

Unit 3: Understanding Informational Text Grade 7

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Read Aloud	Select One: Sharon G. Flake, <i>The Skin I'm In</i> Wendy Mass, <i>Jeremy Fink and the Meaning of Life</i> Susan Taylor Brown, <i>Hugging the Rock</i> - talk about tone, theme, passage of time (foreshadowing/flashback), author's choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author's choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author's choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author's choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author's choice of language - continue to engage students in accountable talk
Reading Workshop			<p>*Analyzing Text Features</p> <ul style="list-style-type: none"> ♦ all formatting features that contribute to meaning and how they contribute ♦ all text features that enhance, elaborate, refine, or extend the information in the text ♦ the relationship between the text features and the content of the text 	<p>• Analyzing Text Features</p> <ul style="list-style-type: none"> ♦ all formatting features that contribute to meaning and how they contribute ♦ all text features that enhance, elaborate, refine, or extend the information in the text ♦ the relationship between the text features and the content of the text 	
Word Study	Compound Words ML Lesson 29	Compound Words ML Lesson 29	Compound Words	Compound Words	Compound Words
Writers' Workshop	*Writing a Research Report components of a report choosing a topic	*Writing a Research Report asking questions gathering information			*Writing a Research Report organizing information
Notes	Writing a Research Report is addressed in the Writing Handbook in the McDougal Littell anthology pg. R49.				

Fund for Educational Excellence: Scope and Sequence

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Read Aloud	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk
Reading Workshop		<p>* Analyzing Organizational Patterns</p> <ul style="list-style-type: none"> recognizing the pattern identify words or phrases that suggest/signal a specific pattern use organizational structure to locate specific information and explain how they support the details of the text <p><i>(how does the organizational pattern clarify or reinforce meaning?)</i> <i>how does the organizational pattern support the author’s purpose?)</i></p> <ul style="list-style-type: none"> Create chart: pattern/how do we know/what and how it helps us understand 	<p>*Analyzing Organizational Patterns</p> <ul style="list-style-type: none"> recognizing the pattern identify words or phrases that suggest/signal a specific pattern use organizational structure to locate specific information and explain how they support the details of the text <p><i>(how does the organizational pattern clarify or reinforce meaning?)</i> <i>how does the organizational pattern support the author’s purpose?)</i></p> <ul style="list-style-type: none"> Create chart: pattern/how do we know/what and how it helps us understand 	<p>* Analyzing Organizational Patterns</p> <ul style="list-style-type: none"> recognizing the pattern identify words or phrases that suggest/signal a specific pattern use organizational structure to locate specific information and explain how they support the details of the text <p><i>(how does the organizational pattern clarify or reinforce meaning?)</i> <i>how does the organizational pattern support the author’s purpose?)</i></p> <p>*BCR: Describe how the organizational pattern the author chose contributed to the meaning of the text. Use evidence from the text to support your answer.</p>	
Word Study	Understanding and recognizing idioms ML Lesson 27	Understanding and recognizing idioms ML Lesson 27	Understanding and recognizing idioms ML Lesson 27	Understanding and recognizing idioms ML Lesson 27	Understanding and recognizing idioms ML Lesson 27
Writers’ Workshop	*Writing a Research Report organizing information				*Writing a Research Report drafting
Notes		See the VSC for required organizational patterns. Use the Reading Handbook in the back of your anthology for text samples for teaching organizational structures. See the VSC for required organizational patterns.		See the VSC for required organizational patterns.	

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Read Aloud	- talk about tone, theme, passage of time (foreshadowing/flashback), author's choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author's choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author's choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author's choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author's choice of language - continue to engage students in accountable talk
Reading Workshop		<p>*Analyze important messages</p> <ul style="list-style-type: none"> identify and explain author's purpose (<i>where/what is the evidence of the author's purpose?; what is the connection between the author's purpose and the intended audience? Does the text meet its' purpose?</i>) identify and explain the author's viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>) state and support main ideas summarize the text (<i>what is this mostly about? What information in the text supports that idea? Is there information that does not relate to the main idea? Is there additional information needed to make the main idea clearer to the audience?</i>) Create chart: How do we know the author's purpose? What helps us understand that purpose? 	<p>Analyze important messages</p> <ul style="list-style-type: none"> identify and explain author's purpose (<i>where/what is the evidence of the author's purpose?; what is the connection between the author's purpose and the intended audience? Does the text meet its' purpose?</i>) identify and explain the author's viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>) state and support main ideas summarize the text (<i>what is this mostly about? What information in the text supports that idea? Is there information that does not relate to the main idea? Is there additional information needed to make the main idea clearer to the audience?</i>) Create chart: How do we know the author's purpose? What helps us understand that purpose? 	<p>Analyze important messages</p> <ul style="list-style-type: none"> identify and explain author's purpose (<i>where/what is the evidence of the author's purpose?; what is the connection between the author's purpose and the intended audience? Does the text meet its' purpose?</i>) identify and explain the author's viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>) state and support main ideas summarize the text (<i>what is this mostly about? What information in the text supports that idea? Is there information that does not relate to the main idea? Is there additional information needed to make the main idea clearer to the audience?</i>) Add to chart: How do we know the author's purpose? What helps us understand that purpose? 	<p>Analyze important messages</p> <ul style="list-style-type: none"> identify and explain author's purpose (<i>where/what is the evidence of the author's purpose?; what is the connection between the author's purpose and the intended audience? Does the text meet its' purpose?</i>) identify and explain the author's viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>) state and support main ideas summarize the text (<i>what is this mostly about? What information in the text supports that idea? Is there information that does not relate to the main idea? Is there additional information needed to make the main idea clearer to the audience?</i>) Add to chart: How do we know the author's purpose? What helps us understand that purpose?
Word Study	Recognizing and understanding similes ML Lesson 28	Recognizing and understanding similes ML Lesson 28	Recognizing and understanding similes ML Lesson 28	Recognizing and understanding similes ML Lesson 28	Recognizing and understanding similes ML Lesson 28
Writers' Workshop	*Writing a Research Report drafting				
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	
Read Aloud	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	
Reading Workshop	<p>* Analyze important messages</p> <ul style="list-style-type: none"> identify and explain author’s purpose (<i>where/what is the evidence of the author’s purpose?; what is the connection between the author’s purpose and the intended audience? Does the text meet its’ purpose? How would someone use the text?</i>) identify and explain the author’s viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>) state and support main ideas summarize the text (<i>what is this mostly about? What information in the text supports that idea? Is there information that does not relate to the main idea? Is there additional information needed to make the main idea clearer to the audience?</i>) <p>Create chart: How do we know the author’s purpose? What helps us understand that purpose?</p>	<p>* Analyze important messages</p> <ul style="list-style-type: none"> identify and explain author’s purpose (<i>where/what is the evidence of the author’s purpose?; what is the connection between the author’s purpose and the intended audience? Does the text meet its’ purpose? How would someone use the text?</i>) identify and explain the author’s viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>) state and support main ideas summarize the text (<i>what is this mostly about? What information in the text supports that idea? Is there information that does not relate to the main idea? Is there additional information needed to make the main idea clearer to the audience?</i>) <p>*BCR: Explain the author’s viewpoint on _____. Use evidence from the text to support your response.</p>				<p>*Analyzing Purposeful Use of Language</p> <p>how does word choice:</p> <ul style="list-style-type: none"> Contribute to meaning? Create style? Determine tone? <p>Recognize and explain:</p> <ul style="list-style-type: none"> Figurative language Idioms Technical or content vocabulary Connotations of grade level words Words that signal persuasion Words that signal a formal or informal style Repetition to emphasize important ideas Connections between repetition and meaning <p>Create chart: How does the author use language to develop the message/main idea?</p>
Word Study	Recognizing and understanding metaphors ML Lesson 28	Recognizing and understanding metaphors ML Lesson 28	Recognizing and understanding metaphors ML Lesson 28	Recognizing and understanding metaphors ML Lesson 28	Recognizing and understanding metaphors ML Lesson 28	
Writers’ Workshop			*Writing a Research Report revise Establish rubric for grading	*Writing a Research Report revise		
Notes						

Fund for Educational Excellence: Scope and Sequence

	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Read Aloud	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk
Reading Workshop	<p>**Analyzing Purposeful Use of Language how does word choice:</p> <ul style="list-style-type: none"> ♦ <i>Contribute to meaning?</i> ♦ <i>Create style?</i> ♦ <i>Determine tone?</i> <p>Recognize and explain:</p> <ul style="list-style-type: none"> • <i>Figurative language</i> • <i>Idioms</i> • <i>Technical or content vocabulary</i> • <i>Conations of grade level words</i> • <i>Words that signal persuasion</i> • <i>Words that signal a formal or informal style</i> • <i>Repetition to emphasize important ideas</i> • <i>Connections between repetition and meaning</i> <p>Create chart: How does the author use language to develop the message/main idea?</p>	<p>*Analyzing Purposeful Use of Language how does word choice:</p> <ul style="list-style-type: none"> ♦ <i>Contribute to meaning?</i> ♦ <i>Create style?</i> ♦ <i>Determine tone?</i> <p>Recognize and explain:</p> <ul style="list-style-type: none"> • <i>Figurative language</i> • <i>Idioms</i> • <i>Technical or content vocabulary</i> • <i>Conations of grade level words</i> • <i>Words that signal persuasion</i> • <i>Words that signal a formal or informal style</i> • <i>Repetition to emphasize important ideas</i> • <i>Connections between repetition and meaning</i> <p>Create chart: How does the author use language to develop the message/main idea? *Selected response assessment about language choices and meaning</p>			<p>*Analyze the Reliability of Text</p> <ul style="list-style-type: none"> • identify the connection between the author and their credentials • understand the difference between facts and opinions • locate the factual information in the text (how can it be proven? How current is it?) • verify information across sources • What would clarify the author’s viewpoint? • How does the author make his viewpoint clear to the reader?
Word Study	Recognizing and understanding Analogies ML Lesson 33	Recognizing and understanding Analogies ML Lesson 33	Recognizing and understanding Analogies	Recognizing and understanding Analogies	Recognizing and understanding Analogies
Writers’ Workshop			*Writing a Research Report revise and edit	*Writing a Research Report Edit	
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Read Aloud	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk	- talk about tone, theme, passage of time (foreshadowing/flashback), author’s choice of language - continue to engage students in accountable talk
Reading Workshop	<p>**Analyze the Reliability of Text</p> <ul style="list-style-type: none"> identify the connection between the author and their credentials understand the difference between facts and opinions locate the factual information in the text (how can it be proven? How current is it?) verify information across sources what would clarify the author’s viewpoint? <p>How does the author make his viewpoint clear to the reader?</p>	<p>**Analyze the Reliability of Text</p> <ul style="list-style-type: none"> identify the connection between the author and their credentials understand the difference between facts and opinions locate the factual information in the text (how can it be proven? How current is it?) verify information across sources what would clarify the author’s viewpoint? <p>How does the author make his viewpoint clear to the reader?</p>			McDougal Littell Benchmarking Assessment begins
Word Study	Specialized Vocabulary ML Lesson 19	Specialized Vocabulary ML Lesson 20	Specialized Vocabulary ML Lesson 21	Review skills from September to present. *Selected response assessment	Review skills from September to present. *Selected response assessment
Writers’ Workshop			*Writing a Research Report Edit and publish	*Writing a Research Report Publish	*Authors’ Celebration
Notes					