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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:**Unit 4 Historical Fiction |
| **Grade Level:**4 |
| **Duration:**Trimester 2 |
| **Description:**In this unit, readers will be immersed in historical fiction books, learning how to read with the setting in mind. Students will be taught strategies to think about the setting and explore different time periods in history. A repertoire of strategies will be developed to explore theme and interpretation. Students will learn how to think, talk, and write across historical fiction books using text evidence.  |
| **Enduring Understandings** |
| **Concepts / Reading Skills:*** Retelling
* Character inference
* Interpreting themes
* Using text evidence
* Reading with the setting in mind
* Inference
* Envisioning
* Monitor for sense
* Perspective / point of view

**Understandings:** * Readers read historical fiction books with the setting in mind.
* Readers think about historical events.
* Readers interpret themes in historical fiction books.
* Readers envision and monitor for sense as they read.
* Readers think about perspectives while reading historical fiction books.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** [RL.4.1](http://www.corestandards.org/ELA-Literacy/RL/4/1/) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

* [RL.4.2](http://www.corestandards.org/ELA-Literacy/RL/4/2/) Determine a theme of a story, drama, or poem from details in the text; summarize the text.

* [RL.4.3](http://www.corestandards.org/ELA-Literacy/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).

* [RL.4.9](http://www.corestandards.org/ELA-Literacy/RL/4/9/) Compare and contrast 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.
* [RL.4.10](http://www.corestandards.org/ELA-Literacy/RL/4/10/) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

* [RF.4.3](http://www.corestandards.org/ELA-Literacy/RF/4/3/) Know and apply grade-level phonics and word analysis skills in decoding words.

* [RF.4.3.A](http://www.corestandards.org/ELA-Literacy/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.

* [RF.4.4](http://www.corestandards.org/ELA-Literacy/RF/4/4/) Read with sufficient accuracy and fluency to support comprehension.

* [RF.4.4.A](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) Read grade-level text with purpose and understanding.

* [RF.4.4.B](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

* [RF.4.4.C](http://www.corestandards.org/ELA-Literacy/RF/4/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

* [RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

* [RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

* [RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

* [RI.4.10](http://www.corestandards.org/ELA-Literacy/RI/4/10/) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

* [SL.4.1](http://www.corestandards.org/ELA-Literacy/SL/4/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

* [SL.4.1.A](http://www.corestandards.org/ELA-Literacy/SL/4/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
* S[L.4.1.B](http://www.corestandards.org/ELA-Literacy/SL/4/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.

* [SL.4.1.C](http://www.corestandards.org/ELA-Literacy/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.

* [SL.4.1.D](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

* [SL.4.2](http://www.corestandards.org/ELA-Literacy/SL/4/2/) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

* [SL.4.3](http://www.corestandards.org/ELA-Literacy/SL/4/3/) Identify the reasons and evidence a speaker provides to support particular points.

* [W.4.3](http://www.corestandards.org/ELA-Literacy/W/4/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
* [W.4.4](http://www.corestandards.org/ELA-Literacy/W/4/4/) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
* 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

*Social Studies:** 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston hav impacted state and national governments over time.
* 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
* 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
* 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
* 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
* 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experience and events by people with different cultural or individual perspectives. (Holocaust)

*Career Readiness Practices:* * Act as a responsible and contributing citizen and employee
* Utilize critical thinking to make sense of problems and persevere in solving them.
* Work productively in teams while using cultural global competence.
* Consider the environmental, social and economic impacts of decisions
* Model integrity, ethical leadership, and effective management
* Use technology to enhance productivity, increase collaboration and communicate effectively.

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness
* Self-Management

**Computer Science: Ethics and Culture*** 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

**Life Literacies and Key Skills:** **Creativity and Innovation*** 9.4.5.CI.1: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

**Technology Literacy*** 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

**Critical Thinking and Problem Solving** * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
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| **Essential Questions** |
| * How do readers read with the setting in mind?
* How do readers use history to comprehend fiction?
* How do readers use fiction to learn about history?
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| **Student Learning Objectives** |
| ***Students will …*** * Immerse themselves in historical fiction books.
* Envision and monitor for sense as they read.
* Read with the setting in mind.
* Interpret themes and symbols.
* Think across texts with text evidence.
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| **Suggested Activities**  |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Readers read historical fiction books with partners or book clubs.**

- Create book clubs or partnerships with readers reading the same book or reading books from the same time period.* **Readers are immersed in historical fiction picture books.**

- Conduct a class inquiry and create a chart of noticings.* **Readers look for setting clues when they read historical fiction books.**

- Model how readers pay close attention to the details about the setting. (Historical Fiction Clubs, pg. 5)* **Readers construct book clubs to do important work.**

- Set up guidelines for book club members to read together. (Historical Fiction Clubs, pg. 11)* **Readers envision as they read historical fiction books.**

– Model how readers monitor for sense by envisioning as they read.* **Readers monitor for sense as they read historical fiction books.**

– Model how readers monitor for sense as they read by paying attention to the story elements as they read. (Historical Fiction Clubs, pg. 13)* **Readers fit the pieces together: who, what, where, when, why, and how.**

– Model how readers put the pieces together while reading a historical fiction book. (Historical Fiction Clubs, pg. 16)* **Readers think about the timeline of history while reading historical fiction books.**

**-** Demonstrate how readers think about where in history the book there are reading takes place in. (Historical Fiction Clubs, pg. 25)* **Readers pay attention to dates in historical fiction books.**

– Demonstrate how readers notice dates in books, knowing that dates in historical fiction are important and tell us about history. (Historical Fiction Clubs, pg. 30)* **Readers think about perspectives in historical fiction books.**

– Model how readers think about why characters act a specific way and think about the historical context. (Historical Fiction Clubs, pg. 35)* **Readers look for symbolism in historical fiction books.**

– Model how readers pay attention to repeating words or images. (Historical Fiction Clubs, pg. 44)* **Readers think about the themes in the story.**

– Model how problems in historical fiction can be interpreted into themes. (Historical Fiction Clubs, pg. 48)* **Readers use text evidence to support themes in a story.**
	+ - Model how readers use text evidence to support their thinking.
* **Readers think deeply about important parts in their historical fiction books**.

 – Model how readers linger on important parts of their historical fiction books. (Historical Fiction Clubs, pg. 55)* **Readers pay attention to objects in historical fiction books**.

– Model how readers look for big ideas in symbolic objects in historical fiction books. (Historical Fiction Clubs, pg. 58)* **Readers ask themselves, “Who has the power?” in historical fiction books.**

– Model how readers investigate power in historical fiction books. (Historical Fiction Clubs, pg. 136)* **Readers think across historical fiction books by thinking about common themes.**

– Model how readers compare themes across historical fiction books. (Historical Fiction Clubs, pg. 145)* **Readers celebrate all they have learned about historical fiction books.**

**Strategies for Differentiated Instruction:****English Language Learner (ELL):*** Provide students with an introduction about the book being read.
* Pictures from the time frame the story took place can be helpful.

**Special Education:*** Have students stop halfway through the chapter or at the end of each chapter to ensure understanding.
* Provide students with an introduction about the book.
* Review theme in a simpler book before practicing theme in these books.

**At-risk:*** Have students stop halfway through the chapter or at the end of each chapter to ensure understanding.
* Review theme in a simpler book before practicing theme in these books.

**G & T:*** Provide students who are above level with the appropriate books and activities that can challenge their thinking.
* Have students compare and contrast various historical books.
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| **Materials** |
| **Materials:** * Historical Fiction Clubs
* Leveled library
* Historical fiction books
* Book Bags / boxes
* Chart paper
* Markers
* Anchor chart post- its
* Flexible seating options
* Smart Board activities
* Raz Kids / Storia
* CD Player for audio books

  **Mentor Texts:** * Number the Stars by Lois Lowry (Holocaust)
* Rose Blanche by Christophe Fallaz and Roberto Innocenti (Holocaust)
* Hidden: A Child’s Story of the Holocaust by Loic Dauvillier (Holocaust)
* Letters from Rifka by Karen Hesse (Holocaust)
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| **Assessments** |
| Formative:* Teacher observations
* Skills checklists
* Teacher created tests
* Reading notebook
* Read Works comprehension assessments
* News ELA comprehension assessments
* IXL reading assessments
* NJSLA practice tests

Summative:* Teacher’s College Independent Reading Level Assessment (IRLA) as needed
* Fluency assessment
* Rubrics
* District created inter-disciplinary assessments
* Lucy Calkins Fiction, Nonfiction, Historical Fiction, and Research Assessments
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| **Modifications** |
| **English Language Learners*** + Charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Audio books
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need, guided reading groups)
	+ Pre-teach vocabulary
	+ Retell parts of your favorite story by pictures, written responses, or both
	+ Provide students with pictures from the story and have them put the pictures in the correct order
	+ Raz Kids / Storia
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Working with partners
* Audio books
* Modeling
* Flexible/preferential seating
* Retell parts of your favorite story by pictures, written responses, or both
* Provide students with pictures from the story and have them put the pictures in the correct order
* Raz Kids/ Storia
* Partner reading
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Retell parts of your favorite story by pictures, written responses, or both
* Provide students with pictures from the story and have them put the pictures in the correct sequence
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Leveled readers
* Above grade level texts
* Extended reading time
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| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |