Homophones/homographs</b>	Homophones/homographs	Homophones/homographs - making words: wheelbarrows	<b>Compounds</b>	Compounds -Month-by-month phonics activities- Making words (pg.54- lesson 1- thanksgiving)
<b>Writers’ Workshop</b>	<p><b>All About...</b></p> <ul style="list-style-type: none"> <li>* Drafting</li> <li>* Establish rubric with students for completed product</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>All About...</b></p> <ul style="list-style-type: none"> <li>* Revising (Lucy Calkins lessons 12-13)</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>All About...</b></p> <ul style="list-style-type: none"> <li>* Revising (Lucy Calkins lessons 12-13)</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>All About...</b></p> <ul style="list-style-type: none"> <li>* Revising (Lucy Calkins lessons 12-13)</li> <li>* conferences</li> <li>* share</li> </ul>	<p><b>All About...</b></p> <ul style="list-style-type: none"> <li>* Editing (Lucy Calkins lesson 6)</li> <li>* conferences</li> <li>* share</li> </ul>
<b>Notes</b>					

	<b>Lesson 16</b>	<b>Lesson 17</b>	<b>Lesson 18</b>	<b>Lesson 19</b>	<b>Lesson 20</b>
<b>Read Aloud</b>	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.
<b>Reading Workshop</b>	<b>Determining Importance</b> * identifying facts and opinions * <i>relationships between ideas and generalizations</i> - IR - GR groups - share	<b>Determining Importance</b> * identifying facts and opinions * <i>relationships between ideas and generalizations</i> - IR - GR groups - share	<b>Determining Importance</b> * author’s opinion * <i>use of language</i> * <i>reliability</i> - IR - GR groups - share	<b>Determining Importance</b> * author’s opinion * <i>use of language</i> * <i>reliability</i> - IR - GR groups - share	<b>Determining Importance</b> * identifying author/text’s purpose and intended audience * <b>Teacher created BCR:</b> <b>Does it meet purpose? Is it easy to understand?</b> <b>What would make it easier to understand/use?</b> <b>Are changes needed?</b> <b>What? What is the use of the text?</b> - IR - GR groups - share
<b>Word Study</b>	Compounds * <b>teacher made/selected assessment</b> - <b>Word wall:</b> store, cross, watch, sign, fast	Multiple Meaning words	Multiple Meaning words	Multiple Meaning words	Multiple Meaning words * <b>teacher made/selected assessment</b>
<b>Writers’ Workshop</b>	<b>All About...</b> * Editing/Publishing (Lucy Calkins lesson 6) * conferences * share	<b>All About...</b> * Editing/Publishing * conferences * share	<b>All About...</b> * Authors’ Celebration	<b>All About...</b> * Authors’ Celebration	<b>“How-to”...</b> (book, manual) * choosing a topic (Lucy Calkins lesson 2) * conferences * share
<b>Notes</b>					

	<b>Lesson 21</b>	<b>Lesson 22</b>	<b>Lesson 23</b>	<b>Lesson 24</b>	<b>Lesson 25</b>
<b>Read Aloud</b>	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.
<b>Reading Workshop</b>	<p><b>Determining Importance</b></p> <p>* identifying author/text’s purpose and intended audience</p> <p>* <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></p> <ul style="list-style-type: none"> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p><b>Determining Importance</b></p> <p>* 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"> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p><b>Determining Importance *</b></p> <p>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"> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p>Determining Importance</p> <p>* summarizing (<i>what to include; what does a good summary look like?</i>)</p> <ul style="list-style-type: none"> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<p><b>Determining Importance</b></p> <p>* summarizing (<i>what to include; what does a good summary look like?</i>)</p> <ul style="list-style-type: none"> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul> <p><b>*Selected response assessment (choose the best summary of the text; what is this mostly about? The author wants us to _____.)</b></p>
<b>Word Study</b>	-Month-by-month phonics activities- <b>Word wall</b> - throat, shout, graph, quench, knew <b>Digraphs Review</b>	Diagraphs Review -making words: workbenches	Diagraphs Review <b>*teacher made/selected assessment</b>	Plurals Review	Plurals Review <b>* collect student product</b>
<b>Writers’ Workshop</b>	<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>“How-to”...</b> * Drafting (Lucy Calkins lesson 4) * conferences * share	<b>“How-to”...</b> * Revising (Lucy Calkins lesson 5) * conferences * share
<b>Notes</b>					

	<b>Lesson 26</b>	<b>Lesson 27</b>	<b>Lesson 28</b>	<b>Lesson 29</b>	<b>Lesson 30</b>
<b>Read Aloud</b>	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.	Continue Louis Sachar author study.
<b>Reading Workshop</b>	<b>Using Functional Documents</b> * how to read and use * what helps us understand? - IR - GR groups - share	<b>Using Functional Documents</b> * how to read and use * what helps us understand? - IR - GR groups - share	<b>Using Functional Documents</b> * how to read and use * what helps us understand? - IR - GR groups - share	<b>Using Functional Documents</b> * how to read and use * what helps us understand? - IR - GR groups - share	<b>Using Functional Documents</b> * how to read and use * what helps us understand? - IR - GR groups - share  <b>*teacher made/selected assessment for functional documents</b>
<b>Word Study</b>	<b>Word wall words:</b> information, graphic, purpose, explanation, elaborate <b>Context Clues</b>	Context Clues	Context Clues <b>*collect student product</b>	Context Clues	Context Clues <b>*teacher made/selected assessment</b>
<b>Writers' Workshop</b>	<b>“How-to”...</b> * Revising (Lucy Calkins lesson 5) * conferences * share	<b>“How-to”...</b> * Editing (Lucy Calkins lesson 6) * conferences * share	<b>“How-to”...</b> * Editing/Publishing * conferences * share	<b>“How-to”...</b> * Publishing * conferences * share	<b>“How-to”...</b> * Authors' Celebration
<b>Notes</b>	See the VSC for the list of recommended functional documents.				