

Overview for Grade 7 Unit 1, *Writing Realistic Fiction*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
BEND I: Creating and Developing Meaningful Stories and Characters				
1	Imagining Stories from Everyday Moments	Using Your Imagination to See Promise and Power in Students' Work	Tap Settings as Another Possible Place for Fiction Story Ideas	Using the Narrative Checklist to Set Goals to Improve Writing
2	Imagining Stories You Wish Existed in the World	Using an Exemplar Text to Respond to Predictable Problems	Sharing Struggles with Characters	Sharing Story Ideas, Then Choosing One to Develop and Writing Long about It
3	Developing Believable Characters through Scene Boot Camp	Helping Students Figure Out Ways to Develop Characters	Developing the Character's Self-View	Seeing through the Eyes of a Character
4	Giving Characters Struggles and Motivations that Mirror Real Life			
5	Plotting with Tools: Story Arcs, Timelines, Lists, Mentor Texts	Predictable Problems with Story Arcs	The Shape of the Story Can Be Part of Its Truth	Taking Stock of What Students Are Doing Well—and Can Do Better
BEND II: Drafting and Revising with an Eye toward Meaning				
6	From 2-D to 3-D: Planning and Writing Scenes by Including Evidence	Increasing Tension by Developing Action	Knowing When to Use Summary in Stories	Using Transitional Phrases to Signify Passage of Time or Change in Place, or to Summarize Parts of the Story
7	Stepping into the Drama of the Story to Draft	Teaching Students How to Work within Critique Groups	Creating Patterns as a Means of Cohesion	Paragraphing to Structure Fiction
8	Studying Published Texts to Write Leads	Crafting Leads that Foreshadow and Connect	Researching in Fiction	Taking Charge of Writing Decisions to Realize Your Vision
9	Grounding Dialogue in Scenes	Using the Narrative Checklist to Set and Support Personal Goals	Including What's Important	Celebrate that Students Are Using What They've Learned to Move Ahead with Revisions and Drafts
10	Writing Endings that Make Readers Swoon	Helping Students to Write Well about What Matters to Them (Even When they Might Not Know What That Is, at First)	Crafting Surprising but Inevitable Endings	Conducting a Close Reading of Endings
BEND III: Meticulous Revision and Precise Edits with Audience in Mind				
11	Reading Drafts like Editors	Partnering Like an Editor	Choosing Sentence Types and Ways of Connecting Thoughts within Sentences	Developing Conflict
12	Revision: Weaving in Symbolism and Imagery to Bring out Meaning	Tucking in Character History to Create Character Depth	Creating Metaphors	Revising for Authentic Dialogue
13	Conducting the Rhythm of Language: Creating Cadence and Meaning through Syntax	Studying the Cadence in Dialogue	Placing Phrases and Clauses within Sentences	Learning from Peers and from Mentor Texts
14	Using Mentor Texts to Help Match Authorial Intent with the Page			
15	Economizing on the Sentence and Word Level	Using Commas to Separate Coordinate Adjectives	<i>Said Is Not Dead</i>	Last Chance for Message Sending
16	Editing with Lenses and Independence	Working with Students Whose Grammar and Conventions Are Significantly below Seventh-Grade Level	Recognizing and Replacing Misplaced Modifiers	Using the Student Checklist for Double-Checks and Final Touches
17	Publishing Anthologies: A Celebration			