



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 on 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>Standards</p> <ul style="list-style-type: none"> • Common Core <ul style="list-style-type: none"> ○ <i>English Language Arts: 5</i> <ul style="list-style-type: none"> ▪ Reading Literature <ul style="list-style-type: none"> ▪ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RL.5.1) ▪ 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). (CCSS.ELA-LITERACY.RL.5.3) ▪ Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS.ELA-LITERACY.RL.5.4) ▪ Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS.ELA-LITERACY.RL.5.9) ▪ By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4– 5 text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RL.5.10) ▪ 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 technical text based on specific information in the text. (CCSS.ELA-LITERACY.RI.5.3) ▪ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS.ELA-LITERACY.RI.5.6) ▪ Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS.ELA-LITERACY.RI.5.9) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Compare and contrast informational and literary texts to analyze information to identify possible underlying assumptions, patterns, and relationships to make inferences.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Readers ask and answer questions to deepen understanding and promote further thinking.</p> <p>U2 Readers analyze how subject/content presented in two or more formats present different perspectives.</p> <p>U3 Readers compare multiple sources/texts to build a deeper understanding of similar topics or themes and authors’ purpose.</p> <p>U4 Critical readers question the text, consider different perspectives, and look for author bias.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do people/characters, events, and ideas develop within the text?</p> <p>Q2 How do I use what I know about this genre to tackle this text?</p> <p>Q3 What insights can we gain by comparing texts?</p> <p>Q4 How can I use multiple texts to deepen my understanding of a topic or theme?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 Historical fiction is a genre where a story takes place in the past.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Identifying the time period of the text by using clues including vocabulary, countries,</p>	

Stage 1: Desired Results - Key Understandings

- Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.5.3)*
- 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. *(CCSS.ELA-LITERACY.RF.5.3.A)*
- Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.5.4)*
- Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.5.4.A)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.5.4.C)*
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. *(CCSS.ELA-LITERACY.W.5.3)*
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. *(CCSS.ELA-LITERACY.W.5.3.B)*
- Writing
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. *(CCSS.ELA-LITERACY.W.5.7)*
- Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.5.9)*
- Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). *(CCSS.ELA-LITERACY.W.5.9.A)*
- 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. *(CCSS.ELA-LITERACY.SL.5.1)*
- 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. *(CCSS.ELA-LITERACY.SL.5.1.A)*
- Follow agreed-upon rules for discussions and carry out assigned roles. *(CCSS.ELA-LITERACY.SL.5.1.B)*
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. *(CCSS.ELA-LITERACY.SL.5.1.C)*

- K2** Each historical time period has unique and shared social, political, and economic standards and values.
- K3** All historical accounts are created by authors.
- K4** Dialect is a form of language. It is a way people in an area speak, pronounce, or write some words from the same language differently. In a dialect, the grammar is also different.
- K5** To understand what I am reading I may need to research if I have questions or wonderings.
- K6** Empathy is the ability to understand and share the feelings of another person.
- K7** Internal conflict is when a character struggles with their own opposing desires or beliefs. It happens within them, and it drives their development as a character.
- K8** External conflict sets a character against something or someone beyond their control.

- dates, objects, environment and characters (clothes, language).
- S2** Relating ideas across text with similar time periods.
- S3** Analyzing how the time period impacts the character's choices, decisions, and actions.
- S4** Identifying perspectives and/or missing perspectives.
- S5** Distinguishing imaginary events from authentic historical events.
- S6** Sorting out facts from fiction before, during, and after reading a text.
- S7** Comparing and contrasting the varieties of English used in stories, dramas, or poems.
- S8** Recognizing morphemes hold their own individual meaning.

Stage 1: Desired Results - Key Understandings

- 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)*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. *(CCSS.ELA-LITERACY.L.5.4)*
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.5.4.A)*
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). *(CCSS.ELA-LITERACY.L.5.4.B)*
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. *(CCSS.ELA-LITERACY.L.5.4.C)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.5.5)*
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. *(CCSS.ELA-LITERACY.L.5.5.C)*

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. *(POG.5.2)*