

# **Grade 4: Module 1A: Unit 2: Lesson 6**

## **Mid-Unit Assessment:**

### Reading, Note-taking, and Paragraph Writing



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)  |  |
|---|--|
| <p>I can explain what a text says using specific details from the material. (RI.4.1)</p> <p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can integrate information from two texts on the same topic in order to write about the subject knowledgeably (RI.4.9)</p> <p>I can make inferences using specific details from the text. (RI.4.1)</p> <p>I can take notes and categorize information. (W.4.8)</p> <p>I can write an informative/explanatory text. (W.4.2)</p> <p>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</p> |  |
| Supporting Learning Targets   | Ongoing Assessment   |
| <ul style="list-style-type: none"> <li>• I can identify the main idea of a new excerpt from <i>The Iroquois</i>.</li> <li>• I can identify details that support the main idea of this new excerpt.</li> <li>• I can document what I learn about a topic by taking notes.</li> <li>• I can make inferences using specific details from the text.</li> <li>• I can write clear and complete sentences from my notes.</li> <li>• I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion.</li> </ul>  | <ul style="list-style-type: none"> <li>• Mid-Unit 2 Assessment: Four-Square graphic organizer and paragraph writing</li> </ul> |

| Agenda  | Teaching Notes   |
|---|--|
| <ol style="list-style-type: none"> <li>1. <b>Opening</b> <ol style="list-style-type: none"> <li>A. Review of Learning Targets (5 minutes)</li> </ol> </li> <li>2. <b>Work Time</b> <ol style="list-style-type: none"> <li>A. Review of Paragraph Writing Criteria for Success (5 minutes)</li> <li>B. Mid-Unit 2 Assessment: Independent Reading, Note-Taking, and Paragraph Writing (30 minutes)</li> <li>C. Close Reading and Discussion: <i>The Iroquois</i> (15 minutes)</li> </ol> </li> <li>3. <b>Closing and Assessment</b> <ol style="list-style-type: none"> <li>A. Debrief (5 minutes)</li> </ol> </li> <li>4. <b>Homework</b></li> </ol> | <ul style="list-style-type: none"> <li>• In this lesson, students read (independently) a short sidebar about the Great Law of Peace in order to write a paragraph. This is new text, but it is about content they know from Unit 1 from reading the “Peacemaker Story.” It will be important to assess whether students have included specific details from the text rather than working from memory. Therefore, looking at their graphic organizers as well as their paragraphs is essential.</li> <li>• There is no rubric provided for students on purpose, since handing students a complex rubric rarely helps them write better. Rather, in the lesson the teacher reviews criteria for success with students in simple, student-friendly language.</li> </ul> |

## GRADE 4: MODULE 1A: UNIT 2: LESSON 6

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Reading, Note-taking, and Paragraph Writing

| Lesson Vocabulary   | Materials  |
|---|--|
| relations, siding, fled, raids, reserve, treaty, reservation, exchange, process | <ul style="list-style-type: none"><li>• Writing Quality Paragraphs anchor chart (new; teacher-created)</li><li>• <i>The Iroquois</i> (book; one per student) (Page 20 is the focus of this assessment.)</li><li>• Mid-Unit Assessment: Reading, Note-Taking, and Paragraph Writing, with Four-Square graphic organizer</li></ul> |

| Opening   | Meeting Students' Needs   |
|---|---|
| <p><b>A. Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets aloud with you: “I can write an informative/explanatory text that has a clear topic sentence,” and “I can group supporting facts together about a topic in an informative/explanatory text.” Share with students that they will be completing a writing assessment today to determine if they have met those learning targets.</li></ul> | <ul style="list-style-type: none"><li>• Clarifying academic vocabulary (e.g., identify, support) assists all students developing academic language.</li><li>• Clarifying the language of the learning targets helps students approach the task with a clearer understanding of the purpose of the lesson.</li></ul> |

| Work Time  | Meeting Students' Needs  |
|--|--|
| <p><b>A. Review of Paragraph-Writing Criteria for Success (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about the word they did yesterday. Start an anchor chart called <b>Writing Quality Paragraphs</b>.</li> <li>• Ask: “What are the things we know that make a quality informative/explanatory paragraph?” Ask students to turn and talk to a neighbor about the characteristics of quality paragraphs. Invite volunteers to share what their neighbor said, and refer to the anchor chart as those characteristics are offered. (Ideas that should be included: They start with a topic sentence. They have supporting details. They have a concluding sentence. The first line is indented.)</li> <li>• Tell students that today they will get to show how well they can write a strong paragraph on their own.</li> <li>• Chart students’ thinking on the Writing Quality Paragraphs anchor chart, being sure that the following key criteria for success emerge:             <ul style="list-style-type: none"> <li>– The paragraph should be indented.</li> <li>– Writing should include a topic sentence that states the main idea.</li> <li>– Writing should have at least three sentences that tell more about the main idea.</li> <li>– Paragraph should conclude with a sentence that explains why the topic matters.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Although you may have modified this task earlier in the unit by partially filling in the graphic organizer or pre-highlighting copies of the text, you should not do so on this assessment. Those kinds of modifications will make it difficult to ascertain what students can do without support, as they will on the NYS assessments.</li> <li>• Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.</li> </ul> |
| <p><b>B. Mid-Unit Assessment: Independent Reading, Note-Taking, and Paragraph Writing (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Mid-Unit Assessment: Reading, Note-Taking, and Paragraph Writing, with Topic Expansion Graphic Organizer</b>.</li> <li>• Ask students to read page 20 of <i>The Iroquois</i>, with a blank Four-Square graphic organizer and writing paper.</li> <li>• Give them 30 minutes to read, take notes, and write their paragraphs, based on the following prompt: “What is the Great Law of Peace? Why is it important?”</li> <li>• Although you may choose to allow students who did not finish to complete their paragraphs at another time, it is important for you to note who was unable to do so in the 30-minute window. Observe students during this time to determine potential teaching points. Do all students focus on the reading quickly? Are they rereading to complete the graphic organizer? Do some students skip the graphic organizer and go directly to paragraph writing?</li> <li>• When time is up, ask students to share: “What was challenging about this task? What about paragraph writing was easiest for you?”</li> </ul>  | <ul style="list-style-type: none"> <li>• Provide anchor charts for processes such as Criteria for Success.</li> <li>• For students needing additional support, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the required structure.</li> </ul>  |

| Work Time (continued)  | Meeting Students' Needs  |
|--|--|
| <p><b>C. Close Reading and Discussion: Pages 29 and 31 of The Iroquois (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Begin by reading aloud the subheading “Relations with the United States.” Ask students to talk to their partners about the word <i>relations</i>. Does it remind them of any word they have heard before? Perhaps they will come up with the word <i>relationship</i>, but if not, offer it. Ask: “What is a relationship?” Allow students to think and talk about this a bit, then, if needed, say: “A relationship is a connection between people. People who are in a relationship are connected to each other. So what might ‘relations’ between two societies be?” (You can use this opportunity to review the word <i>sovereign</i> as well). Guide students to understand that relations are the interactions between two groups that are connected to each other. Students should have gathered from Unit 1 that European settlers founded the United States of America on lands that Native Americans lived on prior to the arrival of the Europeans. This was addressed in several video segments, including the segment about how we use the name Haudenosaunee and Iroquois. Underscore the fact that the Haudenosaunee have always referred to themselves as Haudenosaunee. It’s the Europeans who gave them the name Iroquois.</li> <li>• Read the two paragraphs that follow the subheading. Ask students to discuss the meaning of the word <i>fled</i>, connecting it to the words <i>flew</i> and <i>fly</i>. Ask students to discuss the word <i>raid</i>, and if needed, help them understand that Joseph Brant was burning Americans’ homes and hurting and killing people. Ask the class to discuss the question: “Why was there conflict between the Iroquois people and Americans?” Students may refer to specific details from earlier in the reading, such as the diseases brought by Europeans, the fact that Iroquois people were fighting with the British against the Americans, or that Joseph Brant was leading raids. Ask: “How would you describe the relations between these societies at this time?”</li> <li>• Read the next two paragraphs aloud, and ask students to discuss the meaning of the words <i>reserve</i> and <i>reservation</i>. They may understand that to reserve something is to set it aside or save it for someone. Help students understand that the Six Nations Reserve and other reservations in the United States were lands set aside for Native Americans to live on. Ask students to reread these two paragraphs to determine “Why didn’t the Iroquois people who stayed in New York do as well as Brant’s people?” Encourage students to talk together about their answers to this question, then cold call on several students to answer.</li> <li>• Read the last two paragraphs aloud. Ask the class to reread the first paragraph and think about the meaning of the word <i>exchange</i>. Students should discuss their ideas. Cold call on students to explain their thinking. Then ask the class to reread the last paragraph and think about the question: “By 1900, what was life like for many Iroquois people?” Students should talk with partners about what they think.</li> <li>• End this close-reading discussion by having some students share out their answers to the question “By 1900, what was life like for many Iroquois people?”</li> </ul> | <ul style="list-style-type: none"> <li>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li> <li>• It may be helpful to use a map to underscore the forced movement of the Iroquois. You can use the map from Unit 1 Lesson 3 to show the original homes of the Haudenosaunee, and then compare it to a map of North America for visual effect regarding how they had to divide the physical confederacy into Canada and additional states.</li> <li>• Using the map to answer these last two questions may also be helpful for students to make inferences based on physical relocation.</li> </ul> |

| Closing and Assessment  | Meeting Students' Needs |
|---|-------------------------|
| <p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask the class to review the vocabulary learning target. Inquire: “What are you learning about ways to figure out what words mean?”</li> </ul> |                         |
| Homework  | Meeting Students' Needs |
| <ul style="list-style-type: none"> <li>Students should continue to read their independent-reading selection.</li> </ul>   |                         |

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## Supplemental Materials



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**Name:**

.....  
**Date:**

**Mid-Unit Assessment**

**What is the Great Law of Peace? Why is it important?**

Read page 20 of *The Iroquois*. Take notes using the Four-Square graphic organizer and then write a paragraph answering the questions “What is the Great Law of Peace? Why is it important?”

**Criteria for Success:**

- Your paragraph should be indented.
- Your writing should include a topic sentence that states the main idea.
- Your writing should have at least three sentences that tell more about the main idea, including details from page 20 from *The Iroquois*.
- Your writing should include a concluding statement.

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**GRADE 4: MODULE 1A: UNIT 2: LESSON 6**

**Mid-Unit Assessment:**

Reading, Note-taking, and Paragraph Writing

**Four-Square Graphic Organizer**

|                          |                           |
|--------------------------|---------------------------|
| First supporting detail: | Second supporting detail: |
| Third supporting detail: | Conclusion Statement:     |

Topic Sentence: