



**Unit 7: Forms of Narrative Fiction
Grades 7 and 8**

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Read Aloud	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice
Reading Workshop	<p>What is Historical Fiction? ~ 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: 3.7.A.3.c; 3.5.A.8.c</i></p>	<p>Understanding HF ~ Who is telling this story? How do you know? ~Identify and describe the narrator (1st vs. 3rd person point of view) ~ Why/how does this perspective best tell the story? ~ IR ~ GR or conferring ~ Share <i>VSC: 3.7.A.3.g</i></p>	<p>Understanding HF ~ 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 <i>VSC: 3.7.A.6.d</i></p>		
Word Study	<p>Word Wall Words: unequivocal, scoffed, disparage, atrocious, pugnacious</p>	Review Greek Roots	<p>Review Greek Roots * collect student product</p>	Review Greek Roots	Review Greek Roots
Writing Workshop				Imagining Stories Lucy Calkins Kit Unit 4: Lessons 1 & 2	Imagining Stories Lucy Calkins Kit Unit 4: Lessons 1 & 2
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Read Aloud	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice
Reading Workshop	<p>Understanding HF</p> <p>~ How does the title contribute to meaning?</p> <p>~ What is the main idea/theme? (identify and explain)</p> <p>~ Make personal connections to theme/main idea</p> <p>~ IR</p> <p>~ GR or conferring</p> <p>~ Literacy Centers</p> <p>~ Share</p> <p>* collect student product</p>	<p>Understanding HF</p> <p>~ Importance of setting to context of story</p> <p>~ Explain how characters' actions are influenced by the setting (time and place)</p> <p>~ Explain how events in the story are influenced by the setting</p> <p>~ IR</p> <p>~ GR or conferring</p> <p>~ Literacy Centers</p> <p>~ Share</p>	<p>Understanding HF</p> <p>~ Importance of setting to context of story</p> <p>~ Explain how characters' actions are influenced by the setting (time and place)</p> <p>~ Explain how events in the story are influenced by the setting</p> <p>~ IR</p> <p>~ GR or conferring</p> <p>~ Literacy Centers</p> <p>~ Share</p> <p>* collect student product</p>		
Word Study	Word Wall Words: allude, digress, gregarious, loquacious, impeccable	Review Latin Roots	Review Latin Roots	Review Latin Roots	Review Latin Roots
Writing Workshop			* collect student product	Developing Characters Lucy Calkins Kit Unit 4: Lessons 3, 4, & 13	Developing Characters Lucy Calkins Kit Unit 4: Lessons 3, 4, & 13
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Read Aloud	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice
Reading Workshop	<p>What is drama? ~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: 3.7.A.5.a</i></p>	<p>Understanding Drama ~ Identify and explain the action of a scene/acts and relationship to plot ~ IR ~ GR or conferring ~ Share</p> <p><i>VSC: 3.7.A.5.b</i></p>	<p>Understanding Drama ~ Analyze how stage directions affect dialogue, characters and plot (connection between stage direction and physical movements of characters) ~ IR ~ GR or conferring ~ Share</p> <p><i>VSC: 3.7.A.5.c</i></p>		
Word Study	<p>Word Wall Words: presumptive, intelligible, repress, immodest, affluent</p>	<p>Review Figurative Language</p> <p>* collect student product</p>	Review Figurative Language	Review Figurative Language	Review Figurative Language
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
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Read Aloud	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice
Reading Workshop	<p>Demonstrate Understanding ~ 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 <i>VSC: 3.7.A.6.d</i></p>	<p>Demonstrate Understanding ~ 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 <i>VSC: 3.7.A.2.a; 3.7.A.6.a; ; 3.7.A.6.e</i></p>	<p>Demonstrate Understanding ~ 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 * teacher created/selected assessment</p>		
Word Study	Word Wall Words: corroborate, lethargic, zealous, gilded, immensely	Review Antonyms and Synonyms	Review Antonyms and Synonyms * collect student product	Review Antonyms and Synonyms	Review Antonyms and Synonyms
Writing Workshop				Leads and Endings Lucy Calkins Kit Unit 4: Lessons 8 & 10	Leads and Endings Lucy Calkins Kit Unit 4: Lessons 8 & 10
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Read Aloud	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice
Reading Workshop	Selecting/Casting for Theater Production - hold student auditions for specific roles ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Selecting/Casting for Theater Production - hold student auditions for specific roles ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Theater Rehearsal - students work on individual parts - practice fluency and reading with expression - create scenery -class rehearsal ~ IR ~ GR or conferring ~Literacy Centers ~ Share		
Word Study	Word Wall Words: intricate, euphoria, carnage, shun, denounce	Review Context Clues * collect student product	Review Context Clues	Review Context Clues	Review Context Clues
Writing Workshop				Revising Lucy Calkins Kit Unit 4: Lessons 11	Revising Lucy Calkins Kit Unit 4: Lessons 11
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Read Aloud	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice
Reading Workshop	Theater Rehearsal - students work on individual parts - practice fluency and reading with expression - class rehearses together ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Theater Rehearsal - students work on individual parts - practice fluency and reading with expression -class rehearses together ~ create invitations ~ IR ~ GR or conferring ~Literacy Centers ~ Share	Final Production - invite parents, administrators or other classes into classroom or auditorium for production ~ IR ~ GR or conferring ~Literacy Centers ~ Share		
Word Study	Word Wall Words : admonish, tedious, ravenous, succulent, plethora	Review Multiple Meaning Words	Review Multiple Meaning Words * collect student product	Review Multiple Meaning Words	Review Multiple Meaning Words
Writing Workshop				Editing Lucy Calkins Kit Unit 4: Lessons 14	Publishing Lucy Calkins Kit Unit 4: Lessons 15
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