

Writing and Literature Scope and Sequence for Meadowlark Collective

Narration is the foundation of our writing instruction at Meadowlark Collective.

What is narration?

Narration is the act of telling back what one has read or heard.

We believe that the discipline and the practice of attention that are developed when children are taught and expected to narrate progresses over time into the discipline of ordered thoughts and ideas and the ability to express those thoughts and ideas through the written word.

Narration also encourages the habit of humility when approaching time-tested and honored books by allowing the student to give full attention to the words of the author before giving his own opinions and assessments.

Throughout all levels, Meadowlark Collective is committed to using the best books, stories and resources available to help students develop the attention that is required to give a good narration after hearing or reading a story or book. We aim to use narration as the first and primary means of processing ideas across all disciplines, and to do so in a way that honors the developmental seasons of our students. Narration serves as the foundation for writing instruction and will then be used alongside more structured and formal lessons each year as classes progress. **This incremental approach to learning to give attention, process ideas, and then communicate those ideas helps to set our students on a path of growth that will continue long after their school years end.**

It is our goal at Meadowlark Collective to cultivate an environment rich with ideas and deep in humility with how we approach those ideas. We hope to allow students many opportunities to contemplate, process and express those ideas through various types of narration, instruction, discussion, and formal writing as maturity and skills develop. Ultimately, we desire to grow students who listen to understand and who engage with the world around them in a thoughtful, winsome manner.

(For further guidance in using narration in your own homes with your children, you will find a thorough list of instructional resources at the end of this document.)

What does this look like across each class level at Meadowlark Collective?

Lower School: Larks (K, 1st)

Developmental Goals

- Story-based curriculum: read-alouds in history, geography, literature, and nature lore
- Introduce the concept of oral narration
- Narration through words, art, and play

Class time: Introduce the concept of narration by allowing one or two students to take turns “telling back” what was read after each read-aloud. Utilize the many ways that children naturally narrate, such as through play, art, and drama.

Weekly work: All work should happen in class, with optional resources for parents to enjoy with their children at home. Encourage parents to write down their children’s stories as a way of encouraging their natural desire to communicate ideas to others.

Resources: *Know and Tell* by Karen Glass, *Around the World With Picture Books*, *Exploring Nature with Children*, classic literature, and nature lore

Lower School: Finches (2nd)

Developmental Goals

- Story-based curriculum: read-alouds in history, geography, literature, and nature lore
- Continued oral narration in class, as well as the addition of transcribed narrations at home. Students will have the opportunity to bring their narrations into class to share with their classmates.
- Narration through words, art, and play

Class time: Continue the practice of oral narration in class by allowing one or two students to take turns “telling back” what was read after each read-aloud. Utilize the many ways that children naturally narrate, such as through play, art, and drama.

Weekly work: Students will be given suggestions for picture books, chapter books, and nature lore books to read on their own or with a parent throughout the week. They will begin the practice of putting their narrations on paper through drawing, art, and orally narrating to a parent who transcribes their narration for them. Students will be given the opportunity to share their narrations in class.

Resources: *Know and Tell* by Karen Glass, classic literature, *Around the World With Picture Books*, *The Little Grammar People*, *Exploring Nature with Children*, *The Wonderland of Nature*, nature lore

Lower Elementary (3rd/4th)

Developmental Goals

- Strong oral narration skills: narrate reading assignments orally to parents each day
- Begin written narrations: Students should begin to write one narration each week as they are able. Other narrations can still be transcribed to a parent. Parents should expect transcribed narrations to be much more thorough than the narrations students write themselves. The physical act of writing while also thinking is a new skill for these students, and it's not easy!
- Short copywork passage from reading to copy twice a week
- Memorize and be able to recite four poems
- Students will practice using introduction, body and conclusion sentences to form a well-organized paragraph.
- Students will be introduced to the concepts of characters, setting, plot, conflict, point of view, main idea and theme.
- Students will be introduced to declarative, imperative, interrogative, and exclamatory sentences.
- Students will practice writing stories with a clear beginning, middle and ending.
- Students will be introduced to similes and metaphors and practice identifying them in literature.
- Students will be introduced to the process of revision through group editing as a class.

Class time: Read living books including novels, poetry, plays and fairy tales. Encourage students to come to class prepared for book discussions by completing the reading and responding with narrations. Model and teach students to bring thoughtful questions to discussions as a way of learning to approach reading with humility. Class time should include book discussions, occasional reading aloud (teacher), opportunities for students to read aloud, oral narration in response to reading, and narration through art, drama, and group projects. Class time can include reading a poem aloud as a way of helping with memorization.

Weekly work: Students will be sent home with clear assignments for each day to be completed by the following week. Daily work should include reading and some form of writing, such as a narration, an illustration, or a short copywork passage (can be taken from the reading or can also be a short poem the class is working to memorize). Students should be encouraged to give an oral narration to a parent after each day's reading assignment. Students can respond to a journal question or think of their own question to bring to book discussions. Daily work should include about 20 minutes of reading and 15 minutes of writing. **Resources:** *Know and Tell* by Karen Glass, quality literature, various resources collected by teacher

Upper Elementary (5th/6th)

Developmental Goals

- Narrations: one oral and one written narration each week in response to reading
- Narrations: through drama, art and projects
- Journal entry: answer thoughtfully prepared questions each week in response to reading and in preparation for book discussions
- Short copywork passage from reading to copy three times per week
- Memorize poetry
- Students will practice using introduction, body and conclusion paragraphs to form well-organized essays.
- Students will identify characters, setting, plot, conflict, setting, point of view, main idea and theme in literature.
- Students will be introduced to similes, metaphors, idioms, hyperbole, alliteration, onomatopoeia, personification, and symbolism, and foreshadowing and will practice identifying them in literature.
- Students will learn common transition words and identify them in literature.
- Students will practice reading their own work out loud to identify errors and will be introduced to self-editing skills.

Class Time: Read living books including novels, poetry, biographies, and Shakespeare.

Encourage students to come to class prepared for book discussions by completing the reading and responding with narrations, journal entries, and answering thoughtfully prepared questions (as a way of learning to approach reading with humility in assuming that everything worth reading has something to say). Class time should include book discussions, opportunities for students to read aloud, oral narration in response to reading, and narration through art, drama, and group projects. Class time can include reading a poem aloud as a way of helping with memorization. Writing will center around the literature the class is reading through narration, and students will periodically use their own narrations for practice in various forms of writing structure.

Weekly work: Students will be sent home with clear assignments for each day. Daily work should include reading and some form of writing, such as a narration or an illustration, and a short copywork passage (can be taken from the reading or can also be a short poem the class is working to memorize). Students can respond to a journal question and/or think of their own question to bring to book discussions. Daily work should take about 45 minutes.

Resources: *Know and Tell* by Karen Glass, quality literature, various resources collected by teacher

Middle School (7th/8th)

Developmental Goals

- Narrations: one oral and one written narration each week in response to reading
- Journal entry: answer thoughtfully prepared questions each week in response to reading and in preparation for book discussions
- Begin keeping a commonplace journal to share in class (This is a collection of quotes from their readings.)
- Memorize poetry
- Students will practice writing persuasive, narrative, descriptive and expository essays.
- Students will practice implementing characters, setting, plot, conflict, setting, point of view, main idea and theme into their own writing.
- Students will review similes, metaphors, idioms, hyperbole, alliteration, onomatopoeia, personification, and symbolism, and foreshadowing and will practice identifying them in literature. They will also learn to include samples of each in their own writing.
- Students will review common transition words and utilize them in literature.
- Students will practice self-editing skills and will be introduced to peer editing skills.
- Revise and polish own writing with feedback

Class time: Read living books including novels, poetry, short stories, biographies, and Shakespeare. Encourage students to come to class prepared for book discussions by completing the reading and responding with narrations, journal entries, and responding to thoughtfully prepared questions (as a way of learning to approach reading with humility in assuming that everything worth reading has something of value to say). Class time should include book discussions, sharing commonplace quotes, group projects, and opportunities for public speaking and presentations. Writing instruction should prepare students to move into Upper School with confidence in their understanding of and ability to write multiple-paragraph narrations and familiarity with various styles of essay. Continue peer editing and begin to self-edit as a habit. Take student narrations and allow them to go through several rounds of revision (with feedback) so that it becomes a work the student is proud of.

Weekly work: Students should be sent home with clear assignments for each day. Daily work should include reading and some form of writing, such as a narration or an illustration, responding to a journal question and/or thinking of their own question to bring to book discussions, and copying an entry into their commonplace journals. Assign work in connection to literature being read and particular writing skills being taught. Daily work should take about 45 minutes.

Resources: *Know and Tell* by Karen Glass, quality literature, writing guides as needed

Upper School (9th-12th)

Developmental Goals

- Literature: novels, poetry, short stories, essays, biographies, Shakespeare
- Frequent narrations (written, oral, project-based)
- Keep a commonplace journal
- Memorize poetry
- Vocabulary study
- Begin literary analysis
- Opportunities for public speaking and presentations
- Practice with various forms of writing: research, creative, biographical
- Introduce essay formatting styles
- Further develop the skill of giving and receiving feedback with peer evaluations
- Further develop self-editing skills
- Students will begin to receive grades on their work after several rounds of feedback and re-writing

Class time: Read a blend of classic and modern literature including novels, poetry, plays, short stories, essays, and Shakespeare. Encourage students to come to class prepared for book discussions by completing the reading and responding with narrations, journal entries, and thoughtfully prepared questions. Class time should include book discussions, sharing commonplace quotes, group projects, and opportunities for public speaking and presentations. Begin thoughtful literary analysis as a way of understanding the author's intent in writing and from a place of humility that assumes each work has something to say to its reader. Writing instruction should give students opportunities to practice various styles and types of writing, as well as introduce students to various formatting styles. Continue to develop the skills of giving and receiving feedback, self-editing, and revising a work until it's polished.

Weekly work: Students should be sent home with clear assignments for each week. Daily work should include reading and some form of writing, such as a narration or an illustration, responding to a journal question and/or thinking of their own question to bring to book discussions, and copying an entry into their commonplace journals. Assign work to coincide with particular writing skills. Daily work should take about 45-60 minutes.

Resources: *Know and Tell* by Karen Glass, classic and modern literature, *On Writing Well* and other writing guides as needed

Recommended resources for implementing narration in your home:

In the final volume of her Home Education Series, Charlotte Mason encourages parents to remember the value of narration as the primary path toward knowledge and understanding. She writes, "As we have already urged, there is but one right way, that is, children must do the work for themselves. They must read the given pages and tell what they have read, they must perform, that is, what we may call the *act of knowing*" (Vol. 6, p. 99).

Karen Glass writes in *Know and Tell*, "We tell because we want to relive an event or allow others to experience something with us.... At its heart, narration is a relationship-building exercise.... The child forms his own relationship with the material he is narrating, and as his relationships become broader and deeper, he begins to perceive the relationships that exist within knowledge itself.... Narration becomes the key that builds our relationship with knowledge, develops our thinking skills, and gives us the power to collect our thoughts and relate them accurately and effectively, both in speech and in writing."

We **highly** recommend that our parents educate themselves on the value of narration and commit to its use throughout all of their children's education. **Narration is a philosophy of learning, not merely a practice. The more you understand the philosophy behind it, the more you will trust its value in the nurture of your children, and trust that it will not only make them good writers, but, more importantly, it will make them good thinkers.** Following are some resources that we have found compelling, exciting and encouraging.

Books

Towards a Philosophy of Education, Charlotte Mason

Know and Tell, Karen Glass

Videos

[How to do Narration](#) with Sonya Shafer

Podcasts

[The Art of Writing, pt 1](#), The Literary Life Podcast

[The Art of Writing, pt 2](#), The Literary Life Podcast

Articles

[Let's Talk About Narration](#), part 1 (of 18)

[Narration with Auditory and Speech Issues](#) by Sonya Shafer

[Narration Ideas](#) by Sonya Shafer

[A Practical Guide to Narration](#) by Julie Ross

Reading Lists (a very incomplete and always growing guide!)

Lower School

Beatrix Potter series

Winnie-the-Pooh

Thornton Burgess books

A Child's Garden of Verse

Aesop's Fables

Folk Tales

Charlotte's Web, E.B. White

King of the Golden River, John Ruskin

Peter Pan (or, *Peter and Wendy*), James M. Barrie

Pinocchio by Carlo Collodi

The Red Fairy Book, Andrew Lang

St. George and the Dragon by Margaret Hodges

The Velveteen Rabbit by Margery Williams

Little House in the Big Woods, Laura Ingalls Wilder

biographies by Ingri D'Aulaire

Parables From Nature, Margaret Gatty

Understood Betsy, Dorothy Canfield Fisher

The Wind in the Willows, Kenneth Grahame

Heidi, by Joanna Spyri

A Wonder Book by Nathaniel Hawthorne

Tanglewood Tales by Nathaniel Hawthorne

Five Little Peppers and How They Grew by Margaret Sidney

Hans Christian Andersen fairy tales

The Pied Piper of Hamelin by Robert Browning

Five Children and It by Edith Nesbit

Little House on the Prairie by Laura Ingalls Wilder

Farmer Boy by Laura Ingalls Wilder

The Story of Doctor Dolittle by Hugh Lofting

Brightly of the Grand Canyon by Marguerite Henry

Mr. Popper's Penguins by Richard Atwater

Otto of the Silver Hand by Howard Pyle

Chanticleer and the Fox by Barbara Cooney's is one version

Along Came A Dog by Meindert De Jong

The Door in the Wall by Marguerite De Angeli

Elementary

A Bear Called Paddington, Michael Bond

The Mouse and the Motorcycle, Beverly Cleary

The Reluctant Dragon, Kenneth Grahame

The Blue Fairy Book, Lang

The Bard of Avon, Diane Stanley

Everything On It, Silverstein

The Bears on Hemlock Mountain by Alice Dalgliesh

The Hundred Dresses, by Eleanor Estes

Tales from Shakespeare by Charles and Mary Lamb

Beautiful Stories from Shakespeare by Edith Nesbit

Some Writer!: The Story of E.B. White, Melissa Sweet
The Sweep, Jonathan Auxier
A Little Princess, Frances Hodgson Burnett
Peter Nimble and the Fantastic Eyes, Jonathan Auxier
The Dream Keeper and Other Poems, Langston Hughes
The Princess and the Goblin by George MacDonald
Children of the New Forest by F. Marryat
The Jungle Book by Rudyard Kipling
A Little Princess by Frances Hodgson Burnett
At the Back of the North Wind by George MacDonald
Men of Iron by Howard Pyle
Alice's Adventures In Wonderland by Lewis Carroll
Through the Looking Glass by Lewis Carroll
The Bears of Blue River by Charles Major
Swallows and Amazons by Arthur Ransome
Caddie Woodlawn by Carol Ryrie Brink
On the Banks of Plum Creek by Laura Ingalls Wilder
The Little White Horse by Elizabeth Goudge
English Fairy Tales by Joseph Jacobs
King of the Wind by Marguerite Henry
The Wheel on the School by Meindert De Jong
The Matchlock Gun by Walter D. Edmonds
The Courage of Sarah Noble by Alice Dalgliesh
The Remarkable Journey of Prince Jen by Lloyd Alexander
Twenty and Ten by Claire Huchet Bishop
Mary Poppins by P.L. Travers
Rabbit Hill by Robert Lawson
The Twenty-One Balloons by William Pene du Bois
My Side of the Mountain by Jean Craighead George
Echo, Pam Munoz Ryan
The Invention of Hugo Cabret, Brian Selznick
Sarah Plain and Tall series by Patricia MacLachlan
The Life and Adventures of Robinson Crusoe by Daniel Defoe
Kidnapped by Robert Louis Stevenson
The Incredible Journey by Sheila Burnford
The Legend of Sleepy Hollow by Washington Irving
Paul Revere's Ride by Henry Wadsworth Longfellow
Rip Van Winkle by Washington Irving
Black Beauty, by Anna Sewell
Pollyanna, by Eleanor Porter
The Secret Garden, by Frances Hodgson Burnett
The Railway Children, by Edith Nesbit
A Book of Golden Deeds, by Charlotte Yonge
Bambi by Felix Salten
Little Britches by Ralph Moody
The Borrowers by Mary Norton
Lassie Come Home by Eric Knight
Gentle Ben by Walt Morey

Gone Away Lake by Elizabeth Enright
Thimble Summer by Elizabeth Enright
Return To Gone Away by Elizabeth Enright
By the Shores of Silver Lake by Laura Ingalls Wilder
Calico Captive, Elizabeth George Spear
The Sign of the Beaver by Elizabeth George Speare
Johnny Tremain by Esther Forbes
Tree of Freedom by Rebecca Caudill
Amos Fortune, Free Man by Elizabeth Yates
The Reb and the Redcoats by Constance Savery
Justin Morgan Had a Horse by Marguerite Henry
The Chronicles of Narnia series, by C.S. Lewis
The Chestry Oak, Kate Seredy
King Arthur and His Knights of the Round Table by Roger Lancelyn Green
The Story of King Arthur and His Knights by Howard Pyle
Oliver Twist by Charles Dickens
Kim by Rudyard Kipling
Little Women by Louisa May Alcott
A Christmas Carol by Charles Dickens
Captains Courageous by Rudyard Kipling
Puck of Pook's Hill by Rudyard Kipling
The Adventures of Tom Sawyer by Mark Twain
The Prince and the Pauper by Mark Twain
Treasure Island by Robert Louis Stevenson
Lad: A Dog, by Albert Payson Terhune
The Treasure Seekers by Edith Nesbit
The Chronicles of Narnia, CS Lewis
The Wouldbegoods by Edith Nesbit
Anne of Green Gables by Lucy Maud Montgomery
The Long Winter by Laura Ingalls Wilder
Little Town on the Prairie by Laura Ingalls Wilder
These Happy Golden Years by Laura Ingalls Wilder
The First Four Years by Laura Ingalls Wilder
Rebecca of Sunnybrook Farm by Kate Douglas Wiggin
Hans Brinker, or The Silver Skates by Mary Mapes Dodge
Michael Faraday, Father of Electronics by Charles Ludwig
Carry On, Mr. Bowditch by Jean Lee Latham
Rifles for Watie by Harold Keith
Across Five Aprils by Irene Hunt
Falcons of France by Charles Nordhoff, James Norman Hall
Goodbye Mr. Chips by James Hilton
The Story of My Life by Helen Keller
A Long Walk to Water, Linda Sue Park
Rascal by Sterling North

Middle School

The Hobbit by J. R. R. Tolkien
Animal Farm by George Orwell

The Iliad by Homer
Black Ships before Troy by Rosemary Sutcliff
The Odyssey by Homer
The Wanderings of Odysseus by Rosemary Sutcliff
Arkangel Production of *The Taming of the Shrew*
The Diary of Anne Frank, Anne Frank
Esperanza Rising, Pam Munoz Ryan
A Single Shard, Linda Sue Park
Selected Poems by Robert Frost
Where the Red Fern Grows by Wilson Rawls; 20th century
The Endless Steppe: Growing Up in Siberia by Esther Hautzig
The Winged Watchman by Hilda Van Stockum
Roll of Thunder, Hear My Cry by Mildred D. Taylor
Blue Willow by Doris Gates
Miracles on Maple Hill by Virginia Sorensen
Letters from Rifka by Karen Hesse
Jungle Pilot: The Life and Witness of Nate Saint, Martyred Missionary to Ecuador by Russel T. Hitt
The Von Trapp Family Singers by Maria Von Trapp
Number the Stars by Lois Lowry
The Ark by Margot Benary-Isbert
The Devil's Arithmetic by Jane Yolen
School of the Woods by William J. Long
Rob Roy by Sir Walter Scott
Adventures of Huckleberry Finn by Mark Twain
The Lord of the Rings, JRR Tolkien
Little Men by Louisa May Alcott
Jack and Jill by Louisa May Alcott
The Cricket on the Hearth by Charles Dickens
The Swiss Family Robinson by Johann Wyss
The Call of the Wild by Jack London
Twenty Thousand Leagues Under the Sea by Jules Verne
The Bronze Bow by Elizabeth Speare
Watership Down by Richard Adams
Beowulf by Seamus Heaney

Upper School

Adventures of Huckleberry Finn, Mark Twain
Bridge of San Luis Rey, Thornton Wilder
The Scarlet Letter, Nathaniel Hawthorne
Billy Budd, Herman Melville
Old Man and the Sea, Ernest Hemmingway
Jane Eyre, Charlotte Bronte
I Am Malala, Malala Yousafzai
Red Scarf Girl, Ji-li Jiang
All God's Children Need Traveling Shoes, Maya Angelou
Night, Elie Wiesel
Little Prince, Antoine de Saint-Exupéry
The Count of Monte Cristo by Alexandre Dumas

Pride and Prejudice by Jane Austen
Les Miserables by Victor Hugo
Uncle Tom's Cabin by Harriet Beecher Stowe
Frankenstein, or, the Modern Prometheus by Mary Shelley
The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson
Silas Marner, The Weaver of Raveloe by George Eliot
The Great Gatsby by F. Scott Fitzgerald
All Quiet on the Western Front by Erich Maria Remarque
The Chosen by Chaim Potok
Brideshead Revisited by Evelyn Waugh
Fahrenheit 451 by Ray Bradbury
To Kill a Mockingbird by Harper Lee
Heart of Darkness by Joseph Conrad
Lord Jim by Joseph Conrad
Lord of the Flies by William Golding
Something Wicked This Way Comes, Ray Bradbury
Jayber Crow by Wendell Berry
Till We Have Faces by C. S. Lewis
Brave New World by Aldous Huxley
Paradise Lost, John Milton
Pride and Prejudice, Jane Austen
A Tale of Two Cities, Charles Dickens
Far From the Madding Crowd, Thomas Hardy
Narrative of the life of Frederick Douglass, Frederick Douglass
Fahrenheit 451, Ray Bradbury
To Kill a Mockingbird, Harper Lee
Call of the Wild, Jack London
The House of Mirth, Edith Wharton
Their Eyes were Watching God by Zora Neale Hurston
The Glass Menagerie by Tennessee Williams
My Antonia by Willa Cather
A Man for All Seasons, by Robert Bolt
Wuthering Heights, by Emily Bronte
Orthodoxy, by G.K. Chesterton
David Copperfield by Charles Dickens
Adam Bede, by George Eliot
The Interesting Narrative of Olaudah Equiano
Far From the Madding Crowd, by Thomas Hardy
Rasselas, by Samuel Johnson
Perelandra (Space Trilogy Book Two), by C.S. Lewis
Frankenstein by Mary Shelley
Macbeth by William Shakespeare
Vanity Fair, by William Makepeace Thackeray
The Chosen, Chaim Potok
Animal Farm by George Orwell
Screwtape Letters by C.S. Lewis
The Importance of Being Earnest by Oscar Wilde
The Confessions by St. Augustine

Prison Poems of Dietrich Bonhoeffer by Dietrich Bonhoeffer
Don Quixote, Miguel de Cervantes
The Divine Comedy, Dante
The Aeneid by Virgil
Faust Part II by Goethe
The Brothers Karamazov, by Fyodor Dostoevsky
The Iliad by Homer
The Master Builder by Henrik Ibsen
Cry the Beloved Country by Alan Paton

Short Stories

My Kinsman, Major Molineux by Nathaniel Hawthorne
Young Goodman Brown by Nathaniel Hawthorne
The Fall of the House of Usher by Edgar Allen Poe
The Overcoat by Nikolai Gogol
A Simple Heart by Gustave Flaubert
The Grand Inquisitor by Fyodor Dostoevsky
The Necklace by Guy de Maupassant
How Much Land Does a Man Need? by Leo Tolstoy
The Machine Stops by E. M. Forster
The Open Window by Saki
Barn Burning by William Faulkner
Shooting an Elephant by George Orwell
The Secret Life of Walter Mitty by James Thurber
The Death of Ivan Illyich by Leo Tolstoy