

Unit 4: Historical Fiction Clubs (Grade 4)

Content Area: **Reading**
Course(s): **Reading 4**
Time Period: **Marking Period 4**
Length: **4-6 weeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

LA.4.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer's purpose.
LA.L.4.2.A	Use correct capitalization.
LA.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
LA.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.L.4.3.B	Choose punctuation for effect.
LA.L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
LA.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
LA.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
LA.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LA.W.4.1.D	Provide a conclusion related to the opinion presented.
LA.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LA.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
LA.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.4.2.E	Provide a conclusion related to the information or explanation presented.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
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.4.8	(Not applicable to literature)
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.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How can background knowledge be used to understand characters?
- How can reading strategies be used in thinking about the text and making connections beyond the text?
- How do readers determine the theme of a story?
- How do the setting and the characters' lives compare to present time?
- How does an author's work help develop understanding of literary elements?
- What are the characteristics of historical fiction?
- What can be learned about a human problem through a fictional character?
- What is the purpose of using figurative language in literature?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Characters are well developed and realistically portrayed.
- Figurative language can be used to develop and add detail to story elements.
- Good readers use multiple comprehension strategies to make text personally relevant and useful. These strategies include: making connections (text to text, text to world, text to self), questioning, visualizing, making inferences, determining importance, and synthesizing.
- Historical Fiction helps the reader understand perspectives of people in places and times far different from their own.
- Historical fiction is fiction that is based on historical events or people. Although some facts may be true, most of the story is fictionalized.
- Human problems transcend place and time.
- Setting portrays an appropriate time and place, that connects to the story plot.
- Story plots must contain a conflict that is resolved by the end of the story.
- The theme or main idea involves social and political issues, or the theme may be universal (pertaining to or felt by all people) dealing with human values, emotion, and motivation.

Content

Students will be able to:

- Describe events of the plot.
- Identify conventions of historical fiction (for example: flashback, foreshadowing, dialogue, dialect).
- Develop an understanding of cultures in various parts of the world, relevant to particular time periods.
- Gain background knowledge about the time periods being studied.
- Describe characters in multiple ways. (what they do, what they say, what others say about them, how they change, their motivation).
- Identify the problem or conflict.
- Identify the setting and its importance to the text.
- Demonstrate an understanding of point of view.

- Use a variety of reading strategies to aid them in reading comprehension and analytically thinking.
- Identify common themes across traditional literature.
- Identify how author uses language to create a story and characters that young people can relate to.
- Use context clues to understand new words.
- Compare the treatment of similar ideas and themes as well as character types and patterns of events in other historical works of literature.
- Identify similes and metaphors and explain their meaning.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Summarize the text.
- Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.

Resources

- Mississippi Bridge by Mildred D. Taylor
- Great Depression Slideshow: <https://www.youtube.com/watch?v=TZz7mwvmm7A>
- Excerpts from Bud, Not Buddy by Christopher Paul Curtis.
- Number the Stars by Lois Lowry
- Children of the Holocaust
Website: http://www.museumoftolerance.com/site/c.tmL6KfNVLtH/b.5759983/k.6B50/Children_of_the_Holocaust/apps/nl/newsletter2.asp
- Number the Stars Closing Project (Diary or Newspaper)
- The Whipping Boy
- Mentor Texts
- Flipcharts
- Handouts
- Comprehension Questions
- Journal Entries
- Reading Strategies posters
- Chapter Quizzes
- Final Assessment