



Unit 8: Forms of Narrative Fiction
Grade 2

	Day 1	Day 2	Day 3	Day 4	Day 5
Read Aloud	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>
Reading Workshop	What is drama? ~Use structural features to identify a play as a literary device, costumes, dialogue, characters, setting, simple stage directions, dialogue, scenery ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.2.A.5.a</i>	What is drama? ~Use structural features to identify a play as a literary device, costumes, dialogue, characters, setting, simple stage directions, dialogue, scenery ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.2.A.5.a</i>	Understanding Drama ~ Identify story elements ~ Identify dialogue ~ What is this play about? - What is the main idea? ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.2.A.5.a</i>	Understanding Drama ~ Identify story elements ~ Identify dialogue and analyze how it contributes to the story -What is this play about? -What is the main idea? ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.2.A.5.a</i>	Understanding Drama ~ Identify story elements ~ Identify dialogue and analyze how it contributes to the story -What is this play about? -What is the main idea? ~ IR ~ GR or conferring ~Literacy Centers ~ Share * teacher created/selected assessment <i>VSC: 3.2.A.5.a</i>
Word Study	Word Wall Words: (prefix, return, unafraid, disable, remind)	Prefixes (pre-, re-)	Prefixes (pre-, re-) * collect student product	Prefixes (un-, dis-)	Prefixes (un-, dis-) * teacher created/selected assessment
Writing Workshop	Imagining Stories Lucy Calkins Kit Unit 4: Lessons 1 & 2	Imagining Stories Lucy Calkins Kit Unit 4: Lessons 1 & 2	Developing Characters Lucy Calkins Kit Unit 4: Lessons 3, 4, & 13	Developing Characters Lucy Calkins Kit Unit 4: Lessons 3, 4, & 13	Developing Characters Lucy Calkins Kit Unit 4: Lessons 3, 4, & 13
Notes	Visit the website http://www.teachingheart.net/readerstheater.htm for printable scripts				

Fund for Educational Excellence: Scope and Sequence

	Day 6	Day 7	Day 8	Day 9	Day 10
Read Aloud	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>
Reading Workshop	Understanding Drama ~ Identify story elements ~ Identify dialogue and analyze how it contributes to the story -What is this play about? -What is the main idea? ~ Summarize text ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.2.A.5.a</i>	Demonstrating Understanding -What is this play about? -What happened in the story? - What is the main idea? ~ Summarize text ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.2.A.5.a</i>	Demonstrating Understanding -What is this play about? -What happened in the story? -What is the main idea? ~ Summarize text ~ IR ~ GR or conferring ~Literacy Centers ~ Share * teacher created/ selected assessment <i>VSC: 3.2.A.5.a</i>	Demonstrating Understanding Of Characters ~ identify character traits with text support ~ describe character changes and personal growth ~ make personal connections to characters actions ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Demonstrating Understanding Of Characters ~ identify character traits with text support ~ describe character changes and personal growth ~ make personal connections to characters actions ~ IR ~ GR or conferring ~Literacy Centers ~ Share
Word Study	Word Wall Words: kindness, hopeful, homeless, carefully, closely	Suffixes (-ful, -less)	Suffixes (-ful, -less) *collect student product	Suffixes (-ness, -ly)	Suffixes (-ness, -ly) * teacher created/selected assessment
Writing Workshop	Creating Plot and Drafting Your Story Lucy Calkins Kit Unit 4: Lessons 5-7	Creating Plot and Drafting Your Story Lucy Calkins Kit Unit 4: Lessons 5-7	Leads and Endings Lucy Calkins Kit Unit 4: Lessons 8 & 10	Leads and Endings Lucy Calkins Kit Unit 4: Lessons 8 & 10	Revising Lucy Calkins Kit Unit 4: Lessons 11
Notes	<i>Talk w/ art teacher about play selection so props and costumes may be created</i>				

Fund for Educational Excellence: Scope and Sequence

	Day 11	Day 12	Day 13	Day 14	Day 15
Read Aloud	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>
Reading Workshop	Understanding Of Characters ~ identify character traits with text support ~ describe character changes and personal growth ~ make personal connections to characters actions ~ IR ~ GR or conferring ~Literacy Centers ~ Share * teacher created/selected assessment	Understanding Narrative Forms ~ compare stories and plays ~ respond in writing to a variety of narrative fiction forms ~ use graphic organizers to capture thinking ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Understanding Narrative Forms ~ compare stories and plays ~ respond in writing to a variety of narrative fiction forms ~ use graphic organizers to capture thinking ~ IR ~ GR or conferring ~Literacy Centers ~ Share *collect student product	Understanding Narrative Forms ~ compare stories and plays ~ respond in writing to a variety of narrative fiction forms ~ use graphic organizers to capture thinking ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Understanding Narrative Forms ~ compare stories and plays ~ respond in writing to a variety of narrative fiction forms ~ use graphic organizers to capture thinking ~ IR ~ GR or conferring ~Literacy Centers ~ Share
Word Study	Word Wall Words: (lose, destroy, simple, obey, heavy)	Synonyms	Synonyms * teacher created/selected assessment	Antonyms	Antonyms * teacher created/selected assessment
Writing Workshop	Revising Lucy Calkins Kit Unit 4: Lessons 11	Editing Lucy Calkins Kit Unit 4: Lessons 14	Editing Lucy Calkins Kit Unit 4: Lessons 14	Publishing Lucy Calkins Kit Unit 4: Lessons 15	Publishing Lucy Calkins Kit Unit 4: Lessons 15
Notes					

Fund for Educational Excellence: Scope and Sequence

	Day 16	Day 17	Day 18	Day 19	Day 20
Read Aloud					
Reading Workshop	Selecting/Casting for Readers Theater - hold student auditions for specific roles	Selecting/Casting for Readers Theater - hold student auditions for specific roles	Readers Theater Rehearsal - students work on individual parts - practice fluency and reading with expression - create scenery -class rehearsal	Readers Theater Rehearsal - students work on individual parts - practice fluency and reading with expression - create scenery -class rehearsal	Readers Theater Rehearsal - students work on individual parts - practice fluency and reading with expression - create scenery -class rehearsal
Word Study	Word Wall Words: (fire, attend, stir, weight, bark)	Multiple Meaning Words	Multiple Meaning Words *collect student product	Multiple Meaning Words	Multiple Meaning Words * teacher created/selected assessment
Writing Workshop					
Notes					

Fund for Educational Excellence: Scope and Sequence

	Day 21	Day 22	Day 23	Day 24	Day 25
Read Aloud					
Reading Workshop	Readers Theater Rehearsal - students work on individual parts - practice fluency and reading with expression - class rehearses together	Readers Theater Rehearsal - students work on individual parts - practice fluency and reading with expression -class rehearses together	Readers Theater Rehearsal - students work on individual parts - practice fluency and reading with expression -class dress rehearsal	Readers Theater Rehearsal - students work on individual parts - practice fluency and reading with expression -class dress rehearsal	Final Production - invite parents, administrators or other classes into classroom or auditorium for production
Word Study	Word Wall Words: (fade, glance, decide, irritated, relaxed)	Context Clues	Context Clues *collect student product	Context Clues	Context Clues * teacher created/selected assessment
Writing Workshop					