07 Historical Fiction

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **19 days**
Status: **Published**

UNIT ORIENTATION

: Students will focus on historical fiction and be lifted out of our ordinary lives and imagine lives of adventure and heroism. Students will tackle complex texts through close reading of a place in time in history that the reader has never experienced. The characters in the book engage in experiences and social issues that help the readers understand the time and history more in depth. The goal for the unit is for students to become knowledgeable readers who can tackle complex literature that is based on historical fiction. .

Enduring Understandings

- Book club members follow the routines and expectations

    o Create and follow club guidelines and expectations for talk

    o Collaborate on club focus and agenda

    o Collaborate on reading amounts

    o Actively listening and responding

- Readers of historical fiction independently and with the support of clubs read complex texts by

    o Monitoring for sense, asking who, what, where, when, and why

    o Paying attention to details

        § Using multiple plotlines for plot and subplots

        § Identifying, envisioning both physical and emotional setting (atmosphere and mood)

        § Note taking Determining point of view

            • First person

            • Third person

        § Analyzing character's traits, motivations and challenges (change)

- Readers of narrative interpret text(s) through drafting, revising and elaborating multiple ideas

    o Readers consider how passages connect to other parts and the whole

    o Readers consider symbolism o

- o Readers consider how ideas from one text connect to ideas from another and how ideas connect between texts and their lives

- o Readers consider secondary characters

- o Readers consider how the theme(s) weave throughout the story and other texts

- Readers of historical fiction pay close attention to perspective by

  - o Noticing the way a character sees the world

  - o Noticing the way a character responds to events and what role the character's personality, age, religion, other group designation plays in that response

- Readers of historical fiction read nonfiction to deepen their understanding their text by

  - o Viewing and interpreting primary source images

  - o Asking questions and turning to nonfiction resources for answers

- Readers of historical fiction identify, understand, and use domain specific vocabulary

Essential Questions

 How can we determine a theme of a story and apply it within everyday life?

What can we compare and contrast history and historical fiction?

How can we read a text in many different character perspectives?

CONTENT AREA STANDARDS

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth

analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

A.   Read grade-level text with purpose and understanding.

B.   Read grade-level text orally with accuracy, appropriate rate, and expression.

C.   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

EVIDENCE OF LEARNING

Alternate Assessment

- Portfolios

- Verbal Assessment (instead of written)

- Multiple choice

- Modified Rubrics

- Performance Based Assessments

Summative Assessments

End of Unit Tests

Running Records

NJSLA

Open Ended Responses

Written responses

Formative Assessments

- Checklists

- Conferences

- Class Discussions

- Exit Slips

- Interactive Notebooks

- Quizzes

- Reflections

- Review of classwork/homework

- Running Records

- Student Participation

- Teacher Observations

- Text Dependent Questions

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Teachers College Units of Study

Leveled books including texts of diverse subjects

Interactive notebooks

Mentor texts

Readers notebooks

Chromebooks
IXL

Readworks

EPIC

Resources/Suggested Mentor Texts:

Number the Stars- By, Lois Lowry

Rose Blanche- By, Roberto Innocenti

Tiger Rising- By, Kate DiCamillo

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Special Education:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Pair visual prompts with verbal presentations

Modified or scaffolded homework and classwork

Extended time as needed

Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with a English-speaking peer

At Risk of Failure:

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

INTERDISCIPLINARY CONNECTIONS

Social Studies: Historical research; social justice - Analyze and evaluate events in historical fiction (for example, WWII in Number the Stars - discussion of Holocaust)

Career Readiness: Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity. Work productively in teams while using cultural global competence. Literary responses (critical) Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.