



**Unit 6: Folklore  
Grades 7 and 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>	<b>Teachers' Choice</b>	<b>Teachers' Choice</b>	<b>Teachers' Choice</b>	<b>Teachers' Choice</b>	<b>Teachers' Choice</b>
<b>Reading Workshop</b>  3.7.A.6.a 3.7.A.3.a 3.7.A.3.h 3.7.A.3.i 3.7.A.3.j	<b>Understanding Characteristics of Folklore</b> *list characteristics of genre *identify and explain the message/moral/theme/main idea/lesson learned *point of view *issues of time (as appropriate)	<b>Understanding Characteristics of Folklore</b> *list characteristics of genre *identify and explain the message/moral/theme/main idea/lesson learned *point of view *issues of time (as appropriate)  * collect student product	<b>Understanding Characteristics of Folklore</b> *list characteristics of genre *plausibility of plot and credibility of character's *making inferences *issues of time (as appropriate)		
<b>Word Study</b>	<b>Connotative vs. Denotative Meaning</b>	<b>Connotative vs. Denotative Meaning</b>  * collect student product	<b>Connotative vs. Denotative Meaning</b>	<b>Connotative vs. Denotative Meaning</b>	<b>Connotative vs. Denotative Meaning</b>  * teacher created/ selected assessment
<b>Writing Workshop</b>				<b>Writing a Narrative</b> *include all elements of a story *use all stages of the writing process *teacher model *guided writing groups *conferencing *share	<b>Writing a Narrative</b> *include all elements of a story *use all stages of the writing process *teacher model *guided writing groups *conferencing *share
<b>Notes</b>	-Refer to Lucy Calkins kit for mini-lessons				

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>  3.7.A.6.a 3.7.A.3.a 3.7.A.3.h 3.7.A.3.i 3.7.A.3.j	<b>Understanding Characteristics of Folklore</b> *list characteristics of genre *make, confirm, adjust predictions *plausibility of plot and credibility of character's *making inference *issues of time (as appropriate) * impact of setting on mood, events, etc.  * collect student product	<b>Understanding Characteristics of Folklore</b> *list characteristics of genre *make, confirm, adjust predictions *plausibility of plot and credibility of character's *making inferences *issues of time (as appropriate) * impact of setting on mood, events, etc.	<b>Understanding Characteristics of Folklore</b> *list characteristics of genre *make, confirm, adjust predictions *identify and explain the message/moral/theme/main idea/lesson learned *point of view *plausibility of plot and credibility of character's *making inferences *issues of time (as appropriate) * impact of setting on mood, events, etc.  * teacher created/ selected assessment		
<b>Word Study</b> 1.7.D.2.b	<b>Multiple Meanings</b>	<b>Multiple Meanings</b>	<b>Multiple Meanings</b>	<b>Multiple Meanings</b>	<b>Multiple Meanings</b>
<b>Writing Workshop</b>				<b>Writing a Narrative</b> *include all elements of a story *use all stages of the writing process *teacher model *guided writing groups *conferencing *share	<b>Writing a Narrative</b> *include all elements of a story *use all stages of the writing process *teacher model *guided writing groups *conferencing *share
<b>Notes</b>					