

**Unit 3: Understanding Informational Text**  
**Grade 8**

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<b>Read Aloud</b>	Select One: Walter Dean Meyers, <i>Diary of My Dead Brother</i> Sharon G. Flake, <i>Bang!</i> Jacqueline Woodson, <i>Miracle Boys</i> - talk about tone, theme, mood, author's choice of language, main idea of the selection	- talk about tone, theme, mood, author's choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author's choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author's choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author's choice of language, main idea of the selection -continue to engage students in accountable talk
<b>Reading Workshop</b>			<b>*Analyzing Text Features</b> <ul style="list-style-type: none"> <li>♦ all formatting features that contribute to meaning and how they contribute</li> <li>♦ all text features that enhance, elaborate, refine, or extend the information in the text</li> <li>♦ the relationship between the text features and the content of the text</li> </ul>	<b>• Analyzing Text Features</b> <ul style="list-style-type: none"> <li>♦ all formatting features that contribute to meaning and how they contribute</li> <li>♦ all text features that enhance, elaborate, refine, or extend the information in the text</li> <li>♦ the relationship between the text features and the content of the text</li> </ul>	
<b>Word Study</b>	<b>Compound Words</b> ML Lesson 31	<b>Compound Words</b> ML Lesson 31	<b>Compound Words</b>	<b>Compound Words</b>	<b>Compound Words</b> *Selected response assessment (Which sentence has a compound word underlined.)
<b>Writers' Workshop</b>	<b>*Writing a Research Report</b> components of a report choosing a topic	<b>*Writing a Research Report</b> asking questions gathering information			<b>*Writing a Research Report</b> organizing information
<b>Notes</b>	Writing a Research Report is addressed in the Writing Handbook in the McDougal Littell anthology pg. R49.				

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>	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk
<b>Reading Workshop</b>		<p><b>* Analyzing Organizational Patterns</b></p> <ul style="list-style-type: none"> <li>recognizing the pattern</li> <li>identify words or phrases that suggest/signal a specific pattern</li> <li>use organizational structure to locate specific information and explain how they support the details of the text</li> </ul> <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"> <li>Create chart: pattern/how do we know/what and how it helps us understand</li> </ul>	<p><b>*Analyzing Organizational Patterns</b></p> <ul style="list-style-type: none"> <li>recognizing the pattern</li> <li>identify words or phrases that suggest/signal a specific pattern</li> <li>use organizational structure to locate specific information and explain how they support the details of the text</li> </ul> <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"> <li>Create chart: pattern/how do we know/what and how it helps us understand</li> </ul>	<p><b>* Analyzing Organizational Patterns</b></p> <ul style="list-style-type: none"> <li>recognizing the pattern</li> <li>identify words or phrases that suggest/signal a specific pattern</li> <li>use organizational structure to locate specific information and explain how they support the details of the text</li> </ul> <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><b>*BCR:</b> 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>	
<b>Word Study</b>	Understanding and recognizing idioms ML Lesson 29	Understanding and recognizing idioms ML Lesson 29	Understanding and recognizing idioms	Understanding and recognizing idioms	Understanding and recognizing idioms
<b>Writers’ Workshop</b>	<b>*Writing a Research Report</b> organizing information				<b>*Writing a Research Report</b> drafting
<b>Notes</b>		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.	

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>	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk
<b>Reading Workshop</b>		<p><b>*Analyze important messages</b></p> <ul style="list-style-type: none"> <li>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>)</li> <li>identify and explain the author’s viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>)</li> <li>state and support main ideas</li> <li>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>)</li> <li>Create chart: How do we know the author’s purpose? What helps us understand that purpose?</li> </ul>	<p><b>Analyze important messages</b></p> <ul style="list-style-type: none"> <li>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>)</li> <li>identify and explain the author’s viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>)</li> <li>state and support main ideas</li> <li>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>)</li> <li>Create chart: How do we know the author’s purpose? What helps us understand that purpose?</li> </ul>	<p><b>Analyze important messages</b></p> <ul style="list-style-type: none"> <li>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>)</li> <li>identify and explain the author’s viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>)</li> <li>state and support main ideas</li> <li>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>)</li> <li>Add to chart: How do we know the author’s purpose? What helps us understand that purpose?</li> </ul>	<p><b>Analyze important messages</b></p> <ul style="list-style-type: none"> <li>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>)</li> <li>identify and explain the author’s viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>)</li> <li>state and support main ideas</li> <li>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>)</li> <li>Add to chart: How do we know the author’s purpose? What helps us understand that purpose?</li> </ul>
<b>Word Study</b>	<b>Recognizing and understanding similes</b> ML Lesson 30	<b>Recognizing and understanding similes</b> ML Lesson 30	<b>Recognizing and understanding similes</b>	<b>Recognizing and understanding similes</b>	<b>Recognizing and understanding similes</b>
<b>Writers’ Workshop</b>	<b>*Writing a Research Report</b> drafting				
<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>	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk
<b>Reading Workshop</b>	<p><b>* Analyze important messages</b></p> <ul style="list-style-type: none"> <li>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>)</li> <li>identify and explain the author’s viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>)</li> <li>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>)</li> </ul> <p>Create chart: How do we know the author’s purpose? What helps us understand that purpose?</p>	<p><b>* Analyze important messages</b></p> <ul style="list-style-type: none"> <li>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>)</li> <li>identify and explain the author’s viewpoint, argument, or perspective (<i>where is the viewpoint evident?</i>)</li> <li>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>)</li> </ul> <p>*BCR: Explain the author’s viewpoint on _____. Use evidence from the text to support your response.</p>			<p><b>*Analyzing Purposeful Use of Language</b> how does word choice:</p> <ul style="list-style-type: none"> <li>Contribute to meaning?</li> <li>Create style?</li> <li>Determine tone?</li> </ul> <p>Recognize and explain:</p> <ul style="list-style-type: none"> <li>Figurative language</li> <li>Idioms</li> <li>Technical or content vocabulary</li> <li>Connotations of grade level words</li> <li>Words that signal persuasion</li> <li>Words that signal a formal or informal style</li> <li>Repetition to emphasize important ideas</li> <li>Connections between repetition and meaning</li> </ul> <p>Create chart: How does the author use language to develop the message/main idea?</p>
<b>Word Study</b>	<b>Recognizing and understanding metaphors</b> ML Lesson 30	<b>Recognizing and understanding metaphors</b> ML Lesson 30	<b>Recognizing and understanding metaphors</b>	<b>Recognizing and understanding metaphors</b>	<b>Recognizing and understanding metaphors</b>
<b>Writers’ Workshop</b>			<b>*Writing a Research Report</b> revise Establish rubric for grading	<b>*Writing a Research Report</b> revise	
<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>	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	
<b>Reading Workshop</b>	<p><b>**Analyzing Purposeful Use of Language</b> how does word choice:</p> <ul style="list-style-type: none"> <li>♦ <i>Contribute to meaning?</i></li> <li>♦ <i>Create style?</i></li> <li>♦ <i>Determine tone?</i></li> </ul> <p>Recognize and explain:</p> <ul style="list-style-type: none"> <li>• <i>Figurative language</i></li> <li>• <i>Idioms</i></li> <li>• <i>Technical or content vocabulary</i></li> <li>• <i>Conations of grade level words</i></li> <li>• <i>Words that signal persuasion</i></li> <li>• <i>Words that signal a formal or informal style</i></li> <li>• <i>Repetition to emphasize important ideas</i></li> <li>• <i>Connections between repetition and meaning</i></li> </ul> <p>Create chart: How does the author use language to develop the message/main idea?</p>	<p><b>*Analyzing Purposeful Use of Language</b> how does word choice:</p> <ul style="list-style-type: none"> <li>♦ <i>Contribute to meaning?</i></li> <li>♦ <i>Create style?</i></li> <li>♦ <i>Determine tone?</i></li> </ul> <p>Recognize and explain:</p> <ul style="list-style-type: none"> <li>• <i>Figurative language</i></li> <li>• <i>Idioms</i></li> <li>• <i>Technical or content vocabulary</i></li> <li>• <i>Conations of grade level words</i></li> <li>• <i>Words that signal persuasion</i></li> <li>• <i>Words that signal a formal or informal style</i></li> <li>• <i>Repetition to emphasize important ideas</i></li> <li>• <i>Connections between repetition and meaning</i></li> </ul> <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><b>*Analyze the Reliability of Text</b></p> <ul style="list-style-type: none"> <li>• identify the connection between the author and their credentials</li> <li>• understand the difference between facts and opinions</li> <li>• locate the factual information in the text (how can it be proven? How current is it?)</li> <li>• verify information across sources</li> <li>• what would clarify the author’s viewpoint?</li> <li>• How does the author make his viewpoint clear to the reader?</li> </ul>
<b>Word Study</b>	<b>Recognizing and understanding Analogies</b> ML Lesson 35	<b>Recognizing and understanding Analogies</b> ML Lesson 35	<b>Recognizing and understanding Analogies</b>	<b>Recognizing and understanding Analogies</b>	<b>Recognizing and understanding Analogies</b>	
<b>Writers’ Workshop</b>			<b>*Writing a Research Report</b> revise and edit	<b>*Writing a Research Report</b> Edit		
<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>	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk	- talk about tone, theme, mood, author’s choice of language, main idea of the selection -continue to engage students in accountable talk
<b>Reading Workshop</b>	<b>**Analyze the Reliability of Text</b> <ul style="list-style-type: none"> <li>identify the connection between the author and their credentials</li> <li>understand the difference between facts and opinions</li> <li>locate the factual information in the text (how can it be proven? How current is it?)</li> <li>verify information across sources</li> <li>what would clarify the author’s viewpoint?</li> </ul> How does the author make his viewpoint clear to the reader?	<b>**Analyze the Reliability of Text</b> <ul style="list-style-type: none"> <li>identify the connection between the author and their credentials</li> <li>understand the difference between facts and opinions</li> <li>locate the factual information in the text (how can it be proven? How current is it?)</li> <li>verify information across sources</li> <li>what would clarify the author’s viewpoint?</li> </ul> How does the author make his viewpoint clear to the reader?			<b>McDougal Littell Benchmarking Assessment begins</b>
<b>Word Study</b>	<b>Specialized Vocabulary</b> ML Lesson 21	<b>Specialized Vocabulary</b> ML Lesson 21	<b>Specialized Vocabulary</b> ML Lesson 23	Review skills from September to present. *Selected response assessment	Review skills from September to present. *Selected response assessment
<b>Writers’ Workshop</b>			<b>*Writing a Research Report</b> Edit and publish	<b>*Writing a Research Report</b> Publish	<b>*Authors’ Celebration</b>
<b>Notes</b>					