



**Unit 7: Forms of Narrative Fiction**  
**Grade 5**

	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Read Aloud</b>	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice
<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: 3.5.A.3.c; 3.5.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  <b>*collect student product</b> <i>VSC: 3.5.A.3.c; 3.5.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: 3.5.A.3.g</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: 3.5.A.3.g</i></p>	<p><b>Understanding HF</b> ~ What happened in this story? ~Identify and explain the conflict (internal vs. external conflicts) ~ identify and explain the events of the plot (narrative text with exposition, rising action, climax, and resolution) ~ Summarize text ~ IR ~ GR or conferring ~ Share  <b>* teacher created/selected assessment</b> <i>VSC: 3.5.A.6.d</i></p>
<b>Word Study</b>	<b>Word Wall Words:</b> mourn, browse, vein, hydrate, vengeful	<b>Word Origins</b> OC Unit 4 Lesson 6	<b>Word Origins</b> OC Unit 4 Lesson 6	<b>Homophones</b> OC Unit 5 Lesson 1	<b>Homophones</b> OC Unit 5 Lesson 1
<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>	Reference and utilize OC Units 4 & 5 for text to use during reading workshop.				

Fund for Educational Excellence: Scope and Sequence

	<b>Day 6</b>	<b>Day 7</b>	<b>Day 8</b>	<b>Day 9</b>	<b>Day 10</b>
<b>Read Aloud</b>	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice
<b>Reading Workshop</b>	<p><b>Understanding HF</b>                      ~ What happened in this story?                      ~Identify and explain the conflict (internal vs. external conflicts)                      ~ identify and explain the events of the plot (narrative text with exposition, rising action, climax, and resolution)                      ~ Summarize text                      ~ IR                      ~ GR or conferring                      ~ Share</p> <p><i>VSC: 3.5.A.6.d</i></p> <p><b>* collect student product</b></p>	<p><b>Understanding HF</b>                      ~ How does the title contribute to meaning?                      ~ What is the main idea/theme? (identify and explain)                      What happened in this story?                      ~ Summarize text                      ~ Make personal connections to theme/main idea                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</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>* collect student product</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>* collect student product</b></p>
<b>Word Study</b>	<b>Word Wall Words:</b> spectacle, judicious, transparent, portfolio, intractable	<b>Latin Roots</b> OC Unit 6 Lesson 2	<b>Latin Roots</b> OC Unit 6 Lesson 2	<b>Latin Roots</b> OC Unit 6 Lesson 2	<b>Latin Roots</b> OC Unit 6 Lesson 2
<b>Writing Workshop</b>	<b>Creating Plot and Drafting Your Story</b> Lucy Calkins Kit Unit 4: Lessons 5-7	<b>Creating Plot and Drafting Your Story</b> Lucy Calkins Kit Unit 4: Lessons 5-7	<b>Leads and Endings</b> Lucy Calkins Kit Unit 4: Lessons 8 & 10	<b>Leads and Endings</b> Lucy Calkins Kit Unit 4: Lessons 8 & 10	<b>Revising</b> Lucy Calkins Kit Unit 4: Lessons 11
<b>Notes</b>	<u>Words Their Way</u> is a resource to locate activities for word study.				

Fund for Educational Excellence: Scope and Sequence

	<b>Day 11</b>	<b>Day 12</b>	<b>Day 13</b>	<b>Day 14</b>	<b>Day 15</b>
<b>Read Aloud</b>	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice
<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                      ~ Share</p> <p><i>VSC: 3.5.A.5.a</i></p>	<p><b>Understanding Drama</b>                      ~ Identify and explain the action of a scene (actions and events/plot)                      ~ Identify and explain how stage directions and dialogue create character (connection between stage direction, character’s lines, and how the character delivers those lines)                      ~Identify and explain how stage directions create character and movement (connection between stage direction and physical movements of characters)                      ~ IR                      ~ GR or conferring                      ~ Share</p> <p><i>VSC: 3.5.A.5.c; 3.5.A.5.b</i></p>	<p><b>Demonstrate Understanding</b>  <b>Demonstrate Understanding</b>                      ~ What happened in this story?                      ~ Summarize text                      ~ 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                      ~ Share</p> <p><i>VSC: 3.5.A.2.a; 3.5.A.6.a; ; 3.5.A.6.e VSC: 3.5.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                      ~Identify and explain the conflict (internal vs. external conflicts)                      ~ identify and explain the events of the plot (narrative text with exposition, rising action, climax, and resolution)                      ~ IR                      ~ GR or conferring                      ~ Share                      ~ IR</p>	<p>~ How does the title contribute to meaning?                      ~ What is the main idea/theme? (identify and explain)                      ~ Make personal connections to theme/main idea                      ~Identify and explain the conflict (internal vs. external conflicts)                      ~ identify and explain the events of the plot (narrative text with exposition, rising action, climax, and resolution)                      ~ IR                      ~ GR or conferring                      ~ Share                      ~ IR</p> <p><b>* teacher created/selected assessment</b></p>
<b>Word Study</b>	<b>Word Wall Words:</b> philosophy, angelic, episode, monotonous, politician	<b>Greek Roots</b> OC Unit 6 Lesson 1	<b>Greek Roots</b> OC Unit 6 Lesson 1	<b>Greek Roots</b> OC Unit 6 Lesson 1	<b>Greek Roots</b> OC Unit 6 Lesson 1
<b>Writing Workshop</b>	<b>Revising</b> Lucy Calkins Kit Unit 4: Lessons 11	<b>Editing</b> Lucy Calkins Kit Unit 4: Lessons 14	<b>Editing</b> Lucy Calkins Kit Unit 4: Lessons 14	<b>Publishing</b> Lucy Calkins Kit Unit 4: Lessons 15	
<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>	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice
<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: 3.4.A.5.c</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                      ~Identify and explain the conflict (internal vs. external conflicts)                      ~ identify and explain the events of the plot (narrative text with exposition, rising action, climax, and resolution)                      ~ IR                      ~ GR or conferring                      ~ Share                      ~ IR</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                      ~Identify and explain the conflict (internal vs. external conflicts)                      ~ identify and explain the events of the plot (narrative text with exposition, rising action, climax, and resolution)                      ~ IR                      ~ GR or conferring                      ~ Share                      ~ IR                      * <b>teacher created/selected assessment</b></p>	<p><b>Demonstrate Understanding</b>                      ~ Comparing stories and plays                      ~use graphic organizers to capture thinking                      ~respond in writing to messages/themes in plays                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</p>	<p><b>Demonstrate Understanding</b>                      ~ Comparing stories and plays                      ~use graphic organizers to capture thinking                      ~respond in writing to messages/themes in plays                      ~ IR                      ~ GR or conferring                      ~Literacy Centers                      ~ Share</p> <p>* <b>teacher created/selected assessment</b></p>
<b>Word Study</b>	Word Wall Words: confession, indictment, emphasize, alleged, irrelevant	<b>Derivations</b> OC Unit 6 Lesson 3	<b>Derivations</b> OC Unit 6 Lesson 3  * <b>collect student product</b>	<b>Multiple Meanings</b> OC Unit 4 Lesson 5 & Unit 5 Lesson 3	<b>Multiple Meanings</b> OC Unit 4 Lesson 5 & Unit 5 Lesson 3  * <b>collect student product</b>
<b>Writing Workshop</b>					
<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>	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice
<b>Reading Workshop</b>	<b>Selecting/Casting for Theater Production</b> - hold student auditions for specific roles ~ IR ~ GR or conferring ~Literacy Centers ~ Share	<b>Selecting/Casting for Theater Production</b> - hold student auditions for specific roles ~ IR ~ GR or conferring ~Literacy Centers ~ Share	<b>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>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>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>	<b>Word Wall Words:</b> condemn, precocious, assert, agonize, reprimand	<b>Multiple Meanings</b> OC Unit 4 Lesson 5 & Unit 5 Lesson	<b>Multiple Meanings</b> OC Unit 4 Lesson 5 & Unit 5 Lesson  * teacher created/selected assessment	<b>Figurative Language Review</b>	<b>Figurative Language Review</b>  * collect student product
<b>Writing Workshop</b>					
<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>	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice
<b>Reading Workshop</b>	<b>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>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>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>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: relish, linger, tangible, superficial, aptitude	<b>Figurative Language Review</b>	<b>Context Clues</b>  * collect student product	<b>Context Clues</b>	<b>Context Clues</b>  * teacher created/selected assessment
<b>Writing Workshop</b>					
<b>Notes</b>					