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| **Grade 4****Unit Overview*****Historical Fiction Clubs*** |
| **Focus Teaching Points** | * Paying particular attention at the start of a book to analyze the setting—when the story takes place, where and what this place feels like
* Keeping track of story elements to continually build understanding of the plot
* Self-assessing and goal-setting based on assessment using rubrics and learning progressions
* Keeping track of a character’s timeline side-by-side with historical timelines
* Stepping into characters’ shoes to better understand how characters are shaped by the time in which they live
* Understanding perspective
* Recognizing when a passage is significant and connecting it to other parts of the text to determine its importance to the whole story
* Supporting ideas with specific evidence from the text: small moments, small details and small objects found in the text
* Using initial interpretations of texts as a lens to grow and shape new interpretations (determining and developing themes)
* Staying open to new interpretations and ideas in conversation with other readers
* Paying attention to the perspectives of minor characters
* Developing an internalized sense of qualities of strong interpretation (theme work)
* Deepening understanding of an unfamiliar era by studying images—photographs and illustrations of the time period
* Researching “on the run” to build background knowledge while reading historical fiction
* Learning facts and information from historical narratives; sorting and organizing this information through notetaking
* Understanding people’s perspectives without making assumptions or overgeneralizing
* Investigating power dynamics in stories
* Finding thematic connections across texts
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| **Key CCSS Standards** | ***Reading Standards for Literature (RL)**** *1, 2, 3, 4, 5, 6, 7, 9, 10*

***Reading Standards for Information (RI)**** *1, 2, 3, 4, 5, 6, 7, 9, 10*

***Reading Standards: Foundational Skills (RF)**** *3, 3a-3f, 4, 4a-4c*

***Speaking and Listening Standards (SL)**** *1, 1a-d, 2, 3, 4, 5, 6*

***Language Standards (L)**** *1, 2, 3, 4, 5, 6*
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| **Recommended Professional Resource(s) to Guide Instruction** | * *Historical Fiction Book Clubs* from *Units of Study in Teaching Reading, Grade 4* (2015) by Lucy Calkins and Mary Ehrenworth and the online resources in support of this unit at [Heinemann.com](http://heinemann.com/).
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| **Bends in the Road** | * Tackling complex texts
* Interpreting complex texts
* Intersecting historical fiction with history
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| **Recommended Anchor/Mentor Texts** | Although *Number the Stars* by Lois Lowry is the recommended mentor text identified in the unit, this text is a designated **GRADE 5** text in the Plymouth Public Schools.  * **We recommend using a different mentor text to teach the sessions developed in the unit.**While you may choose your own historical fiction mentor text, below are two alternative suggestions from Lisa White that are also good fits for engaging read-alouds.  These texts were originally listed as options for book clubs under the PPS Historical Fiction Book Club Recommendations list and have been purchased by many schools. Descriptions of both of these texts can be found under [Mentor Texts](http://ppsgrade4.weebly.com/mentor-texts.html) under this unit on the PPS Literacy Coach website.

 * + ***A Letter to Mrs. Roosevelt****, By C. Coco De Young*
	+ ***Saving Grace***by Priscilla Cummings
* A list of picture books, also suggested as mentor texts, can be found under [Mentor Texts](http://ppsgrade4.weebly.com/mentor-texts.html) under this unit.
* [Heinemann](http://www.heinemann.com) also provides a list of additional read-alouds at the top of this unit.
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| **Tips for the Unit** | * This unit builds off of your first unit of the year, *Interpreting Characters: The Heart of the Story* and provides your students with opportunities to strengthen their skills in reading literature (specifically historical fiction) in the company of peers. Students will continue to build skills in developing ideas about characters, determining themes, inferring within a text, comparing and contrasting texts, synthesizing across texts, and talking and writing about reading. This unit also provides for an intersection with expository texts, as readers simultaneously build background knowledge about the time period in which their books take place.
* We suggest you plan for the unit by reading the “Orientation to the Unit” (pages vi – xvi), as it provides the big picture of the unit and summarizes the important learning of each bend.
* We also recommend that you conduct the pre-assessment found at the beginning of this unit on [Heinemann](http://www.heinemann.com). This assessment will not only provide you with information useful for planning this unit, but can also inform your preparation of students for MCAS.
	+ You may wish to give the pre-assessment using the set of questions (page 1 of the assessment materials) with the *additional language* to scaffold students’ responses. This same language can then be used for teaching purposes during the unit. While the post-assessment will not have this additional language, we find that providing this version in the beginning of the unit helps students understand what is to be expected for these types of questions.
	+ **Please do NOT** use this unit’s post-assessment, as this assessment is a required district assessment to be conducted in May (see Assessment section below for details).
	+ Set aside a day for self-assessment and goal-setting using the student rubrics and learning progressions as described on pages 21-22 of the unit.
* Prior to the unit, you will need to identify a read-aloud to use as a mentor text. Suggestions and descriptions of [two alternate novels](http://ppsgrade4.weebly.com/teaching-resources12.html) to be used as mentor texts can be found on our Literacy Coach website. You may also decide to use [picture books](http://ppsgrade4.weebly.com/mentor-texts.html) as mentor texts for teaching this unit. See the PPS suggested Historical Fiction Mentor texts [here](http://ppsgrade4.weebly.com/mentor-texts.html).
* Page xv provides information on organizing clubs by different time periods and issues in history and also provides options for provisioning book clubs depending on your resources. Please see the [PPS Historical Fiction Book Club](http://ppsgrade4.weebly.com/mentor-texts.html) list for student book clubs organized by time period/topic, created in conjunction with Kathy Babini, PPS Social Studies Coordinator.
* As with other book club units, this one recommends that children read **at least a few** historical fiction texts from the same time period to provide for opportunities for comparing/contrasting and cross-text synthesis.
* **Bend I (Tackling Complex Texts):** In this first bend, you will help students understand the genre of historical fiction and the idea that setting is not only a time and place, but a feeling (atmosphere and mood) which will influence both the arc of the stories and the characters’ development. Students will also spend time learning how to BE in a book club—how to contribute to one another’s ideas and actively listen.
	+ Since students are likely to need support in building background knowledge about the time period of their novels, it may make sense for you to meet with each group prior to their independent reading. During this time you can work to build a bit of background knowledge about the time period and perhaps even read and discuss the first chapter together. This first chapter is often the most difficult for readers as so much of the characters and setting is introduced all at once.
* **Bend II (Interpreting Complex Texts):** This unit, like *Interpreting Characters*, engages children in the work of “interpretation”—a term often used interchangeably with **theme, but one also used to describe the kind of work a reader does on the way to growing ideas about theme (e.g. interpreting a character’s motivation)**. As readers learn how to develop stronger interpretations of texts, they also return again to the idea that books are made of more than one idea and that evidence for these ideas comes from across the text. In order to do this work, it will be important for readers to hold onto one or two possible interpretations about characters/possible themes for the book from the start, marking places of possible significance.
	+ This bend also provides readers with more experience in understanding part-to-whole. See Session 5, in particular, and consider interweaving additional lessons on part-to-whole as needed throughout the unit.
* **Bend III (The Intersection of Historical Fiction and History):** During this bend, readers turn to nonfiction and to primary sources, to better understand the time period about which they are reading and the different perspectives of the characters’ in their stories.
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| **Assessment** | * We recommend that you conduct the **pre-assessment** for this unit. The pre-assessment can be found on the [Heinemann website](http://www.heinemann.com/) within the resources for the unit and can be used as a baseline to assess progress.
* ***Important Note:*** The post-assessment for this unit will be used as the Spring Silent Reading Assessment to be conducted May 22-26, 2017 in Plymouth. While the materials for this post-assessment are drawn from the post-assessment for this unit on the Heinemann site, all teachers are asked to use the materials on the PPS Spring Silent-Reading Assessment tab for the assessment materials, modified slightly for our purposes here in Plymouth. Teachers will be sent a link to this tab by May 12th.
* Please be sure **not to use** the post-assessment until the district protocol and administration materials are released prior to the May testing window.
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| **Celebrations** | * The unit suggests that your students consider **their own** creative ways to celebrate their learning within this unit. See pages 152-153 for suggestions. You may also decide to pair the celebration of this unit with the end of the Historical Fiction writing unit.
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