

Grade 4: Module 1A: *Eagle Song*

Optional *Eagle Song* Assessment: Evidence-Based Paragraph Writing

Lesson Time: 50 Minutes



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Optional *Eagle Song* Assessment: Evidence-Based Paragraph Writing

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)</p> <p>I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (RL.4.3 and W.4.9)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can connect what I already know about the Iroquois to the ideas in the novel <i>Eagle Song</i>. I can analyze the character of Danny from <i>Eagle Song</i>. I can support my analysis with evidence from the text. 	<ul style="list-style-type: none"> End of Unit 2 Assessment: Topic Expansion graphic organizer and paragraph writing

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Learning Targets (5 minutes) Preview of Assessment Task (5 minutes) Work Time <ol style="list-style-type: none"> End of Unit 2 Assessment (35 minutes) Closing and Assessment <ol style="list-style-type: none"> Class Discussion (5 minutes) Homework 	<ul style="list-style-type: none"> Allow students to use the charts they have been building as a class during this assessment.

Lesson Vocabulary	Materials
analyze, analysis, traditional	<ul style="list-style-type: none"> <i>Eagle Song</i> (book; one per student) Tracking my Thinking packet End of Unit 2 Assessment: Solving Conflict (one per student)

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Opening	Meeting Students' Needs
<p>A. Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Let students know that today they will complete their work with <i>Eagle Song</i> by thinking and writing independently about the main character, Danny, and how he uses the support of his family, community, and culture to help him solve his problems. Ask students to read the learning target aloud with you and to discuss the words <i>analyze</i> and <i>analysis</i> and share their thinking with the class. Try and build on what they offer—for example, if they come up with “studying something,” or “looking closely at something,” bridge their understanding to analyzing a character. “That’s right, we are going to study the character of Danny closely, and think about how he uses the support of his family, community, and culture to solve his problems. Then we are going to write an <i>analysis</i>—writing that explains how he does this. And, as usual, you are going to support your opinions with evidence from the text.” 	<ul style="list-style-type: none"> Consider providing nonlinguistic symbols (e.g., two people talking for <i>discuss</i>, a pen for <i>record</i>, a magnifying glass for <i>details</i>, a light bulb for <i>main idea</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.
<p>B. Preview of Assessment Task (5 minutes)</p> <ul style="list-style-type: none"> Show students the assessment task and ask them to read it over. Ask questions to ensure that students understand what is expected—for example, “What is the first step you will take?” and “What resources do you have available that you should use to do a great job with this assessment?” (Some examples they might cite would be their books or the packet.) Make sure students understand that they are expected to complete this assessment without checking in with their neighbors. 	
Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment (35 minutes)</p> <ul style="list-style-type: none"> Distribute the End of Unit 2 Assessment: Solving Conflict. Address any clarifying questions. Then invite students to begin. As students are working, observe them to ensure that they are actively using their books with their evidence flags and the anchor charts to select supporting evidence for their paragraphs. When time is up, ask students to share: “What was challenging about this task? What about paragraph writing was easiest for you?” Collect students’ End of Unit 2 Assessments. 	<ul style="list-style-type: none"> Depending on your class’ progress, you may want to have students fill out the graphic organizer in groups and do the writing individually.

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Closing and Assessment	Meeting Students' Needs
<p>A. Class Discussion (5 minutes)</p> <ul style="list-style-type: none"> After collecting students' work, post the guiding question for this unit on your board or interactive white board. Ask students to Think-Pair-Share with a neighbor about the question, "How can we use the lessons Danny learns to make our classroom community a better place?" Go around the room, asking each pair to contribute ideas. If a pair's idea has already been "taken," prompt them to say more about the idea by asking: "What would we need in order to do that?" or "What other people besides this class would need to be involved?" 	<ul style="list-style-type: none"> Plan the go-around to ensure that students requiring additional support are chosen neither first nor last to contribute their thinking. This will allow them extra think time and the scaffolding of hearing others' ideas, and will make it more likely that their specific idea has not been completely discussed.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> None, unless students still need to complete previous Tracking My Thinking sheets from their reading of <i>Eagle Song</i>. 	

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Supporting Materials



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Grade 4: Module 1A: *Eagle Song* Assessment
EVIDENCE-BASED PARAGRAPH WRITING

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Name:

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Date:

End of Unit 2 Assessment: Solving Conflict

In the novel *Eagle Song*, the main character, Danny, is a Mohawk boy who has moved to Brooklyn. How does Danny use the support of his family, community and culture to solve his conflict? Use the graphic organizer to prepare your response, and then write a quality paragraph to explain your analysis.

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EVIDENCE-BASED PARAGRAPH WRITING

End of *Eagle Song* Assessment: Solving Conflict

<p>First Detail: How does Danny use the support of his family, community or culture to solve his conflict</p>	<p>Second Detail: How does Danny use the support of his family, community or culture to solve his conflict</p>
<div style="border: 1px solid black; width: 60%; margin: 0 auto; padding: 10px;"><p>Conflict that Danny Solves:</p></div>	
<p>Third Detail: How does Danny use the support of his family, community and culture to solve his conflict</p>	<p>Conclusion</p>