

- 4.1 The student will use effective communication skills in a variety of situations.
- 4.3 The student will read fiction and nonfiction with fluency and accuracy.
- 4.4 The student will read and demonstrate comprehension of fiction.

FOURTH NINE WEEKS

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	HISTORICAL FICTION			
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate in group discussions by <ul style="list-style-type: none"> ◦ offering comments that are relevant to the topic of discussion ◦ distinguishing fact from opinion ◦ supporting opinions with appropriate examples and details ◦ avoiding hindering the progress of the discussion (learning not to interrupt) ◦ taking turns speaking during a discussion ◦ asking appropriate questions to solicit knowledge and opinions of others ◦ maintaining appropriate eye contact and attentive body language while listening ◦ respecting the comments of others, especially if the comments express opinions that are different from one's own • use grammatically correct language • use multiple sources to derive the meaning of words <ul style="list-style-type: none"> ◦ context and context clues ◦ knowledge of synonyms and antonyms ◦ knowledge of word origins • identify the word reference material(s) most likely to contain needed information • read familiar text with fluency, accuracy, and expression. • explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade • find words or sentences that help identify the author's purpose • find setting details and other information that help identify the author's purpose • understand that historical fiction is a story based on facts • identify the facts contained in a piece of historical fiction • make a variety of connections: other historical fiction texts, their own experiences • compare the use of fact and fantasy in historical fiction with the use of fact and fantasy in other forms of literature • identify major events and supporting details • discuss the similarities and differences between text and previously read materials • identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel • organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting • summarize what they have read • draw conclusions about what they have read • demonstrate comprehension of information resources to research a topic • evaluate and combine (synthesize) related information from two or more sources 	Reading	<ul style="list-style-type: none"> • Question <ul style="list-style-type: none"> ➢ Ask questions that can be answered as you read or after you finish reading. • Fluency: Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis) • Author's craft: purpose for choosing to include particular quotations; for selecting to include specific detail (What does the author want to highlight?); for using descriptive words • Text organization: use of timeline; photographs and captions • Historical Notes Chart Organizer: key dates and facts about the historical period; conclusions about the period 	<p style="text-align: center;">Comprehension Skills</p> <ul style="list-style-type: none"> • comparing/contrasting historical fact and historical fiction • identifying historical facts contained in a piece of historical fiction • making inferences & drawing conclusions • sequencing events • noting detail/facts that support an idea • making generalizations • visualizing • supporting ideas with details from the text • making judgments • comparing/contrasting people and or events from different historical periods 	<p style="text-align: center;">Phonics/Decoding Strategy</p> <ul style="list-style-type: none"> • Look carefully at the word. • Look for word parts you know and think about the sounds for the letters. • Blend the sounds to read the word. • Ask yourself: Is it a word I know? Does it make sense in what I am reading? • If not, ask yourself: What else can I try?
	CHARACTERISTICS	<ul style="list-style-type: none"> • An imaginative story created by the author and set within an accurate historical context that is true to life in some period of the past. • Historical blends facts with imaginary characters and plot. • Major characters are usually imaginary; secondary characters may be historical figures • Characters' actions, dialogue, beliefs, and values are true to the historical period. • Historical setting is authentically represented and is usually an integral part of the story. • Historical details such as food, cooking, and transportation are true to time period. • Historical events and figures that the author has researched enter the story, although a piece of historical does not have to have an historical figure in it • Dialogue, even between historical figures, is created by the author, though true to the character of the historical figures. • Typical themes of values include loyalty, friendship, courage, and conflict. • Typical concepts include seeking new frontiers, search for freedom from persecution, effects of war, and development of an industrial society. 		
	CONNECTIONS/ CONCEPTS	<ul style="list-style-type: none"> • Students see their lives have been affected by those who lived before them. They also realize that their lives will affect the lives of those who will come after them. • Students develop an understanding of the human, everyday side of history and understand that history was made by people like themselves. • Students see how people lived and enjoyed their lives in different historical times. • Students look across historical times (past/present) to see what aspects of life are similar and what is different. • Student acquire a sense of time and, gradually, a sense that history consists of stories about what happened in the past. 		
	SELECTING TEXTS	<ul style="list-style-type: none"> • An engaging story with well-developed characters who reflect the values of the time • An interesting plot consistent with the times • An authentic, well-described setting that informs the reader but does not overwhelm the story • Historical accuracy in describing places, events and facts, morals, manners, customs, and behaviors of the people • Worthy theme that provides insight into and understanding of past events • A story that provides a perspective of the way in which the past affects the present and the future • Free of stereotyping 		