

Unit 3 Reading: Historical Fiction Book Clubs

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **4-6 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit, students will read analytically, synthesizing a broad range of high-quality, increasingly difficult literature. The narratives will sweep fifth-graders away as they compare and contrast themes, while incorporating nonfiction research into their reading. At the start of the unit, students will research complicated, historical settings to better understand a place and time that they have not inhabited. Fifth-graders will study multiple plot lines, consider how one part fits into another part of a text, and think about what craft moves each author made and why. During the unit, students will move up levels of text complexity, while continuing to set, accomplish and reset goals within their own independent reading habits, close reading skills, and writing about reading. Collaborative groups will work to learn how to listen to each others' ideas and hold onto them throughout the novel to form deeper interpretations and across more than one text. Later, readers think about how the information from nonfiction texts enlarges their historical knowledge, as well as their understanding of character's struggles, perspectives, and insights. Children learn to think across fiction and nonfiction, across story and history, across the books they have read, and across their own lives.

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 2022

Pacing Guide

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 5](#); the word study units are paced according to unit duration within the curriculum. For Word Study scope and sequence, please refer to [the scope and sequence](#).

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

Instructional Reading Level Benchmark: T, U

Grade 5: Instructional Reading Level (T-V)*

Trimester 1 Needs Support		2 Approaching Standards	3 Meets Standards	4 Exceeds Standards
1st	Student is reading at an instructional level Q or below (independent P or below).	Student is reading at an instructional level R/S (independent Q, R).	Student is reading at an instructional level T. (independent S)	Student is reading at an instructional level U or above. (independent T)
2nd	Student is reading at an instructional level R or below (independent Q or below).	Student is reading at an instructional level S/T (independent R, S).	Student is reading at an instructional level U. (Independent T)	Student is reading at an instructional level V or above. (independent U)
3rd	Student is reading at an instructional level S or below (independent R or below).	Student is reading at an instructional level T/U (independent S, T).	Student is reading at an instructional level V. (Independent U)	Student is reading at an instructional level W or above. (independent V)

*According to Fountas and Pinnell Benchmark Assessment or Teachers College In Book Assessment

Standards

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.

Commission on Holocaust Education

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and a

consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a place and hatred whenever and wherever it happens.

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes the research process and how information is created and produced; critical thinking and using information resources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources.

LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.RL.5.10	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.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and

background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.3.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.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.9.B	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
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.6	Model integrity, ethical leadership and effective management.
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.CI.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.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
	Collaboration with individuals with diverse perspectives can result in new ways of thinking

and/or innovative solutions.

Essential Questions/Enduring Understandings

Essential Questions:

- How can I draw on all I know about reading historical fiction to rise to the challenge of reading even more complex historical fiction texts?
- How can I read in a way that lets me trace themes in these stories and think about the author's craft?
- How can I attend to the challenging work of tracing setting, plot, and characters across a text?
- To what extent does a deeper interpretation of the characters and setting help us better understand that period in time?
- How can I draft and revise my interpretation theory?

Enduring Understandings:

- Effective historical fiction readers depend on nonfiction to deepen and extend their reading.
- Effective historical fiction readers understand the setting is not just a physical space and understand the emotional atmosphere of the time period.
- Readers will interpret the characters in their books within the historical context of the story.
- Readers understand the decisions characters make is shaped by what is happening in the world around them.

Students Will Know/Students Will Be Skilled At

Students will know:

- Readers develop strategies to build collective interpretations across texts.
- Readers develop strategies to synthesize complex story elements.
- Students will also learn to follow multiple plot lines and shifts in the time and place.
- Students will pay close attention to how the setting contributes actively to the plot.

Students will be skilled at:

- Students will be able to read across novels, noticing patterns and themes.
- Students will be able to read complex texts with a deeper comprehension.
- Students will tackle complex texts through close reading strategies.
- Students will compare characters that are entangled in historical and social issues of great significance.
- Students will analyze author's craft and structure as vessels for meaning.
- Students will establish independent reading habits.
- Students will develop close reading skills.
- Students will practice writing about reading skills.

Evidence/Performance Tasks

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
- Envision and prediction 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 Jots
- Small Group Strategy Reading group work
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions
- Knowledge of domain-specific vocabulary

Summative Assessments:

- Reading Notebooks using grade-level text
- 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
- Standards-based reporting system and report card

Learning Plan

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](#).)

Small group strategy work can provide instruction around specific Level R language and literary features (page 204-205 Continuum)

- Notice new and interesting words and record them.
- Solve content-specific words and technical words using graphics and definitions
- Identify important ideas in a text and report on them, either written or orally.
- Explain events, procedures, ideas, or concepts in a historical or scientific text based on specific information.
- Explain how an author uses reasons or evidence to support a particular point in a text.
- Make a wide range of predictions based on personal experiences, content knowledge and knowledge of similar texts.
- Change predictions as new information is gathered
- Make predictions based on illustrations and graphic texts.
- Notice aspects of genre or combined genres in hybrid texts
- Understand and talk about text structure
- Compare and contrast information within and outside of a text
- Notice how an author or illustrator uses illustrations and other graphics to create mood/tone/etc
- Notice how illustrations and text work together

Small group strategy work can provide instruction around specific Level S language and literary features (pages 208-209 Continuum)

- Determine the meaning of academic and topic-related terms within a text
- Determine knowledge of flexible ways to solve words (parts, ending, etc)
- Identify important ideas and report them in an organized way
- Summarize a text using boxes and bullets at intervals or chunks
- Make and justify predictions
- Bring background knowledge to understand the text
- Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts
- Express changes in ideas or perspectives across the reading (as events unfold) after reading a text
- Acquire new content and perspectives about diverse cultures, time and places
- Infer the big ideas and discuss how they are applicable to people's lives today
- Infer the cause of problems or outcomes in nonfiction texts
- Notice and discuss aspects of genres
- Identify and evaluate arguments
- Identify main ideas and details
- Identify multiple perspectives

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.

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.

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.

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

Suggested Teaching Points: Bend 1 Deep Comprehension and Synthesis of Complex Story Elements

Focus Question: How can I help my students to get lost in the drama of historical fiction while also attending to the challenging work of tracing setting, plot, and characters across a text? How can I develop a deeper understanding of the characters and the setting by learning about that period in time?

Minilesson: Readers draw on all possible resources to gain an understanding/awareness of history. We can do this by relying on:

- Movie clips
- Social studies texts
- Historical images
- When reading the first page of historical fiction, readers notice how much information is given and quickly synthesize details so they can keep track of all the information.

Minilesson: Readers of historical fiction not only picture what the setting looks like but also what it feels like.

We need to pay attention to the physical details and the emotional atmosphere.

Minilesson: Readers keep track of information and sort it so they begin to grasp the who, what, where, when, and why of the book. We do this by:

- Utilize reading tools such as timelines, graphic organizers, and lists of characters
- Fill in gaps where we need clarification
- Notice shifts in time (Flashback/Memory Moment – See Notice and Note by Beers)

Minilesson: Readers know that as their books get harder, they have to work harder. We do this by:

- Using our pencils as we read to jot our thinking.
- Rereading when we come to a confusing part or to clarify a word or part of the text.
- Synthesizing details as we read.

Minilesson: Readers create timelines of events or pivotal moments for the character as a way to analyze the relationship between the character and historical events. We can do this by

- Creating one timeline for the character and another one for tracking historical events to see how the two intertwine.
- Using other graphic organizers to keep track of unfolding plots

Minilesson: Readers think about the point of view of the main character, which may be different from their own point of view. We can do this by:

- Suspending our own judgments
- Comparing and analyzing why the main character acts the way she does
- Considering the time in which they were living and how that affected their behavior

Minilesson: Readers analyze how Who the Narrator is Influences the Telling of the Story. We do this by asking:

- If a different perspective was used to present this scene, what details might have been included/excluded? Why?
- If a different perspective was used to present this scene, how might the mood and tone of the scene be different? Why?
- If a different perspective was used to present the scene, how might the reader understand things differently?
- What might be gained or lost by the author choosing this narrator to tell the scene/presenting this scene through this perspective? Why might the author have made this choice?

Suggested Teaching Points: Bend 2 Interpreting Complex Texts

Focus Question: How can I help my students draft and revise their interpretations based on their growing

understanding of both the story and the interpretation itself?

Minilesson: Readers trust the author and pay attention to parts that seem to slow down. They know these details will teach them something important and may help them understand characters' actions later on.

Minilesson: Readers take care of the relationships in their book clubs.

- Support each other
- Make sure everyone feels like an important part of the group
- Have good conversation skills to help you develop your thinking

Minilesson: Readers notice that historical fiction is about more than just plot. We look beyond what's happening to uncover underlying ideas and themes.

Minilesson: Readers recognize that secondary characters have a plot of their own (Ex: Ellen Rosen from Number the Stars)

Minilesson: Readers understand that reading is about drafting and revising ideas. We can do this by:

- Growing ideas
- Reading on and changing those ideas when we encounter new worldviews and characters

Minilesson: Readers articulate significant ideas about their books and revise them independently. Then we reconsider, elaborate, and defend those ideas with other readers.

Minilesson: Readers understand that the meaning of the text lies between the book and the reader.

- Think about the words on the page and ask how it makes you feel.
- What does it make you think about?

Minilesson: Readers know that there is no "right" idea about a story.

- Each one of us brings our own history to a book—what you might think is important is different from what someone else thinks.
- All of our responses and ideas matter.

Minilesson: Readers pause as they read, lingering on certain passages to help grow big ideas.

- We slow down and linger when... there may be a dramatic or surprising scene; the scene we are reading is connected to other parts of the story.
- When we linger on these parts, we: jot ideas down about them; reread them with our clubs; compare our thinking; connect them to other parts; have conversations about them.

Minilesson: Readers recognize that, in good books, details matter and perceptive readers accumulate and

string together details. We can do this by,

- Keeping track of details that support our ideas
- Being alert and pay attention to those details
- Jotting down notes about those details and how they begin to fit together to keep track of them all

Minilesson: Readers understand that good stories are about more than one idea.

- Be open to revising your initial ideas or adding to them—allow yourself to change and learn.
- Understand that the ideas may change in the story.
- Don't ignore parts of the text that don't necessarily fit with what you think.
- Listen to others' ideas about the story to gain understanding or a different perspective

Minilesson: Readers use allusions, figurative language, and symbolism to convey ideas that are not easily contained in ordinary language during conversations.

Minilesson: Readers analyze how an object is important to a story

Minilesson: Readers look closely at a scene and imagine the different points of view that characters in that scene bring to the action. We can do this by:

- Pausing and thinking empathetically and imaginatively.
- Observing the actions and dialogue of the character.

Suggested Teaching Points: Bend 3 Becoming More Complex Because We Read

Focus Question: How can I almost write the story of my own reading—noticing things in the text that perhaps no one else notices, thinking and questioning what I see, letting nonfiction spark new ideas.

Minilesson: Readers remember that they are constantly drafting and revising their ideas about a text as they read.

Minilesson: Readers try to step into the shoes of other characters to help us understand the bigger picture of what our stories might be really, really be about.

Minilesson: Readers reanalyze their stories through the lens of power. We can do this by asking,

- Who has the power?
- How is power visible?”
- What forms can power take?
- How does the power shift?

For example: If you are reading, The Yellow Star you might point out the actions of King Christian X and pose the question, How do the actions of King Christian influence the power of the Nazis?

Minilesson: Readers know that they can be influenced by a character’s actions at a critical moment, just like the people around the character were. We read with an open mind ready to learn and change.

Minilesson: Readers use historical fiction to ignite new ideas about other novels. They know that books are more than characters and setting and details—they are ideas. The ideas in one story can help you find ideas in another. We do this by:

- We use bits of nonfiction together with historical fiction to gather ideas
- We think about people, places, events, and ideas to find similar themes across texts

Some common themes across texts:

- Sometimes in life we don’t know how brave we are until we are tested
- Sometimes in life people go to any end to save a friend
- Those who do nothing to stop injustice are making a choice to let it happen
- We don’t always appreciate what we have until we lose it
- Sometimes in life people are afraid of change
- Doing what you believe is right is not always easy
- People can hurt others out of fear for themselves
- Power is unequal--some groups have more than others
- Sometimes people become more committed to fighting for a cause when something happens to someone they love
- War tears apart families
- Violence seems to lead to further violence

Questions for students to consider when reading across texts:

- What theme is present in both stories?
- How have the authors approached the topic differently?
- What ideas are supported by both stories?
- How did each of the characters react differently to conflict? What messages does the author seem to be trying to convey through those reactions?

Getting Ready

To plan for this unit, you will want to:

- Familiarize yourself with unit and teaching points.
- Group students according to benchmark reading levels for book clubs.
- Collect book club books from various time periods across history.
- Set up students in book clubs and discuss the importance of partnerships during reading.

Materials

The materials used in this course integrate varied, 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.

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.

Materials used in all classrooms include the following:

Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 1

Fountas and Pinnell Classroom System MiniLessons Book

Fountas and Pinnell Classroom System Guided Reading; Fountas and Pinnell Classroom System, Readaloud

Jennifer Serravallo Whole-Book Assessment.

Intervention materials included, but are not limited to, Leveled Literacy Intervention kits.

Instructional Materials

Potential Read Aloud Texts:

*You can use any picture books that reflect a time period you would model with.

Examples of Read Alouds for World War II/ Holocaust Time Period

- Number the Stars by Lois Lowery

- The Boy on the Wooden Box: How the Impossible Became Possible by Leon Leyson
- The Girl Who Survived by Bronia Brandman
- The Hidden Girl : A True Story of the Holocaust by Lois Metzger & Lola Rein Kaufman
- Benno and the Night of Broken Glass by Meg Wivott
- Terrible Things: An Allegory of the Holocaust by Eve Bunting
- Willie & Max: A Holocaust Story by Amy Littlesugar
- The Yellow Star: The Legend of King Christian X of Denmark by Carmen Agra Deedy
- Behind the Bedroom Wall by Laura Williams
- The Greatest Skating Race: A World War II Story from the Netherlands by Louise Borden
- The Shadow Children by Steven Schnur
- Star of Fear, Star of Hope by Jo Hoestlandt

Book Club book offerings should reflect various time periods in history:

Examples:

- Souder by William Armstrong
- Riding Freedom by Pam Munoz Ryan
- One Crazy Summer by Rita Williams Garcia
- George Washington's Socks by Elvira Woodruff
- Abraham's Battle: A Novel of Gettysburg by Sara Harrell
- Snow Treasure by Marie McSwigan
- A Boy at War by Harry Mazer
- Mary on Horeseback by Rosemary Wells
- Bud, Not Buddy by Christopher Paul Curtis
- The Watson's go to Birmingham by Christopher Paul Curtis
- Esperanza Rising by Pam Munoz Ryan
- The Night Crossing by Karen Ackerman
- The Winter of Red Snow by Kristina Gregory
- Westward to Home by Patricia Hermes
- Freedom Crossing by Margaret Goff Clark
- A Ballad of the Civil War by Mary Stolz
- Steal Away to Freedom by Jennifer Armstrong
- Runaway Freedom: A Story of the Underground Railroad by Barbara Smucker
- I Survived Series...
- The Whipping Boy by Sid Fleischman
- Sarah, Plain and Tall by Patricia MacLachlan
- In the Year of the Boar by Jackie Robinson
- Brave Like My Brother by Marc Tyler Nobleman
- West to a Land of Plenty by Jim Murphy
- A Single Shard by Linda Sue Park
- Woods Runner by Gary Paulsen
- Shades of Gray by Carolyn Reider
- Code Talker by Joseph Bruchac
- Moon Over Manifest by Clare Vanderpool

Potential Teaching Charts:

*Use resource CD for rubrics, student samples and charts

Making Our Way Through Historical Fiction

- Collect setting details
 - What kind of place is this?
 - What does it feel like?
- Is there trouble (conflict) brewing?
 - Can you taste danger?
 - How is it changing?
 - What feels important here?
- Collect vital data about the character:
 - Traits?
 - Pressures?
 - Problems they face? How do they face those problems?
 - How do characters react differently to the problems?
 - What drives/Motivates them?
 - What are their Hopes and Fears?
- What new understanding and historical information do you have?
 - What was life like for people then?
 - What were problems back then? Who resisted them?
- What is the sequence of events in the story?
 - Be careful, they jump around often!
- Notice what's changing in the book:
 - How are the character's problems escalating?
 - Has the Setting or Mood changed?
 - Has the Character changed recently? How have they changed? What has caused the change?

Book Club Conversation Prompts:

I Am Growing POWERFUL Book Club Conversations by:

- Listening with my body and being respectful
- Making sure all club members' ideas are heard
- Working through disagreements because they help us understand more
- Re-reading parts of the book with my club to clarify and gather more thinking
- Giving ALL of my attention to the club and our work

Rising Stars of Talk:

Stars	Explanation	Example
***	Say something to debate/Say something to extend	What evidence supports your idea? <ul style="list-style-type: none">• You said _____.• What caused you to say that?• You said _____, because _____. This makes me think _____.
**	Say something to clarify/ Say something better/Say something to review?	<ul style="list-style-type: none">• Do you mean ____?• Can you explain__?• You said _____, but I think _____.
*	Say something Say something back Say Something in contrast	<ul style="list-style-type: none">• I think _____.• I think...because__.• I agree• I disagree

*This list generally progresses to higher-level thinking.

Book Club

Skill: Monitor for Meaning

Make sure you are understanding everything. If you are unsure, make a note that you'd like to discuss the meaning of the text with your group. (Note: Try to figure out if the problem is vocabulary, figurative language, keeping track of characters, accumulating information correctly, etc.)

Skill: Envision

Write about what you're seeing, hearing, tasting, touching, and feeling. Point out critical aspects of the setting you notice and explain why this detail is so important to the story and to your mental movie.

Skill: Empathize & Connect with Characters

Imagine being in his/her shoes and discuss how you would feel, what you would think, what you would do, etc. When connecting, make sure you are making meaningful connections that help develop your understanding, not connections that distract you.

Skill: Predict

Make predictions. Always provide evidence to support your predictions.

Challenge – Don't just make vague predictions, predict exactly what the character will do or how the story will unfold.

Skill: Give your Opinion

Write strong reactions to aspects of the story that evoke powerful emotions. Give your opinion and explain why you feel this way.

Skill: Infer

Pay attention to characters' actions, words, and thoughts and infer what this tells you about the characters. Provide evidence.

(Note: Inferences are not directly stated. You figure them out. When inferring about characters, use precise adjectives, such as "considerate" rather than "nice.")

Skill: Question

Ask thought provoking questions. These questions do not have literal answers from the text and they stir up

meaningful conversations or even debates.

Skill: Read Critically

Analyze whose perspective the story is coming from. Write about how this affects the story. Consider whose side is not being told. Write about how the story could be different from another perspective.

*Quote parts of the text and discuss the meaning, why these particular words are so important, or why the author chose to use these words.

Skill: Interpret

Write about what the story is really about. Try to answer the question, “What was the author’s true purpose in writing this story?”

Skill: Critique

After carefully judging, give your view of the story or the way it is written. Explain your opinion clearly. (Ex. “This part of the story feels very unrealistic to me because..... It was so clever of the author to...because.....)

Recognize Signposts

Note them and explain why you think the author included that element.

1. Tough Questions 4. Contrasts and Contradictions
2. Again and Again 5. Words of the Wise
3. Memory Moments 6. AHA! Moments

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 5 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 5, 2014-2015.
- Guide to the Reading Workshop, included in the Units of Study for Teaching Reading, Grades 3-5,
- “Alternate Units of Study” from Constructing Curriculum (Units of Study, Heinemann, page 286)
- Guide to the Reading Workshop, included in the Units of Study for Teaching Reading, Grades 3-5,
- Tackling Complex Texts: Synthesizing Perspectives Volume 1 by Lucy Calkins Units of Study

- Tackling Complex Texts: Interpretation and Critical Reading Volume 2 by Lucy Calkins Units of Study
- Locate and preview “Intellectual Independence” from Constructing Curriculum (Units of Study, Heinemann).
- Locate and preview “Intellectual Independence” from Constructing Curriculum (Units of Study, Heinemann).
- The Continuum of Literacy Learning: A Guide to Teaching by Heinemann
- Building a Reading Life Progression (see Assessment section)
- Building a Reading Life from Units of Study to support “welcoming books and losing yourself in a story”
- Notice and Note: Strategies for Close Reading by Kylene Beers and Robert E. Probst
- 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
- 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 Accommodation and Modification

[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 . . .

- Small group on-level group work
- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the Strategies for Striving Students in the K-8 folder for specific appropriate interventions.
- Use visual presentations of all materials to include graphic organizers for writing.
- Use digital ebooks, technology, audio and video version of printed text (TFK/Scholastic?Epic Audio version)
- Differentiate roles in discussion groups

- Mark texts with a highlighter.
- 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.