

Grade 5 - Unit 7 Reading - Historical Fiction Book Club

Unit Focus

In this unit, the work will continue to build off of the fourth grade historical fiction unit. Students previously took a critical and empathetic stance to historical perspectives and experiences. Students will be immersed in reading historical fiction and nonfiction centered around Slavery, the Civil War, Industrialization, Immigration, Westward Expansion, World War I, World War II, Civil Rights, the Great Depression and current events. Students will analyze and grow theories about, and trace themes across how struggles grow/stem from power, money and opportunity.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 5</i></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> ○ Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. <i>(CCSS.ELA-LITERACY.RL.5.2)</i> ○ Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). <i>(CCSS.ELA-LITERACY.RL.5.3)</i> ○ Describe how a narrator's or speaker's point of view influences how events are described. <i>(CCSS.ELA-LITERACY.RL.5.6)</i> ○ Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <i>(CCSS.ELA-LITERACY.RL.5.9)</i> • Reading: Informational Text <ul style="list-style-type: none"> ○ Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T2 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.</p> <p>T3 Evaluate the author's message and purpose, citing text evidence to support conclusions.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Each historical time period has unique and shared social, political, and economic standards and values.</p> <p>U2 To understand what I am reading I may need to research if I have questions or wonderings.</p> <p>U3 All historical accounts are created by authors.</p> <p>U4 Characters are faced with external influences that affect their decisions and actions.</p>	
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 How to identify a time period from clues about the setting.</p> <p><i>Students will be skilled at...</i></p> <p>S1 Identifying bias in a story.</p> <p>S2 Identifying perspectives and/or missing</p>		

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<p>technical text based on specific information in the text. <i>(CCSS.ELA-LITERACY.RI.5.3)</i></p> <ul style="list-style-type: none"> ○ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <i>(CCSS.ELA-LITERACY.RI.5.6)</i> ● Know and apply grade-level phonics and word analysis skills in decoding words. <i>(CCSS.ELA-LITERACY.RF.5.3)</i> <ul style="list-style-type: none"> ○ 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. <i>(CCSS.ELA-LITERACY.RF.5.3.A)</i> ● Read with sufficient accuracy and fluency to support comprehension. <i>(CCSS.ELA-LITERACY.RF.5.4)</i> <ul style="list-style-type: none"> ○ Read grade-level text with purpose and understanding. <i>(CCSS.ELA-LITERACY.RF.5.4.A)</i> ○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <i>(CCSS.ELA-LITERACY.RF.5.4.B)</i> ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <i>(CCSS.ELA-LITERACY.RF.5.4.C)</i> ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <i>(CCSS.ELA-LITERACY.SL.5.1)</i> <ul style="list-style-type: none"> ○ 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. <i>(CCSS.ELA-LITERACY.SL.5.1.A)</i> ○ Follow agreed-upon rules for discussions and carry out assigned roles. <i>(CCSS.ELA-LITERACY.SL.5.1.B)</i> ○ Pose and respond to specific questions by 	<p>K2 Readers come to discussions prepared with questions, comments and sharings.</p> <p>K3 Vocabulary: internal conflict, external conflict, historical conflict, perspective, time period, empathy, dialect</p>	<p>perspectives.</p> <p>S3 Relating ideas across text with similar time periods.</p> <p>S4 Distinguishing imaginary events from authentic historical events.</p> <p>S5 Sorting out facts from fiction before, during, and after reading a text.</p> <p>S6 Comparing and contrasting the varieties of English used in stories, dramas, or poems.</p>
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Stage 1: Desired Results - Key Understandings

- making comments that contribute to the discussion and elaborate on the remarks of others. *(CCSS.ELA-LITERACY.SL.5.1.C)*
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. *(CCSS.ELA-LITERACY.SL.5.1.D)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.5.3)*
 - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. *(CCSS.ELA-LITERACY.L.5.3.B)*

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. *MM.1.3*

Global Thinking

- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. *MM.5.2*