



**Unit 7: Forms of Narrative Fiction**  
**Grade 3**

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<b>Read Aloud</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>
<b>Reading Workshop</b>	<p><b>What is Historical Fiction?</b> ~ Read a piece of historical fiction and list why it is referred to as historical (setting in a specific time period, characters that resemble or are real people) ~ Identify and describe setting (distinct time and place) ~ Identify and explain relationship between text and its historical context (connection between text and historical setting) ~ IR ~ GR or conferring ~ Share <i>VSC: 3.3.A.3.c; 3.3.A.8.c</i></p>	<p><b>What is Historical Fiction?</b> ~ Read a piece of historical fiction and list why it is referred to as historical (setting in a specific time period, characters that resemble or are real people) ~ Identify and describe setting (distinct time and place) ~ Identify and explain relationship between text and its historical context (connection between text and historical setting) ~ IR ~ GR or conferring <i>VSC: 3.3.A.3.c; 3.3.A.8.c</i></p>	<p><b>Understanding HF</b> ~ Who is telling this story? How do you know? ~ Identify and describe the narrator (1<sup>st</sup> vs. 3<sup>rd</sup> person point of view) ~ Why/how does this perspective best tell the story? ~ IR ~ GR or conferring ~ Share <i>VSC: 3.3.A.3.g</i></p>	<p><b>Understanding HF</b> ~ What happened in this story? ~ <b>Summarize text</b> ~ IR ~ GR or conferring ~ Share <i>VSC: 3.3.A.6.d</i></p>	<p><b>Understanding HF</b> ~ What happened in this story? ~ Summarize text ~ IR ~ GR or conferring ~ Share  <b>* collect student product</b> <i>VSC: 3.3.A.6.d</i></p>
<b>Word Study</b>	<b>Word Wall Words</b> (stalk, plain, strike, cover, shoulder)	<b>Multiple Meanings</b>	<b>Multiple Meanings</b>  <b>*collect student product</b>	<b>Multiple Meanings</b>	<b>Multiple Meanings</b>  <b>* teacher created/selected assessment</b>
<b>Writing Workshop</b>	<b>Imagining Stories</b> Lucy Calkins Kit Unit 4: Lessons 1 & 2	<b>Imagining Stories</b> Lucy Calkins Kit Unit 4: Lessons 1 & 2	<b>Developing Characters</b> Lucy Calkins Kit Unit 4: Lessons 3, 4, & 13	<b>Developing Characters</b> Lucy Calkins Kit Unit 4: Lessons 3, 4, & 13	<b>Developing Characters</b> Lucy Calkins Kit Unit 4: Lessons 3, 4, & 13
<b>Notes</b>					

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>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>
<b>Reading Workshop</b>	<p><b>Understanding HF</b>                      ~ How does the title contribute to meaning?                      ~ What is the main idea/theme? (identify and explain)                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</p> <p><i>VSC: 3.3.A.2.a; 3.5.A.6.a; 3.4.A.6.e</i></p>	<p><b>Understanding HF</b>                      ~ How does the title contribute to meaning?                      ~ What is the main idea/theme? (identify and explain)                      ~ Make personal connections to theme/main idea                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</p> <p><b>* teacher created/selected assessment</b></p>	<p><b>Understanding HF</b>                      ~ Importance of setting to context of story                      ~ Explain how characters' actions are influenced by the setting (time and place)                      ~ Explain how events in the story are influenced by the setting                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</p>	<p><b>Understanding HF</b>                      ~ Importance of setting to context of story                      ~ Explain how characters' actions are influenced by the setting (time and place)                      ~ Explain how events in the story are influenced by the setting                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</p>	<p><b>Understanding HF</b>                      ~ Importance of setting to context of story                      ~ Explain how characters' actions are influenced by the setting (time and place)                      ~ Explain how events in the story are influenced by the setting                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</p> <p><b>* teacher created/selected assessment</b></p>
<b>Word Study</b>	<p><b>Word Wall Words:</b>                      biweekly, tripod, uniform, impossible, discovery</p>	<p><b>Root/Base words</b></p>	<p><b>Root/Base words</b></p> <p><b>*collect student product</b></p>	<p><b>Root/Base words</b></p>	<p><b>Root/Base words</b></p> <p><b>* teacher created/selected assessment</b></p>
<b>Writing Workshop</b>	<p><b>Creating Plot and Drafting Your Story</b>                      Lucy Calkins Kit Unit 4: Lessons 5-7</p>	<p><b>Creating Plot and Drafting Your Story</b>                      Lucy Calkins Kit Unit 4: Lessons 5-7</p>	<p><b>Leads and Endings</b>                      Lucy Calkins Kit Unit 4: Lessons 8 &amp; 10</p>	<p><b>Leads and Endings</b>                      Lucy Calkins Kit Unit 4: Lessons 8 &amp; 10</p>	<p><b>Revising</b>                      Lucy Calkins Kit Unit 4: Lessons 11</p>
<b>Notes</b>					

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>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>
<b>Reading Workshop</b>	<p><b>What is drama?</b>                      ~Use structural features to identify a play as a literary device (cast, introductory information including setting, stage directions, dialogue, monologue, props, scenery, sound effects, acts and scenes)                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</p> <p><i>VSC: 3.3.A.5.a</i></p>	<p><b>What is drama?</b>                      ~Use structural features to identify a play as a literary device (cast, introductory information including setting, stage directions, dialogue, monologue, props, scenery, sound effects, acts and scenes)                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</p> <p><i>VSC: 3.3.A.5.a</i></p>	<p><b>Understanding Drama</b>                      ~ Identify and explain the action of a scene (actions and events/plot)                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</p> <p><i>VSC: 3.3.A.5.b</i></p>	<p><b>Understanding Drama</b>                      ~ Identify and explain the action of a scene (actions and events/plot)                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</p> <p><i>VSC: 3.3.A.5.b</i></p>	<p><b>Understanding Drama</b>                      ~ Identify and explain the action of a scene (actions and events/plot)                      ~ How are these elements connected?                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</p> <p><b>* teacher created/selected assessment</b>  <i>VSC: 3.3.A.5.b</i></p>
<b>Word Study</b>	<p><b>Word Wall Words:</b>                      scene, laughter, numb, gnarl, sifted</p>	<p><b>Word Analogies</b></p> <p><i>VSC: 1.3.D.2.b</i></p>	<p><b>Word Analogies</b></p> <p><b>*collect student product</b></p>	<p><b>Word Analogies</b></p>	<p><b>Word Analogies</b></p> <p><b>* teacher created/selected assessment</b></p>
<b>Writing Workshop</b>	<p><b>Revising</b>                      Lucy Calkins Kit Unit 4: Lessons 11</p>	<p><b>Editing</b>                      Lucy Calkins Kit Unit 4: Lessons 14</p>	<p><b>Editing</b>                      Lucy Calkins Kit Unit 4: Lessons 14</p>	<p><b>Publishing</b>                      Lucy Calkins Kit Unit 4: Lessons 15</p>	<p><b>Publishing</b>                      Lucy Calkins Kit Unit 4: Lessons 15</p>
<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>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>
<b>Reading Workshop</b>	<p><b>Understanding Drama</b>                      ~ Identify and explain how stage directions create character and movement (connection between stage direction and physical movements of characters)                      ~ IR                      ~ GR or conferring                      ~ Literacy Centers                      ~ Share</p> <p><i>VSC: 3.3.A.5.c</i></p>	<p><b>Understanding Drama</b>                      ~ Identify and explain how stage directions and dialogue create character (connection between stage direction, character’s lines, and how the character delivers those lines)                      ~ IR                      ~ GR or conferring                      ~ Literacy Centers                      ~ Share</p> <p><i>VSC: 3.3.A.5.d</i></p>	<p><b>Demonstrate Understanding</b>                      ~ What happened in this story?                      ~ Summarize text                      ~ IR                      ~ GR or conferring                      ~ Share</p> <p><i>VSC: 3.3.A.6.d</i></p>	<p><b>Demonstrate Understanding</b>                      ~ How does the title contribute to meaning?                      ~ What is the main idea/theme? (identify and explain)                      ~ Make personal connections to theme/main idea                      ~ IR                      ~ GR or conferring                      ~ Literacy Centers                      ~ Share</p> <p><i>VSC: 3.3.A.2.a; 3.3.A.6.a; ; 3.3.A.6.e</i></p>	<p><b>Demonstrate Understanding</b>                      ~ How does the title contribute to meaning?                      ~ What is the main idea/theme? (identify and explain)                      ~ Make personal connections to theme/main idea                      ~ IR                      ~ GR or conferring                      ~ Literacy Centers                      ~ Share</p> <p><b>* teacher created/selected assessment</b>  <i>VSC: 3.3.A.2.a; 3.3.A.6.a; ; 3.3.A.6.e</i></p>
<b>Word Study</b>	Word Wall Words: shiver, amend, responsibility, rival, intelligent	<b>Context Clues</b>	<b>Context Clues</b>	<b>Context Clues</b>	<b>Context Clues</b>
<b>Writing Workshop</b>	Teacher and student choice of product -minilessons based on student need	Teacher and student choice of product -minilessons based on student need	Teacher and student choice of product -minilessons based on student need	Teacher and student choice of product -minilessons based on student need	Teacher and student choice of product -minilessons based on student need
<b>Notes</b>					

Fund for Educational Excellence: Scope and Sequence

	<b>Lesson 21</b>	<b>Lesson 22</b>	<b>Lesson 23</b>	<b>Lesson 24</b>	<b>Lesson 25</b>
<b>Read Aloud</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>
<b>Reading Workshop</b>	<b>Selecting/Casting for Readers Theater</b> - hold student auditions for specific roles ~ IR ~ GR or conferring ~Literacy Centers ~ Share	<b>Selecting/Casting for Readers Theater</b> - hold student auditions for specific roles ~ IR ~ GR or conferring ~Literacy Centers ~ Share	<b>Readers Theater Rehearsal</b> - students work on individual parts - practice fluency and reading with expression - create scenery -class rehearsal ~ IR ~ GR or conferring ~Literacy Centers ~ Share	<b>Readers Theater Rehearsal</b> - students work on individual parts - practice fluency and reading with expression - create scenery -class rehearsal ~ IR ~ GR or conferring ~Literacy Centers ~ Share	<b>Readers Theater Rehearsal</b> - students work on individual parts - practice fluency and reading with expression - create scenery -class rehearsal ~ IR ~ GR or conferring ~Literacy Centers ~ Share
<b>Word Study</b>	Word Wall Words: imagine, artificial, cowardly, represent, critical	<b>Review Figurative Language</b>	<b>Review Figurative Language</b>  * <b>collect student product</b>	<b>Review Figurative Language</b>	<b>Review Figurative Language</b>  * <b>teacher created/selected assessment</b>
<b>Writing Workshop</b>	Teacher and student choice of product -minilessons based on student need	Teacher and student choice of product -minilessons based on student need	Teacher and student choice of product -minilessons based on student need	Teacher and student choice of product -minilessons based on student need	Teacher and student choice of product -minilessons based on student need
<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>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>	<b>Teachers Choice</b>
<b>Reading Workshop</b>	<b>Readers Theater Rehearsal</b> - students work on individual parts - practice fluency and reading with expression - class rehearses together ~ IR ~ GR or conferring ~Literacy Centers ~ Share	<b>Readers Theater Rehearsal</b> - students work on individual parts - practice fluency and reading with expression -class rehearses together ~ create invitations ~ IR ~ GR or conferring ~Literacy Centers ~ Share	<b>Readers Theater Rehearsal</b> - students work on individual parts - practice fluency and reading with expression -class dress rehearsal ~ create invitations ~ IR ~ GR or conferring ~Literacy Centers ~ Share	<b>Readers Theater Rehearsal</b> - students work on individual parts - practice fluency and reading with expression -class dress rehearsal ~ create invitations ~ IR ~ GR or conferring ~Literacy Centers ~ Share	<b>Final Production</b> - invite parents, administrators or other classes into classroom or auditorium for production ~ IR ~ GR or conferring ~Literacy Centers ~ Share
<b>Word Study</b>	Word Wall Words: mend, present, earth, world, demonstrate	<b>Synonyms and Antonyms Review</b>  * <b>collect student product</b>	<b>Synonyms and Antonyms Review</b>	<b>Synonyms and Antonyms Review</b>	<b>Synonyms and Antonyms Review</b>  * <b>teacher created/selected assessment</b>
<b>Writing Workshop</b>	Teacher and student choice of product -minilessons based on student need	Teacher and student choice of product -minilessons based on student need	Teacher and student choice of product -minilessons based on student need	Teacher and student choice of product -minilessons based on student need	Teacher and student choice of product -minilessons based on student need
<b>Notes</b>					