Unit 3: Reading Historical Fiction (Weeks 19-27)

Content Area: **English Language Arts**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 3: Reading Historical Fiction

Unit Rationale

In this unit, students are learning to make evidence-based decisions as they read, research, and analyze various issues and topics. Students will be expected to analyze a variety of literary and informational texts and convert their understanding to share with their peers.

Essential Questions

1. How can historical texts help the reader better understand events from the past?

2. How does an author's experience and background shape their writing?

3. How does struggle change people?

Pre-Assessments

Teachers will analyze pre-assessment data collected from Common Lit Trimester Assessment..

A KWHLAQ chart could also be used to assess prior knowledge.

Instructional Plan

Throughout this unit, students will be exposed to several informational texts as well as one historical fiction novel. Students will learn about universal themes, context clues, characterization, plot development, summarizing, compare/contrast, and word choice.

Possible Texts:

-A Long Walk to Water, Linda Sue Park

- The Boy in the Striped Pajamas, John Boyne

- Number the Stars, Lois Lowry

- The Devil's Arithmetic, Jane Yolen

- Friedrich, Hans Peter Richter

- The Night Diary, Veera Hiranandani

- various informational text outlets such as Newsela, Scholastic Scope, Readworks, etc

- Windows & Mirrors Grade 6 Textbook

There are specific materials for each of these novels within the 6th grade teacher's drive If you cannot access this link please email Sarah Whitman at swhitman@collsk12.org for full access.

ALL LESSONS CAN TAKE SEVERAL DAYS

Skill Set 1: Assessing Prior Knowledge

Student Learning Intentions or We are learning to … (WALT)

WALT cite textual evidence to support analysis of inferences drawn from the text

WALT draw inferences from the text

WALT that analysis is based on inferences made from text evidence and relevant connections

Student Success Criteria … "I can statements"

I can...draw inferences from clues in a text.

I can...apply prior knowledge to make inferences.

I can...analyze my prior knowledge on a topic.

I can...cite evidence to support my inferences.

Instructional Strategies and Activities

- Provide background knowledge

- Direct Instruction

- Gradual release

- Video

- Whole class reading

- Independent reading

Formative Assessments

- Race responses

- Exit slips

- Reading checks/quizzes

- Student conferences

- Class discussions

- Observation

- Turn and talks

Instructional Materials and Resources

- reflect on general comprehension

- [KWL for background knowledge](#)

- Research activity

- Inference diagram

- 2-part questioning

- Novel/movie comparisons

- Inference activity

Reflections and Suggested Modifications

ELA.RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.SL.PE.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
ELA.SL.PE.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Skill Set 2: Theme & Central Idea

Student Learning Intentions or We are learning to … (WALT)

WALT theme or central idea is conveyed through particular details in a text

WALT determine a theme or central idea of a text

Student Success Criteria … "I can statements"

I can...analyze key events/details in a text.

I can...apply key details/events into a big picture.

I can...determine the theme of a story.

I can...determine the central idea of informational text.

Instructional Strategies and Activities

- Direct Instruction

- Gradual release

- Video

- Whole class reading

- Independent reading

Formative Assessments

- Reading checks/quizzes

- Student conferences

- Class discussions

- Observation

Instructional Materials and Resources

- Plot Diagram

- [Theme Activity](#)

Reflections and Suggested Modifications

ELA.RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

Skill Set 3: Characterization

Student Learning Intentions or We are learning to … (WALT)

WALT characters respond or change as the plot moves toward a resolution.

Student Success Criteria … "I can statements"

I can...identify characteristics about a character.

I can...analyze a character's actions based on their characteristics.

I can...infer how a character will act, respond, or change.

I can...make connections to real people and other characters.

Instructional Strategies and Activities

- Direct Instruction

- Gradual release

- Video

- Whole class reading

- Independent reading

Formative Assessments

- Reading checks/quizzes

- Student conferences

- Class discussions

- Observation

Instructional Materials and Resources

- Role-playing

- Character illustrations

- Character Autopsies

Reflections and Suggested Modifications

| ELA.RL.IT.6.3 | Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. |

Skill Set 4: Analysis of Key Details/Events

Student Learning Intentions or We are learning to … (WALT)

WALT a key event is illustrated and elaborated in a text through examples and anecdotes

WALT analyze how a key individual, is introduced, illustrated, and elaborated in a text

WALT identify the author's purpose.

Student Success Criteria … "I can statements"

I can...identify key events and details in a text.

I can...explain how certain events are significant to the overall text.

I can...connect the events of the text to it's historical component.

I can...explain the author's purpose.

Instructional Strategies and Activities

- Direct Instruction

- Gradual release

- Video

- Whole class reading

- Independent reading

Formative Assessments

- Reading checks/quizzes

- Student conferences

- Class discussions

- Observation

Instructional Materials and Resources

- Scope Activity
- Plot Diagram

Reflections and Suggested Modifications

ELA.RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
ELA.RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
ELA.RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

Lesson 5: Vocabulary & Word Choice

Student Learning Intentions or We are learning to … (WALT)

WALT determine the technical meaning of words and phrases in a text

WALT determine the figurative meaning of a word and phrase in a text

WALT determine the connotative meaning of words and phrases as used in a text

Student Success Criteria … "I can statements"

I can...use context clues to learn the meaning of unknown words.

I can...apply knowledge from new vocabulary into my everyday writing.

Instructional Strategies and Activities

- Direct Instruction

- Gradual release

- Video

- Whole class reading

- Independent reading

- Vocabulary Instruction

Formative Assessments

- Student conferences

- Class discussions

- Observation

- Vocab jams

Instructional Materials and Resources

- Identify vocabulary words and define in context

- Figurative language chart

- Word Wall

Reflections and Suggested Modifications

ELA.L.VL.6.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
ELA.L.VL.6.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
ELA.L.VL.6.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Skill Set 6: Writing About Reading

Student Learning Intentions or We are learning to … (WALT)

WALT support claims with clear reasoning

WALT use credible sources to demonstrate an understanding of a topic

WALT produce clear and coherent writing with a voice that is appropriate to task, purpose, and audience

Student Success Criteria … "I can statements"

I can...apply writing skills while completing a RACE response to what I am reading.

Instructional Strategies and Activities

- Direct Instruction

- Gradual release

Formative Assessments

- RACE assignments

- Multi-Text assignment

- Student conferences

- Class discussions

- Observation

Instructional Materials and Resources

- Students will complete short writing assignments on central idea

- Race Responses

Reflections and Suggested Modifications

ELA.W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
ELA.W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
ELA.W.IW.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, GIfted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

The novel and informational text variety allows for discussions about Asian American Pacific Islander culture, racism, mental health, Holocaust, and societal norms and biases.

https://docs.google.com/spreadsheets/d/1uf0fWDvpqWFOAb51rOq7mN5xq-xu-M5Yp2FbEVZ9Kt8/edit?usp=sharing

New Jersey Student Learning Standards: Content Area

ELA.L.VL.6.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
ELA.L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
ELA.L.VL.6.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
ELA.L.VL.6.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
ELA.RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
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ELA.RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an

	audio, video, or live version of the text.
ELA.W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
ELA.W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
ELA.W.IW.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.

Integration of Career Readiness, Life Literacies and Key Skills

Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Integration of Computer Science and Design Thinking

CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math

The reading and writing skills taught throughout this unit will provide knowledge, practice, and support in all content areas where reading and writing are required.

https://docs.google.com/spreadsheets/d/1bNUBwwW9BLgTLqfjfVAJiet6rbmQ3THg-sXDz2rEnXk/edit?gid=0#gid=0

Chronological sequencing helps us understand the interrelationship of historical events.

21st Century Life and Career

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

SEL Competencies and Standards

SEL.PK-12.2.3   Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

SEL.PK-12.3.1   Recognize and identify the thoughts, feelings, and perspectives of others