|  |  |
| --- | --- |
| **Grade 5**  **Unit Overview**  ***Historical Fiction Book Clubs*** | |
| **Focus Teaching Points** | * Paying attention to the specific words authors use to create feeling, mood and tone; considering how and why authors create a particular mood * Paying attention not only to physical details of the setting but also the emotional atmosphere * Noticing when a setting shifts in a story and comparing and contrasting the physical and psychological elements of these places * Paying attention to and taking care of the relationships among members of book clubs * Tracking the who, what, when, where and why of books * Taking charge of reading lives; using comprehension strategies with independence * Reading *forward* as a strategy when confusions arise * Creating timelines to make sense of historical fiction texts; seeing how the main character’s personal timeline unfolds alongside a historical timeline and how the two are entwined * Paying attention to the different ways in which characters respond to events; knowing reactions may be shaped by the historical context; using this information to better understand the characters and the time period * Investigating how to have meaningful book club conversations about themes and symbols * Bringing unique perspectives to book club conversations * Reading certain passages closely; discussing these passages with book clubs * Grounding big ideas in the details; tracking details that support ideas * Allowing ideas to be changed through discussion * Noticing how the text is structured (how the chapters fit together); using the events included or not included as signposts for deeper meaning * Looking out for symbolism * Considering how the text is shaped by who narrates the story * Separating our own perspective from that of characters or the narrator * Using nonfiction texts to spark new ideas about novels * Comparing and contrasting how authors develop similar themes * Considering the implications for our current times through historical fiction * Understanding literary allusions |
| **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, 3, 4, 5, 6* |
| **Bends in the Road** | * Deep comprehension and synthesis of complex story elements * Interpreting complex texts * Becoming more complex because we read |
| **Recommended Professional Resource(s) to Guide Instruction** | * “Historical Fiction Book Clubs and Related Informational Reading: Tackling Complex Texts” from the *If. . .Then. . .Curriculum* found in *Units of Study for Teaching Reading, Grade 5* by Lucy Calkins (2015) |
| **Recommended Anchor/Mentor Texts** | * *Out of the Dust*, Karen Hesse   + See explanation on page 142 for information about using this text as a mentor text and page 143 for other books that can be paired with *Out of the Dust* as part of a demonstration text set * See the list of Mentor Texts under the [Mentor Texts](http://ppsgrade5.weebly.com/mentor-texts5.html) tab for this unit that align with Grade 5 Social Studies Standards and for suggested student texts/book club topics |
| **Tips to Consider** | * “Historical Fiction Book Clubs” is a return to narrative reading, building off of the lessons taught in earlier units (*Interpretation Book Clubs* and *Fantasy Book Clubs*). It also provides an opportunity for your students to notice, discover, and explore how themes are developed across a specific sub-genre of narrative reading--historical fiction-- as they continue to learn life lessons alongside characters.   + The unit recommends pulling out and using anchor charts, sentence starters, writing about reading strategies, and other tools *from Interpretation Book Clubs* and *Fantasy Book Clubs* to support your teaching in this unit. * This unit is intended to support the content addressed in the Grade 5 Social Studies curriculum. You will find that the [mentor texts and student book club texts](http://ppsgrade5.weebly.com/mentor-texts5.html) recommended align with this content and were selected in collaboration with Kathy Babini, Social Studies Coordinator. Keep in mind that there are many historical fiction texts found in school libraries and book rooms that do not represent grade five content. We encourage you to incorporate those texts into *Interpretation Book Clubs* in which you can focus discussion on characters and themes rather than historical context.   + You will notice that the unit refers to *Number the Stars* by Lois Lowry as a text suggested for Grade 4. In Plymouth, we have specifically designated this text for *Grade 5*, but only during *Interpretation Book Clubs*, NOT for “Historical Book Clubs” since it does not align with the Social Studies standards. * We encourage you to read the Rationale/Introduction found on pages 136-145. This section includes an overview of the unit, “A Summary of the Bends in the Road” (pages 137-138), suggestions for getting ready, read-alouds, and assessment.   + **We believe you will find it essential, however, to read the entire unit to truly take advantage of the instructional suggestions in the unit. There are new anchor charts, suggestions for turn-and-talk, and suggested excerpts from *Out of the Dust* that align with teaching points throughout the explanations of each bend.**   + Refer to the “Possible Teaching Points” section beginning on page 162 as you plan for specific minilessons across the unit. * You may also decide to conduct a pre- and/or post-assessment to guide instruction and measure progress. See the options below under “Assessment” and on the [Assessment tab](http://ppsgrade5.weebly.com/assessment10.html) for this unit. * **Bend I:** With support from a book club, readers will reuse strategies from the past and learn new ones in order to keep track of (often multiple) plotlines, unfamiliar characters, and shifts in time and place.   + You may find it beneficial to meet with clubs early on to support their introduction to their texts. If you are moving some readers into more challenging texts, in addition to the support of a club, you can also provide these readers with book introductions, with film versions of the start of a book, or with background information on the time period.   + You may also find that some readers would benefit from reading the first chapter or two of the book with you as way to become oriented to a new set of text complexities. Since this first chapter often provides so much new and important information, you might read it aloud, having students stop and jot at key places with your prompting, followed by discussion. * **Bend II:** This bend focuses on work from earlier in the year—interpretation—and specifically emphasizes paying attention to perspective and point of view across a text. As the unit progresses, you will also help readers compare and contrast across books.   + Within book clubs, volume continues to matter—the more children read across at least a few texts, the more they notice patterns and trends within the genre. * **Bend III:** In this final bend, readers engage in reading both fiction and nonfiction books and articles to seek more information on the time period and historical backdrop. After reading nonfiction, you will then ask your readers to take a fresh look at the theories they developed earlier, reconsidering and reflecting upon their original ideas. * Continue to use the [Narrative Learning Progression](http://ppsgrade5.weebly.com/assessment10.html), including “**Determining Themes/Cohesion**” and “**Comparing and Contrasting Story Elements and Themes**” as you teach your students to become analytical readers in understanding theme. * In addition to the read aloud, intersperse opportunities for close repeated reading of shared complex texts (such as short excerpts from your read aloud). Close Reading can be an important vehicle to help your students notice an author’s craft and use of literary devices as they explore the deeper meanings of their texts. * Use close reading during historical fiction to teach your students to pay attention not only to the physical setting, but also the “feel” of a place conveyed through both mood and tone. Historical fiction also provides students with many opportunities to understand how the point of view of the narrator and the different perspectives of characters can affect the story as a whole. See “**Analyzing Parts of a Story in Relation to the Whole;**” “**Analyzing Author’s Craft;**” “**Understanding Point of View**” and “**Analyzing Perspective**” from the [Narrative Learning Progression](http://ppsgrade5.weebly.com/assessment10.html). Developing these analytical skills addresses the expectations of the CCSS while also preparing children for the demands of MCAS. * As in earlier units, keep in mind that your read aloud allows you to model the depth of thinking and discussion you are aiming for during book clubs. Use a text set that combines a novel and picture books in order to illustrate how to think within and across texts, just as you expect of your students in their book clubs. See the [Mentor Texts](http://ppsgrade5.weebly.com/mentor-texts5.html) tab for suggestions. * If you do not have enough multiple copies of titles for either pairs or small groups, children can read individual titles that they discuss and then swap in book clubs. |
| **Classroom Library** | * See suggestions for Book Club texts under the [Mentor Texts](http://ppsgrade5.weebly.com/mentor-texts5.html) tab for this unit. * See page 140 of the *If-Then* unit for tips on creating collections for different classroom scenarios and for preparing your library. * Your classroom library should contain plenty of historical fiction titles, along with the broader fiction category, from which students can select titles for independent reading. * Students should continue to have access to a variety of genres, authors, topics, and levels for independent reading. |
| **Materials and Resources** | * Read-alouds that allow you to model the thinking in which you want to engage students (see above) * Anchor charts from *Interpretation Book Clubs* and *Fantasy Book Clubs* that can be applied to the work of this unit * Reader’s Notebooks that have sections: for example, *Reading Log*, *Try It!* for exercises from minilessons, *Independent Thinking* for annotations and stop and jots, *Longer Writing* for longer responses to text, and *Favorite Lines* for those memorable phrases, lines, and quotes from favorite books * Active engagement anchor charts * Thinking and talking strategy bookmarks |
| **Assessment** | * There is no designated pre- or post-assessment for Historical Fiction; however, we encourage you to use one of the options below to gather information about your students during this unit:   + **Option 1:** Create your own pre- and/or post-assessment addressing one or more of the types of questions previously used during the [fall](http://www.ppsliteracycoachconnect.com/grade-5-fall-2016.html) and [winter](http://www.ppsliteracycoachconnect.com/grade-5-winter-2017.html) Silent Reading Assessments.  Base these questions off of a short text, picture book, or an excerpt from your read-aloud.  As a reminder, the questions from the fall/winter assessments will be similar to the ones that will be asked on the **Spring Silent Reading Assessment to be conducted the week of May 30-June 2, 2017**.   + **Option 2:** You may also decide to create an informal stop-and-jot assessment as described in the unit using a read-aloud and questions such as “Why did the author include this setting/quote/description/etc.?” See pages 138-139 in the unit for details on creating this stop-and-jot assessment. * We encourage you to use the [Narrative Student Rubrics and Learning Progressions](http://ppsgrade5.weebly.com/assessment10.html) to support your students in self-assessment and goal setting for this work. The rubrics and learning progressions for narrative reading can be found on the [Assessment tab](http://ppsgrade5.weebly.com/assessment10.html) for this unit. |
| **Celebrations** | * As in all units, we encourage you to give your students a chance to celebrate and share all that they have learned. Perhaps you could celebrate by giving children the chance to share a diary entry or letter in which they write from a character’s perspective about their experience during the setting they studied. They could also write from the perspective of the *type of person* who would have been present during the time period of the text (e.g. a boat hand, a sister to a soldier at war, a seamstress). |