

# Reading - Unit 4: Historical Fiction Clubs

Content Area: **ELA**  
Course(s):  
Time Period: **Trimester 3**  
Length: **8 weeks**  
Status: **Published**

## Course Pacing Guide

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Unit	Trimester	Weeks
1: Interpreting Characters: The Heart of the Story	1	8
2: Reading the Weather, Reading the World	2	8
3: Reading History: The American Revolution	3	8
4: Historical Fiction Clubs	3	8

## Unit Overview

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In this unit, students learn that in order to better understand history, readers use both primary and secondary sources. They learn to pay attention to clues in the text (like setting) that help them understand what life was like for characters during that time. Students learn that secondary characters are important components to the text. These skills are taught and practiced through the use of read aloud, close reading, small group discussions and use of Reading Response Notebooks. This unit is designed to strengthen students' ability to discuss and respond to historical fiction texts. Students maintain reading logs to reflect on stamina and build reading goals. Students also get peer and teacher feedback in book clubs and via reading notebooks. End of unit goals include: growing big ideas in a collaborative fashion, debating ideas while providing text-based evidence and building expectations around reading habits (both independently and within small groups).

## Enduring Understandings

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- Historical perspectives affect the way we see individuals, events, and places.
- Analyzing multiple perspectives over time gives us a truer picture of historical events.

## Essential Questions

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- How can the same historical events be interpreted differently?
- How do our views and beliefs about events and people change through reading fictional accounts of history?
- How can we distinguish fact from fiction?

## **New Jersey Student Learning Standards (No CCS)**

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LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

## **Amistad Integration**

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- District mandated diversity lessons
- Utilizing responsive classroom techniques, strategies and skills

### Unit 4: Historical Fiction Clubs

- Sadako and the Thousand Paper Cranes - Eleanor Coerr ®

- Bud, Not Buddy - Paul Curtis (U)

- The Watsons Go to Birmingham - Paul Curtis (U)

## **Holocaust/Genocide Education**

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- District mandated diversity lessons
- Utilizing responsive classroom techniques, strategies and skills

## **Interdisciplinary Connections**

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LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## **Technology Standards**

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TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

## **21st Century Themes/Careers**

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CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

## **Financial Literacy Integration**

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9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.4 Identify common household expense categories and sources of income.

9.1.4.D.1 Determine various ways to save.

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

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### **Instructional Strategies & Learning Activities**

Determine the time period in history using the narrative elements. Use primary sources, such as photographs and maps, to deepen their sense of an unfamiliar era or time period. Separate characters from historical or fictional people. Identify what is historical fact vs. fiction. Analyze different texts from the same period to identify conflicting perspectives. Visualize the setting through attention to detail and how that affects the characters' life. Synthesize prior knowledge with information extrapolated from the text to create a better mental picture. Create timeline to track historical events and how the event impacts the character emotionally. Evaluate relationships between characters. Recognize and reflect upon time shifts in the plot. Engage in critical discussions of shared texts. Analyze and compare shared texts within historical fiction texts. Actively listen to each other's thoughts and respond to each other's thoughts about the book. Respond to reading using various methods, such as, post-its and reader's notebook.

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### **Differentiated Instruction**

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Reader's Theatre
- Shared Reading
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts

- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

## **Formative Assessments**

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Conference notes/Teacher anecdotes

Reading Response Notebooks

Turn and talk conversations

Reading Logs

Book club discussions

Strategy Groups

Guided Reading Groups

Student-created goals from Student Response Rubrics

Exit tickets

## **Summative Assessment**

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Unit 4 Pre and Post Assessments

End of Unit share (Session 17: Celebration - i.e. theme web across shared books from the unit)

## **Benchmark Assessments**

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Spring Link It Assessment

Fountas and Pinnell Benchmark Assessments (Running Records)

## **Alternate Assessments**

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TC Running Records

<https://readingandwritingproject.org/resources/assessments/running-records>

## **Resources & Technology**

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Historical Fiction Clubs Lucy Calkins and Mary Ehrenworth

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers Jennifer Serravallo

Fourth Grade Readers: Units of Study to Help Students Internalize and Apply Strategies Martha Heller-Winokur, Marcia Uretsky, Isoke Titilayo Nia

Teaching with Fiction and Nonfiction Books, A Genre Study Irene Fountas, and Gay Su Pinnell.

The Comprehension Toolkit Grades 3-5 by Stephanie Harvey and Anne Goudvis. Publishers: Heinemann

A Guide to the Reading Workshop, Grades 3-5 (Book 1) Lucy Calkins and Kathleen Tolan

Lucy Calkins Resources CD / heinemann.com

Internet Links

Into the Book: Teaching Reading Comprehension Strategies

<http://reading.ecb.org>

Links to videos, class sites, strategies for Reader's Workshop

<http://www.readersworkshop.org>

TCRWP - Teachers College Reading & Writing Project

## **BOE Approved Texts**

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Number the Stars

Ben and Me

Dear America Series

F is for Freedom

George Washington's Socks

Lily's Crossing

Sarah, Plain and Tall

Scraps of Time Book Series

Sign of the Beaver

Snow Treasure

Sunflower

The Ballad of Lucy Whipple

## **Closure**

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Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and read it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing their summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, other students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed](#)

[around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.

- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"
- Post It Parking Lot - students demonstrate understanding by responding with a quick jot on a PIN on a shared class chart

## **ELL**

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Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)



- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

## 504

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- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## **At Risk**

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- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of leveled strategy cards
- Assistance in maintaining
- Appropriate leveled partners
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Speech to text on Google
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback in Reader's Response notebook and verbally
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text (with the transcript provided)
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

Leveled book clubs

Working toward Grade 5 and 6 goals on Student Response Rubrics