

# Unit 3 Reading: Historical Fiction Book Clubs

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Trimester 2**  
Length: **5-6 Weeks**  
Status: **Published**

## Brief Summary of Unit

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Historical fiction creates an opportunity for you to teach your students to tackle complex texts through close reading in the company of friends. Historical fiction takes place in a time and place the reader has never experienced. The characters engage in experiences and social issues that help students to understand a time in our history more deeply. The goal for this unit is for students to emerge as knowledgeable readers who have new confidence in tackling complicated literature. Students will also acquire the habits of reading independently and closely, which are essential to their future success. Students will read with comprehension to retell with specific details and examples from the text, (summarizes) and to infer and draw conclusions with specific evidence from the text. They will also read with comprehension to determine a theme of a text.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

## Pacing Guide

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Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 4](#); the word study units are paced according to unit duration within the curriculum. Please refer to [this scope and sequence](#).

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

## Standards

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The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated

content-based standards listed below.

These mandates may be hit through the selection of choice literature:

#### Amistad Commission

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of African-Americans to the growth and development of American society in a global context.

#### Asian American and Pacific Islander History Law

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

#### New Jersey Diversity and Inclusion Law

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:

<ADD WHICH APPLY TO THE UNIT FOLLOWING THE COLON AND SEPARATED BY COMMAS>  
economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

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.
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.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.9.4.5.Cl.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
TECH.9.4.5.Cl.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

## **Essential Questions/ Enduring Understandings**

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- What is historical fiction?
  - How do you learn about the historical time period in which the book takes place?
  - How does the historical time period of a book affect the way a character acts?
  - How can reading nonfiction books help me to make meaning of historical fiction books?
  - How can my book club help me to understand and interpret the information in my historical fiction book?
  - How do I make a historical fiction text have meaning in my life?
  - How do I create and develop theories about the characters in historical fiction books?
  - How do I read my historical fiction book through the lens of a theory that I have created?
  - How can the choices that characters make in historical fiction books affect my life?
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- Talking about books helps us develop new ideas about what we've read and confirm ideas we have.
  - Determining the theme of a story helps us to understand the author's purpose in writing a piece. Comparing similar themes helps us see how authors use similar and different ways of telling stories.
  - Authors chose specific settings in history to tell us stories. These specific settings impact the characters and teach us powerful lessons.
  - By evaluating historical fiction characters' emotions, actions, struggles, and motivations we can infer what real individuals from that time period went through. We can also check our inferences by researching connections from primary and secondary sources.

## **Students Will Know/ Students will be Skilled At**

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- How to 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.
  - How to determine a theme of a story.
  - How to summarize the text.
  - How to 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).
  - How to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
  - How to compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
  - How to make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
  - How to compare, contrast and reflect on stories in the same genre on their approaches to similar themes and topics.
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- Students will be able to identify the setting and emotional atmosphere of their historical fiction books.
  - Students will be able to create supportive book clubs that will help them interpret the text and deepen their ideas about what they are reading.
  - Students will be able to recognize and interpret both the character's life timeline and the historical timeline and draw conclusions about how they are intertwined.
  - Students will be able to use specific details from the text to summarize.
  - Students will be able to see the historical time period presented in their books through the perspectives of multiple characters.

- Students will be able to use nonfiction texts to help them generate ideas about their historical fiction books.
- Students will be able to create and deepen theories about the characters in their historical fiction books.
- Students will be able to recognize who has the power in their historical fiction books and analyze how this power affects individual characters differently.
- Students will be able to learn from the choices the characters make in historical fiction books and apply these lessons to their own lives.

## **Evidence/Performance Tasks**

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Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

### Formative Assessments

- Responses to Essential Questions
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud Reading responses, written and oral
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk
- Reading Logs
- Post-it Notes/Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Stop and Jot
- Small Group Strategy Reading group work
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions
- Student is able to determine the structure of text: description, compare and contrast, problem and solution, cause and effect, and chronological/sequential

- Knowledge of domain-specific vocabulary
- Theme notes, post-its, and evidence that supports theme using grade level text: Level Q\*
- Student is able to make predictions based on the actions of characters: post-its, retell, partner conversations. using grade-level text: Level Q \*
- Retell: Retell the nonfiction text using main idea and supporting details/summaries using grade-level text: Level Q \*
- Summarize: Summarize story by determining important events in relation to character and eliminating inconsequential details (novels, chapters, test prep) using grade-level text: Level Q\*
- Retell/Summarize using grade-level text: Level Q\*
- Inferencing post-its using grade-level text: Level Q\*
- Student Writing using grade-level text: Level Q

### **Summative Assessments:**

- Reading Notebooks using grade-level text: Level Q
- Running Records
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments

### **Benchmark Assessments**

- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- iReady Screener and Diagnostic Assessment
- Benchmark Assessments created that align with the report card using grade-level text: Level Q
- Grade Level Benchmark Assessment Level Q
- Standards-based reporting system and report card

## **Learning Plan**

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Upper elementary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both balanced and structured literacy practices to both comprehend/ analyze *and* decode texts.

### **Balanced Literacy**

To teach comprehension and analysis, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include interactive read-alouds/alongs, mini lessons, independent reading, small group strategy

instruction or guided reading, one-to-one conferencing, and book club discussions. Students will select from authentic literature at their independent reading levels from a rich classroom library. Teachers will focus on the needed skills and behaviors identified on the F&P Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

Teachers should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Reading/Student Conferences: Provides time for students to do independent reading while teacher confers with individual students, works with small groups, or reading clubs\*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click [here](#).)

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

## **Structured Literacy**

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-based techniques. Daily word work emphasizing prefixes, suffixes, and root words enhancing vocabulary word power is embedded within the reading block. Teachers use a multisensory approach to teach morphology. For Word Study, please refer to the [.Cranford Scope and Sequence.](#)

Decodable and controlled texts are used as needed and primary work study lessons may be referenced. Additionally, see the Cranford Public School Grades K-8 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. Individual conferences with each student will address specific needs of the reader.

Please see the Cranford Public School [Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The sections/bends

below provide detailed teaching points and lesson ideas for on-level reading.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

## **Getting Ready**

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To plan for this unit, you will want to note:

A) During this unit, students should regularly meet in book partnerships or small book clubs for discussion to help them keep track of the information in their books and also deepen their thinking. Historical fiction books tend to have A LOT of complex information that book clubs members (or partnerships) should work tirelessly to help each other sift through.

B) Many of the lessons in this unit will inspire students to write theories about the characters in their books. Use a more scaffolded approach and thinking prompts throughout the unit for journaling assignments (in class and/or for homework), in preparation for partner talks, as an assignment to complete at the end of every other chapter, etc.

## **Learning Plan: Suggested Teaching Points and Possible Lessons**

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The first nine teaching points below have mini-lessons. They refer to the book *Stone Fox*, which is a Level P. It is used as a quick whole class introduction to historical fiction before moving to book clubs. You can insert any historical fiction book into these lessons.

### **Bend 1: Understanding the Importance of Setting in Historical Fiction**

Readers think about how the texts we read are different and try to figure out what to expect from certain kinds of texts.

- Connection: Have the students look back at their reading log and talk to their partner about the different genres they have read so far this year and what makes them different. Share that each time we try a new genre, we have to think about what makes us unique. When we read we prepare ourselves for the different genres.
- Teach: Introduce the teaching point and explain that we are going to read a new genre: Historical

Fiction. Explain that before we read there are a few things you need to start to look for so you know what to expect. With historical fiction, we pay attention to the time period and the character's actions.

- Active Engagement: Students will look at the circles in the notebook/chart. Students will write what they know about narrative and nonfiction genres. Chart and discuss findings.
- Independent Practice: The students will explore some historical fiction picture books and try to answer the following questions in their notebook: What kinds of things do you notice about this genre? What makes this genre different from any other genre?
- Closure: Have the students bring their notebook to the carpet and meet with their reading buddy and talk about what they are discovering about the different genres. Assign HW: Students will preview and not read the novel *Stone Fox* and write down why they think the genre might be historical fiction.

Readers use tools to help guide conversations within their book clubs.

- Connection: Have the students turn and talk and discuss what they learned about the character and the theory they developed about them.
- Teach: Explain that people in real life, and the characters in our books, act certain ways for reasons. There are tons of things that influence the ways we behave. Share that if they think about it, they behave in certain ways because of their parents. Describe that their parents taught them lessons about how they want them to act, and sometimes if they don't act the way they want them to do they will be in trouble. Explain that we also think about the laws before we do some things, or what other people will think of us. Share that as they've been learning through historical fiction, things were very different in the past. The laws were different, ways people treated each other were different, and the ways people thought were different. Share that whenever we read, we have to consider what was going on in the time period to try to figure out why our characters act in certain ways.
- Active Engagement: Break up students into their 'book club' groups. Students will cite evidence from the text about what they learned about *Stone Fox*. Pose the questions: What theories are you developing about? Students will use the "Let's Talk Mat" to start their discussions. Next, pose: How does the passage 'The Cherokee Nation' help you to understand how *Stone Fox* is acting?
- Independent Practice: Students will read chapter 8 in the novel *Stone Fox*. Remind the students that as they read they are to continue to act like a detective searching for hidden clues inside the book that show the world of the story. Remind the students to post-it or write in their reading notebook evidence that shows how they are figuring out why *Stone Fox* is behaving the way he does and/or what they are learning about him. Once finished, students are to continue to read their independent book thinking about the goal stated already.
- Closure: Students will share their independent book findings with their reading partner. Remind the students to continue these practices as they read their independent books at home. Students will determine the outcome of the race on the class chart. Have the students reflect on the last chapter titled "The Day". Next take each scenario from Chapter 8 and illustrate the scene based on the author's words. Pose a question to the students: who do you think will win the race? Ask, do you think Willy and his dog Searchlight stand a chance against the toughest racers around? Do you think *Stone Fox*'s ill feelings towards white settlers will give him an edge to win the race? Students should write a sticky note and place it on the 'Race Outcome' chart.

Readers will pay attention to not only what the place looks like, but what it feels like-not just the physical details, but the emotional atmosphere.

- Connection: Share that in our last session we discovered what makes historical fiction unique. Have students talk to their reading buddy and share what they learned about the new genre.
- Teach: Explain that in order to understand the historical time period; we try to learn more about it. Have the students look at the picture on the screen and their notebook and really study it. Share that

this picture will help them to understand the westward movement. (chose a picture from the time period)

- Active Engagement: Instruct the students to write in their notebook what they see, know, wonder, and think about the picture. Then discuss the findings.
- Independent Practice: Have the students read chapter 1 in the novel *Stone Fox*. As they read they are to pay attention to not only how the author describes the setting, but the emotional atmosphere. Students respond on a post-it or their notebook: What evidence from the text supports the genre of historical fiction? Once students have finished they will continue to read their independent book focusing on the above.
- Closure: Gather students on the carpet with their post-it or notebook. Students should talk with their reading partner about *Stone Fox*. The children will share what they wrote in their notebook or post-it with their partner. Explain HW: What evidence from the text supports the genre you are reading?

Readers act like detectives to find clues that help us envision the historical time period in which the story is set.

- Connection: Discuss the trickiness of historical fiction since it is set in a different time. We must read closely and search for clues. The students will turn and talk to their buddy about the little details they are starting to notice when reading *Stone Fox*. Share that today we are going to act like detectives and look for clues to help us understand the historical time period.
- Teach: Introduce the teaching point. Refer to the read aloud book, *Coming on Home Soon* by Jacqueline Woodson pointing out what can be learned about the time period based on clues. (This tells me that people who lived in this time...) Reflect in the reading notebook and rehearse ideas with a reading buddy. Share chart: Searching for Clues About the Time Period.
- Active Engagement: After teacher model using *Coming On Home Soon* students, will respond to another passage from that text.
- Independent Practice: Students will read chapters 2-3 in the novel *Stone Fox*. Adding ideas to their notebook. As students read, teacher(s) will conference with students or partnerships and work on how important the time period is to the character's actions.
- Closure: Students will meet with their partner and share their time period clues.

Readers also use prior knowledge to help us envision the time historical time period.

- Connection: Review session 3 and have the students share what they wrote in their notebook. Explain that we have to use prior knowledge to figure out unknown things. Students will turn and talk and share what is happening in the text and what it tells us about the time period. Share that today we are going to learn another trick that will help us figure out what life was like in the time period our books are set in.
- Teach: Reference page 26 in *Stone Fox* and talk about "city slickers" and what it means. Students will use context clues and knowledge of the time period. (When I read the part about how little Willy ran into "city slickers" in town I knew they weren't like him...)
- Active Engagement: Refer to page 7 and have students look at some vocabulary words that refer to the time and place (example: hitched, palomino, wagon, little black bag, doctor going to the home) students will follow the model writing in their notebook.
- Independent Practice: Students will break out and read chapters 4-5 in the novel *Stone Fox* and jot down what they know about the historical time period and how it relates to the character's actions following the model acting like detectives searching for clues hidden in their books that shows the world of the story. Then read and write about their own historical fiction book.
- Closure: Students will return to the whole group and partner share what they learned while reading today.

## **Bend 2: Understanding how a character is influenced by the historical time period**

Readers will interpret the characters within the historical context of the story, understanding the character's perspective.

- **Connection:** Share that the real events that took place in history impact the way characters (people) react to certain situations.
- **Teach:** Explain that it is important to understand the events that occurred during the time period you are reading about to fully understand the actions of the characters. Have the students refer to the 'Cherokee Nation' passage in their reading notebook. Read it aloud as the students follow along and underline new information they have learned.
- **Active Engagement:** Have the children reread the last passage of 'The Cherokee Nation' and pose: How would you feel towards the individuals who forced you to leave? Students will discuss this question with their reading buddy.
- **Independent Practice:** Remind students that what occurs during the time period affects how characters act. The students should continue to read their independent reading books with this in mind.
- **Closure:** Share with the students that as they read at home and in school they should continue to read their independent books with the time period in mind.

Readers of historical fiction consider the character's traits and emotions as well as the historical time period to figure out why the characters behave in certain ways.

- **Connection:** Share that today we are going to continue considering the thoughts and feelings our characters possess while also thinking about something else: how that time in history also affected the characters. There are things going on in the world that influence the way we act. It is important for us to consider the power culture has over the ways we act. Have the students think about the article, "The Cherokee Nation". Students should turn and talk to their buddy about what they learned about the treatment of Native Americans during that time.
- **Teach:** Share that each character in the novel *Stone Fox* has different motivations for their actions. Model with Grandma from the novel *Coming Home* soon. Share that Grandma stays strong for Ada Ruth. Mama had to go and work, therefore Grandma had to watch Ada Ruth etc. Show how to develop a theory and gather evidence.
- **Active Engagement:** Students will receive a character (Little Willy, Stone Fox, and Grandfather). Children will return to previous chapters and gather evidence on how their character acted based on the events in the story and the period in time. Students will develop a theory and gather evidence.
- **Independent Practice:** Students will read their independent books and pay close attention to the time period and develop a theory about one of the characters in their historical fiction books.
- **Closure:** Students will Jigsaw the information gathered on the character they researched from the novel *Stone Fox*.

Readers think about the past to help understand why the character acts the way they do.

Readers notice the way a character acts and uses his/her actions to try to understand them.

- **Connection:** Explain that one way to really get inside character's heads is to try to understand their beliefs and values. As readers, we can try to consider what they were taught and what they think is right.

Have the students Turn and Talk: What are Stone Fox's beliefs and values? Share that by understanding Stone Fox's belief, it helps us to understand why he acts in certain ways.

- Teach: Share a passage from the novel Stone Fox (pg.60) in which Stone Fox hits Little Willy. Think aloud and share post-it/reading notebook entry: 'When I read the part about Stone Fox hitting Little Willy in the face I knew Stone Fox was still upset over the treatment of his tribe by white settlers. I don't believe Stone Fox doesn't like little Willy as 'white folk' and doesn't trust him.
- Active Engagement: Share a passage from page 61 and have the students respond to the passage on a post-it or in their reading notebook. Prompt their thinking with "When I read the part about Searchlight not being able to sleep I know..."
- Independent Practice: Share that Stone Fox considered a different character's beliefs, even if it was very different from his own. Have the students read chapters 9 and 10 in the novel Stone Fox. Have the children post-it or write in their reading notebooks how Stone Fox considered another character's beliefs and what he did. Were you surprised?
- Closure: Class discussion: Were you surprised? What do you think caused Stone Fox to make the choice he made?

### **Bend 3: Understanding the Theme and Message in Historical Fiction Texts**

Readers understand what they're reading and can convey the message to others.

- Connection: Explain to their students that they will meet in groups today to discuss what they have read in Stone Fox so far.
- Teach: Tell the class what the 'Talk Mat' is and how to use it through modeling the procedures. Refer to the chart on the PowerPoint. Share with the class that they will use one item from their notebook or post-it to discuss as a group. Review what it means to discuss. Students are to ask each other questions, refer to the text, etc.
- Active Engagement: Once conversations are over, students will read chapters 6 and 7 in the novel Stone Fox. Remind the students to refer to 'The Cherokee Nation' passage as they are introduced to a new character. Students should write about their findings on a post-it or in their reading notebook. Pose: How does what we know help us understand the character Stone Fox?
- Independent Practice: Students should read their independent books keeping in mind the historical time period.
- Closure: Partnerships will share what they learned about the new character Stone Fox relating what they learned from the 'Cherokee Nation' passage.

### **Other Possible Teaching Points for Book Club Groups**

- Readers know that a small group of readers (book club) who read the same or similar texts can help each other learn more than we could learn on our own.
- Each member of a group brings their own ideas to the book club. It is important for everyone to feel like they are a part of the group and that their opinion matters.
- We work together to take in the huge amount of information that is thrown at us in the beginning of a historical fiction novel. We help each other keep track of the who, what, where, when, and why.
- Historical Fiction readers understand the importance of having background knowledge on the topic being read to enhance his/her understanding.
- Readers of historical fiction know that the setting will be unfamiliar, so it is important to pay attention to what the place looks like. But, characters can also give clues to the time period. Nothing that happens in the story happens accidentally.

- When characters act differently this reflects the fact that each of the characters plays a different role in the world and therefore is shaped differently by the times.
- Readers of Historical Fiction must pay special attention to the author's word choice. From time to time, a reader of historical fiction will come across an unfamiliar word that is important to the time period, setting, etc. These are interesting words that get our attention and can be discussed during book clubs.
- Readers of Historical Fiction put themselves in the shoes of people in the time period. We do this so that we can empathize and imagine more realistically what it would be like to live in that time and place.
- Readers of Historical Fiction develop a deeper empathy for the people who lived in another time and place by asking ourselves how we would deal with the kinds of obstacles or struggles they faced.
- Readers note the perspective from which a story is being told, or the perspective from which information is being given, by asking, "Who is telling the story? Whose voice is heard here? Whose voice is missing?" Readers can push themselves by thinking about the voice that is not heard and understand that character's perspective.
- Readers pay attention to the messages authors send about characters. Readers ask themselves, "Why does the character act, think, talk, or dress the way he or she does? What might the author be trying to tell me through these choices?"
- Readers pay attention to the messages authors send about the story. (Theme)
- Readers develop big ideas about groups of people in a particular historical period by paying attention to how an event means different things to different people. (theme)
- Readers look for similar themes across different books to deepen our understanding.
- Readers convey complex ideas by alluding to ideas in other texts.
- Readers think not only of a character's timeline but also the historical timeline.
- Readers understand that as their books become more complex, so will their thoughts. We...
- Recognize the importance of our own original thoughts and connections as we bring our life experiences with us while we read.
- Remember that each reader brings his/her own meaning to the story. Each person is the author of their own reading!
- Recognize that a book may have more than one big idea or theme.
- Revise our thoughts throughout the story and allow our ideas to shift and change as read.
- Value the interpretations of each member of our book club, knowing there is no right way to think, just different ways.
- Pause when we have read a part that seems particularly important to the story or connected to another event. We give ourselves time to think deeply, discuss, and connect to these parts. We keep these parts in mind as we continue to read.
- Readers of historical nonfiction recognize when time shifts in the story. We pay close attention to words and actions so we can track when the story jumps from the present to a memory, dream, or past event.
- Use a timeline of historical events and another timeline of story events to help understand how the two are connected.
- Notice the reactions of different characters to different events in the story and ask,
  - What does this reaction say about this character or the time period?
  - How is this character's behavior shaped by what is happening in the world?
- Read Aloud Considerations:

During read aloud ask students questions that encourage them to think deeply about character motivations and how they are interacting with the text.

- Have you seen the characters show a behavior or a side of themselves that was unexpected? What was

happening in the story that explains why the character behaved that way?

- “Let’s think about what’s going on here. Turn and talk to your neighbor about what you think (so and so) is thinking right now.”
- Describe some of the characters inner thoughts? What does this tell you about who they are on the inside?
- Describe some of the characters choices and actions? What does this tell you about how they want others to view them?
- Who has the power in this scene? How do you know?
- How do the character’s actions help support the theme?
- What phrases, words or images are repeated throughout the text? What do you think the author was trying help us understand about the character or theme?
- What can you infer the phrase \_\_\_\_\_ means?
- Describe what you think \_\_\_\_\_ is alluding to.
- Which sentence from the story explains why \_\_\_\_\_?
- Turn in talk about the setting using specific details from your text.
- How is the setting influencing the plot, and the choices the characters are making?
- Turn and talk about what big ideas are shown in your text. What connections can you make to the big ideas from your story to our read aloud?
- What are you learning about the \_\_\_\_\_ (time period) that you did not know before?

## **Materials**

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In addition to the materials below, the link that connects to district-approved books and resources utilized in this course can be found here: [Core Book List](#). Teachers must refer to this list while selecting whole-class or small-group leveled resources.

The materials used in this course integrate (varied and leveled) instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials used in all classrooms include the following: Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 2; Fountas and Pinnell Classroom System, Guided Reading; Fountas and Pinnell Classroom System, Mini Lessons; Fountas and Pinnell Classroom System, Readaloud; Jennifer Serravallo Complete Comprehension; Intervention materials include, but are not limited to, Leveled Literacy Intervention kits.

## **Instructional Materials**

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### **Possible Whole Class Read**

- Stone Fox by John Reynolds Gardiner
- The Secret School by Avi
- A Lion to Guard Us by Clyde Robert Bulla

### **Possible Book Clubs**

- Civil War/Slavery: RST
- Ajeemah and His Son by James Berry
- Which Way Freedom? By Joyce Hansen
- Freedom Crossing by Margaret Goff Clark

### **Civil War: M**

- Civil War on Wednesday Magic Tree House by Mary Pope Osborne

### **Colony/American Revolution: PQR**

- A Lion to Guard Us by Clyde Robert Bulla
- Matchlock Gun by Walter D. Edmonds
- Felicity Saves the Day by Valerie Tripp
- Phoebe the Spy by Judith Griffin
- Riding Freedom by Ryan

### **Colony/American Revolution: L/M/N**

- Sybil Lundington's Midnight Ride
- Buttons for General Washington
- Broco Charlie and the Pony Express
- Revolutionary War on Wednesday Magic Tree House by Mary Pope Osborne (M)

### **WW2: O**

- The Night Crossing by Karen Ackerman
- Spy on the West Side by
- Mieko and the Fifth Treasure by Eleanor Coerr
- When the Soldiers Were Gone by Vera W. Propp

## **WW2: Q**

- A Time to be Brave by Joan Betty Stuchner

## **Westward Movement: RST**

- The Girl who Chased Away Sorrow
- Soft Rain
- Sarah, Plain and Tall by Patricia MacLachlan (R)
- Skylark by Patricia MacLachlan (R)

## **Westward Movement: LMN**

- Clouds of Terror by Catherine A Welch
- Twister on Tuesday by Mary Pope Osborne
- Pioneer Sisters by Laura Ingalls Wilder
- Prairie School by Avi

## **Civil Rights**

- One Crazy Summer by Garcia
- Scraps of Time: Abby Takes a Stand by Patricia McKissack (Q)

## **Read Alouds Most during Civil Rights**

- Ruth and the Green Book by Calvin A. Ramsey
- White Socks Only by Evelyn Coleman
- The Other Side by Jacqueline Woodson
- Coming On Home Soon by Jacqueline Woodson (WW2)
- Freedom Summer by Deborah Wiles
- Fishing Day by Andrea Davis Pinkney
- Star Fisher by Yep (Immigration)
- Butterfly by Patricia Polacco (WW2)

## **Anchor Charts**

- Read aloud chart titled: Our Thinking About Historical Fiction separated into the following sections: title of text, time period or historical event, power/voice, lesson learned and symbols. As you read your read-alouds, fill in the chart.
- Genre Chart: Narrative Nonfiction, Realistic Fiction and Historical fiction to compare and contrast the genres (How historical fiction is a combination of fiction and nonfiction)
- Historical Fiction Unit: When reading historical fiction texts, readers... identify the time period, pay

close attention to the problems and historical conflicts characters face, are extra alert to gather important details necessary to understand the information, analyze how the time period impacts the character's choices, decisions and actions, recognize that characters react differently in situations because of the groups they belong to (age, race, gender)

- Searching for Clues about the Time Period chart
- Historical Fiction Readers Learn the Meaning of Time Specific Words to Build Word Power: How does the word fit with the chapter/What's happening, Is it positive or negative word, feeling tone? The tricky word tells me more about..., Find a synonym or phrase that fits in the sentence, Look up the word if you are still unsure
- Places Worth Stopping and Jotting: Learn New Information, See a Strong Image, Burst with Curiosity, Meet New Words, Come to an End of a Section, Read a Funny Part
- Historical Timeline/Personal Timeline
- Following Character (How the character changes)
- Theme
- Big Ideas

### **Word Study:**

Word Study Scope and Sequence using multisensory approach to word work [grade 4 link](#)

### **Teacher Resources**

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- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 4 Heinemann, 2013. (Specifically, Navigating Nonfiction)
- Teachers College Reading and Writing Project Reading Units of Study, Grade 4, 2014-2015.
- Guide to the Reading Workshop, included in the Units of Study for Teaching Reading, Grades 3-5, Heinemann
- The Continuum of Literacy Learning: A Guide to Teaching by Heinemann
- Reading Fiction: Notice and Note: Stances, Signposts, and Strategies by Kylene Beers and Robert E. Probst (use articles in this book to guide instruction)
- Solutions for Reading Comprehension: Strategic Intervention for Striving Learners by Linda Hoyt, Kelly Davis, Jane Olsen, and Kelly Boswell
- The Reading Strategies Book by Jennifer Serravallo
- Energize Research Reading and Writing by Christopher Lehman
- Conferring with Readers; Supporting Each Student's Growth and Independence by Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups by Jennifer Serravallo
- Falling in Love with Close Reading: Lessons for Analyzing Texts-and Life by Christopher Lehman & Kate Roberts
- The Literacy Teacher's Playbook, 3-5, Jennifer Serravallo
- Reading Projects Reimagined: Student Driven Conferences to Deepen Critical Thinking, Dan Feigelson
- Cranford Public School Grades K-8 Google Folder for instructional materials
- Independent Reading Assessment, Jennifer Serravallo, Fiction and Non Fiction, Scholastic.
- Fountas and Pinnell Benchmark Assessment Kit

- Word Study Scope and Sequence using multisensory approach to word work
- For lessons for Word Work, see [Florida Center for Reading Research](#)
- [Crosswalk \(suggested IRA titles and Mini Lesson numbers\)](#)

## **Suggested Strategies for Modifications and Accommodations**

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[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504 plans.

For possible modifications to content during reading workshop, please . . .

- Refer to the Pathways to Intervention document in the K-5 folder for specific appropriate interventions.
- Consult with Cranford Problem Solving Team (CPST), as needed.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

The teacher should use the benchmark assessments to determine strategy groups to build upon weak or enhance skills. Possible groups: recall/monitoring for meaning, accumulating the text, inferences, citing text evidence, synthesizing, interpretation/analyzing author's craft, using details from the text to predict/infer/retell, writing about reading, summarizing, and using meaning and structure to improve fluency.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student

- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech to text function on computer

Individual conferences with each student will address specific needs of the reader.