

# Grade 4: Module 1A: Unit 2

## Overview



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## GRADE 4: MODULE 1A: UNIT 2: OVERVIEW

### Building the Power of Reading

In the second unit, students read an informational text to deepen their knowledge of the Haudenosaunee with a focus on determining main ideas and supporting details, note-taking, using context clues to determine word meanings, fluency, and paragraph writing. The mid-unit on-demand assessment gauges students' ability to analyze a new section of text about the Iroquois on their own. At the end of Unit 2, students draw evidence from the informational text to describe how the lives of the Haudenosaunee have changed and remained the same over time. (W.4.9)

This unit includes an **optional** independent reading project using the literary text *Eagle Song* by Joseph Bruchac (680L). The reading will focus on character development and the experiences of a contemporary Mohawk boy living in New York City. Lesson plans and writing activities are included in the packet. This packet will be available Summer 2014. Each chapter for *Eagle Song* contains an accompanying lesson and each chapter is addressed in the **Tracking my Thinking** Independent Reading Packet. It is important to note for planning purposes that the lesson times for *Eagle Song* vary considerably; some lessons are full 60 minute lessons, and some are 15. There is an optional assessment as well.

#### Guiding Questions And Big Ideas

**How can our classroom benefit from the beliefs and agreements of the Haudenosaunee?**

- *Peace can be created and sustained through agreements and actions.*
- *How history is passed down varies with different cultures.*

#### Mid-Unit 2 Assessment

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

This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.2, W.4.2, W.4.8, and SL.4.1. In this assessment, students will read a new excerpt from the text *The Iroquois: The Six Nations Confederacy*. They will take notes using a Topic Expansion graphic organizer and then write a paragraph in response to the prompt: "What is the Great Law of Peace and why is it important?" Students must cite evidence from the portion of the text they read.

#### End of Unit 2 Assessment

##### Evidence-Based Paragraph Writing

This assessment centers on NYSP12 ELA CCLS RI.4.3, RI.4.1, and W.4.9. Students will make a claim about how the lives of the Haudenosaunee have changed and remained the same over time. They will support their claims with evidence from the text *the Iroquois: Six Nations Confederacy* and other informational texts and video.

| Central Texts   |
|---|
| Mary Englar, <i>The Iroquois: The Six Nations Confederacy</i> (Mankato, MN: Capstone Press, 2006); ISBN: 978-0-7368-4817-6  |
| Joseph Bruchac, <i>Eagle Song</i> (New York: Puffin Books, 1999); ISBN: 978-0-14-130169-3.(optional independent reading project)  |
| “Three lacrosse players dominate sport their ancestors created” <a href="http://www.cbsnews.com/news/three-lacrosse-players-dominate-sport-their-ancestors-created/">http://www.cbsnews.com/news/three-lacrosse-players-dominate-sport-their-ancestors-created/</a> |
|   |
|   |

**GRADE 4: MODULE 1A: UNIT 2: OVERVIEW**  
**Calendared Curriculum Map:**  
Unit-at-a-Glance

**This unit is approximately 3 weeks or 12 sessions of instruction.**

| Lesson          | Lesson Title   | Long-Term Targets   | Supporting Targets   | Ongoing Assessment   |
|-----------------|--|---|--|--|
| <b>Lesson 1</b> | Text Features: Introduction to <i>The Iroquois: The Six Nations Confederacy</i>                | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)</li> </ul>   | <ul style="list-style-type: none"> <li>I can describe text features of informational text that help me understand the main idea.</li> <li>I can use informational text features to find information about the Iroquois.</li> </ul>   | <ul style="list-style-type: none"> <li>Text Features anchor chart (whole group)</li> <li>Students' answers to text-dependent questions</li> <li>Students' answers on the Learning Using Text Features handout</li> </ul> |
| <b>Lesson 2</b> | Taking Notes Using a Graphic Organizer, Part I: <i>The Iroquois: A Six Nations Confederacy</i> | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can make inferences using specific details from the text. (RI.4.1)</li> <li>I can determine the main idea using specific details from the text. (RI.4.2)</li> <li>I can take notes and categorize information. (W.4.8)</li> </ul> | <ul style="list-style-type: none"> <li>I can identify the main idea of a section of informational text.</li> <li>I can identify details that support the main ideas of informational text.</li> <li>I can document what I learn about the traditional life of the Iroquois by taking notes.</li> </ul> | <ul style="list-style-type: none"> <li>Four-Square graphic organizers for pages 11–12 and 12–14</li> </ul>   |

**GRADE 4: MODULE 1A: UNIT 2: OVERVIEW**  
**Calendared Curriculum Map:**  
Unit-at-a-Glance

| Lesson          | Lesson Title   | Long-Term Targets  | Supporting Targets  | Ongoing Assessment  |
|-----------------|--|--|---|---|
| <b>Lesson 3</b> | Taking Notes Using a Graphic Organizer, Part II: Inferring What Is Important to the Iroquois | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can make inferences using specific details from the text. (RI.4.1)</li> <li>I can determine the main idea using specific details from the text. (RI.4.2)</li> <li>I can take notes and categorize information. (W.4.8)</li> </ul>  | <ul style="list-style-type: none"> <li>I can identify the main idea of a section of <i>The Iroquois</i>.</li> <li>I can identify details that support the main ideas of informational text.</li> <li>I can document what I learn about the traditional life of the Iroquois by taking notes.</li> <li>I can make inferences using specific details from the text.</li> </ul>  | <ul style="list-style-type: none"> <li>Topic Expansion graphic organizer for page 20 (from homework)</li> <li>Topic Expansion graphic organizers for pages 16–19 and 19–21</li> </ul> |
| <b>Lesson 4</b> | Capturing Main Ideas and Details: How Life Is Changing for the Iroquois                      | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can determine the main idea using specific details from the text. (RI.4.2)</li> <li>I can take notes and categorize information. (W.4.8)</li> <li>I can make inferences using specific details from the text. (RI.4.1)</li> </ul>  | <ul style="list-style-type: none"> <li>I can identify the main idea of a new excerpt of <i>The Iroquois</i>.</li> <li>I can identify details that support the main idea of informational text.</li> <li>I can document what I learn about how life changed for the Iroquois by taking notes.</li> <li>I can make inferences using specific details from the text.</li> </ul>  | <ul style="list-style-type: none"> <li>Four-Square graphic organizer for pages 23–25</li> </ul>   |
| <b>Lesson 5</b> | Paragraph Writing  | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can determine the main idea using specific details from the text. (RI.4.2)</li> <li>I can make inferences using specific details from the text. (RI.4.1)</li> <li>I can take notes and categorize information. (W.4.8)</li> <li>I can write an informative/explanatory text. (W.4.2)</li> <li>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</li> </ul> | <ul style="list-style-type: none"> <li>I can identify the main idea of informational text.</li> <li>I can identify details that support the main idea of informational text.</li> <li>I can document what I learn about the Iroquois 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>Four-Square graphic organizer and paragraph writing (for page 16; begun in Lesson 3)</li> </ul>  |

## GRADE 4: MODULE 1A: UNIT 2: OVERVIEW

### Calendared Curriculum Map: Unit-at-a-Glance

| Lesson          | Lesson Title   | Long-Term Targets   | Supporting Targets   | Ongoing Assessment  |
|-----------------|--|---|--|---|
| <b>Lesson 6</b> | Mid-Unit Assessment: Reading, Note-Taking, and Paragraph Writing         | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can determine the main idea using specific details from the text. (RI.4.2)</li> <li>I can make inferences using specific details from the text. (RI.4.1)</li> <li>I can take notes and categorize information. (W.4.8)</li> <li>I can write an informative/explanatory text. (W.4.2)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</li> </ul> | <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> |
| <b>Lesson 7</b> | Close Reading and Charting, Part I: The Iroquois People in Modern Times  | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can determine the main idea using specific details from the text. (RI.4.2)</li> <li>I can make inferences using specific details from the text. (RI.4.1)</li> <li>I can take notes and categorize information. (W.4.8)</li> </ul>   | <ul style="list-style-type: none"> <li>I can identify the main idea of an excerpt of <i>The Iroquois</i>.</li> <li>I can identify details that support the main idea of informational text.</li> <li>I can document what I learn about the Iroquois in modern times by taking notes.</li> <li>I can make inferences using specific details from the text.</li> </ul>   | <ul style="list-style-type: none"> <li>Details on sticky notes</li> </ul>   |
| <b>Lesson 8</b> | Close Reading and Charting, Part II: The Iroquois People in Modern Times | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can determine the main idea using specific details from the text. (RI.4.2)</li> <li>I can make inferences using specific details from the text. (RI.4.1)</li> <li>I can take notes and categorize information. (W.4.8)</li> </ul>   | <ul style="list-style-type: none"> <li>I can identify the main idea of an excerpt of <i>The Iroquois</i>.</li> <li>I can identify details that support the main idea of informational text.</li> <li>I can document what I learn from a timeline about the Iroquois by taking notes.</li> <li>I can make inferences using specific details from the text.</li> </ul>   | <ul style="list-style-type: none"> <li>Details on sticky notes</li> <li>Timeline recording form</li> </ul>                  |

## GRADE 4: MODULE 1A: UNIT 2: OVERVIEW

### Calendared Curriculum Map: Unit-at-a-Glance

| Lesson          | Lesson Title                              | Long-Term Targets   | Supporting Targets   | Ongoing Assessment   |
|-----------------|---|---|--|--|
| <b>Lesson 9</b> | Complete Sentences and Charting: Lacrosse | <ul style="list-style-type: none"> <li>I can produce complete sentences, recognizing and correcting fragments and run-ons. (L.4.1)</li> <li>I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. (RI.4.1)</li> <li>I can engage in a discussion with my peers about informational texts. (SL.4.4)</li> <li>I can integrate information from two texts on the same topic to show my knowledge about the subject. (RI.4.9)</li> </ul> | <ul style="list-style-type: none"> <li>I can form complete sentences from run-ons and fragments.</li> <li>I can refer to relevant details in an article about lacrosse.</li> </ul> | <ul style="list-style-type: none"> <li>Graphic organizer</li> <li>Teacher observation</li> <li>Student work with complete sentences</li> </ul> |

| Lesson           | Lesson Title   | Long-Term Targets   | Supporting Targets   | Ongoing Assessment  |
|------------------|--|---|--|---|
| <b>Lesson 10</b> | Writing to Explain: Drafting Strong Explanatory Paragraphs | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can determine the main idea using specific details from the text. (RI.4.2)</li> <li>I can take notes and categorize information. (W.4.8)I can effectively participate in a conversation with my peers and adults. (SL.4.1)</li> </ul> | <ul style="list-style-type: none"> <li>I can connect what I already know about the Iroquois to the ideas in other texts and media.</li> <li>I can write an explanatory paragraph to explain the cultural traditions of the Iroquois.</li> </ul>  | <ul style="list-style-type: none"> <li>Observe where students place their evidence flags</li> <li>Answers to text-dependent questions</li> </ul>  |
| <b>Lesson 11</b> | Critiquing and Polishing Our Explanatory Paragraphs        | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can determine the main idea using specific details from the text. (RI.4.2)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</li> <li>I can write an informative/explanatory</li> </ul>     | <ul style="list-style-type: none"> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> <li>I can identify ways to improve my explanatory paragraph.</li> <li>I can use correct writing conventions in my explanatory paragraph.</li> </ul> | <ul style="list-style-type: none"> <li>Observation of placement of evidence flags</li> <li>Answers to text-dependent questions</li> <li>Direct observation student revision work</li> </ul> |

**GRADE 4: MODULE 1A: UNIT 2: OVERVIEW**  
**Calendared Curriculum Map:**  
 Unit-at-a-Glance

|                  |                                  |   |   |   |
|------------------|----------------------------------|---|---|---|
|                  |                                  | text. (W.4.2)<br>• I can use the writing process to produce clear and coherent writing (with support). (W.4.5)  |   |   |
| <b>Lesson 12</b> | Evidence-Based Paragraph Writing | • I can explain what a text says using specific details from the text. (RI.4.1)<br>• I can determine the main idea using specific details from the text. (RI.4.2)<br>• I can choose evidence from fourth-grade informational texts to support analysis, reflection, and research. (RI.4.1 and W.4.9)<br>• I can use the writing process to produce clear and coherent writing (with support). (W.4.5) | • I can write an explanatory paragraph. | • End of Unit 2 Assessment: Graphic organizer and paragraph writing |

**Optional: Experts, Fieldwork, And Service**

- Visit local Native American historical sites
- Invite an expert from the Haudenosaunee to visit your classroom to talk more about the oral tradition

**Optional: Extensions**

- Read about other Native Americans in New York (see Unit 1, Recommended Texts).
- Create a storyboard for an educational video about the Iroquois. Use computer-based video software (such as Movie Maker) to produce the video.



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

## Text Features: Introduction to *The Iroquois: The Six Nations Confederacy*



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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 text. (RI.4.1)</p> <p>I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)</p>   |   |
| Supporting Learning Targets  | Ongoing Assessment  |
| <ul style="list-style-type: none"> <li>• I can describe text features of informational text that help me understand the main idea.</li> <li>• I can use informational text features to find information about the Iroquois Confederacy.</li> </ul> | <ul style="list-style-type: none"> <li>• Text Features anchor chart (whole group)</li> <li>• Students' answers to text-dependent questions</li> <li>• Students' answers on the <b>Learning Using Text Features</b> handout</li> </ul> |

| Agenda  | Teaching Notes   |
|---|--|
| <ol style="list-style-type: none"> <li>1. <b>Opening</b> <ol style="list-style-type: none"> <li>A. Engaging the Reader (5 minutes)</li> </ol> </li> <li>2. <b>Work Time</b> <ol style="list-style-type: none"> <li>A. Explore Text Features (10 minutes)</li> <li>B. Create Text Features Anchor Chart (10 minutes)</li> <li>C. Reading and Text-Dependent Questioning (15 minutes)</li> <li>D. Rereading Focusing on Text Features (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 advance: Read Chapter 1 of <i>The Iroquois: The Six Nations Confederacy</i> and preview text-dependent questions.</li> <li>• In this lesson, students spend some time browsing a variety of informational texts to get oriented to typical text features. The purpose of this is to help students generalize their knowledge of types of text features across multiple texts.</li> <li>• There is no text-specific vocabulary featured in this lesson since the focus of the lesson is on text features.</li> <li>• <i>Note: In the first unit, students learn about the Haudenosaunee, and how the English word for Haudenosaunee is Iroquois (which came from the French). The title of the book for this unit is The Iroquois: The Six Nations Confederacy. Even though the preferred term is Haudenosaunee, since the word Iroquois is used throughout the book, this unit will use the word Iroquois to stay consistent with the language of the book and not confuse students. If needed, briefly show the introductory video on the origin of the name Haudenosaunee and how it is used today (from Unit 1).</i></li> </ul> |

| Lesson Vocabulary  | Materials  |
|--|--|
| informational text, text feature, central meaning, headings, glossary, caption, index, sidebar, bold, italics, pronunciation guide, impressed, Iroquois, Confederacy, constitution (from Unit 1) | <ul style="list-style-type: none"> <li>• <i>The Iroquois: The Six Nations Confederacy</i> (book; one per student)</li> <li>• Index cards</li> <li>• Approximately 15 copies of informational texts. These don't have to be the same title—anything you have in your classroom or library that has text features.</li> <li>• Questions about the Iroquois anchor chart (new; teacher-created)</li> <li>• Markers</li> <li>• Learning from Text Features Recording Form (one per student)</li> </ul> |

| Opening  | Meeting Students' Needs   |
|--|---|
| <p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Discuss with the students how learning about the Iroquois has taught you a lot about oral traditions and how we can work toward a peaceful society. Say: “Our study has made me very interested in learning more about the Iroquois. Do you want to know more?” Ask students to think about what things they have been wondering about or would like to know more about. Note their questions on a new <b>Questions about the Iroquois</b> anchor chart. If necessary, model with some questions of your own, such as: “How did they use natural resources?” “How did men, women, and children work and play?” “What traditions do the Iroquois have?”</li> <li>• Explain to students that they will be reading a new informational text from the book <i>The Iroquois</i> plus other informational texts in order to understand more about the way the Iroquois lived in the past as well as how they live today. Remind the students that the Iroquois are a group that still lives in the Northeast today and they continue to contribute to our society and culture.</li> <li>• Invite the class to read the first learning target aloud with you: “I can describe text features of informational text that help me understand the central message.” Invite the students to identify words in the learning target that they don’t know. Prompt students to point out <i>text features</i>, <i>informational text</i>, and perhaps, <i>main idea</i> (which students should know from Unit 1). Discuss with students the meaning of <i>informational text</i> (text in which the author’s goal is to teach the reader something) and <i>main idea</i> (the basic message the author is trying to convey). Tell students that you will all figure out the meaning of text features during the course of the lesson.</li> </ul> | <ul style="list-style-type: none"> <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> |

| Work Time   | Meeting Students' Needs   |
|---|---|
| <p><b>A. Explore Text Features (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to browse through the book <i>The Iroquois</i>. Ask students to Think-Pair-Share to identify how these pages are organized and how that differs from the way storybooks and novels are organized. Ask volunteers to share what they noticed. As students to identify a text feature, identify its proper name (e.g., <i>sidebar</i>), and write each term on an <b>index card</b>, allowing room for students to add definitions, purposes, and examples. If necessary, show some pages on your document camera and draw students' attention to features such as <i>heading, glossary, caption, index, sidebar, bold, italic, and pronunciation guide</i>.</li> <li>• Tell students that what they have discovered in the book are the text features referred to in the learning target. Ask students to share their ideas about why authors of informational text might use text features.</li> <li>• Distribute copies of other <b>informational texts</b> to pairs of students. Invite them to work with their partner to explore another informational text to notice if the features they have already found are in it. If they can find additional text features, have students list them on a piece of scrap paper. Tell students that it is fine at this point if they do not know the official name for a specific text feature; they can simply describe what they see.</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> </ul>  |
| <p><b>B. Create Text Features Anchor Chart (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to share any additional text features they identified in the informational texts they just browsed. Write each new text feature on an index card.</li> <li>• Briefly form small groups (one group for each text feature). Give each group one of the index cards with a text feature. Ask each group to take 3 to 5 minutes to complete the following on their index card: <ul style="list-style-type: none"> <li>– Write a definition of the text feature.</li> <li>– Draft a sentence explaining the purpose of the text feature.</li> <li>– Identify the book and page number that contains an example.</li> </ul> </li> <li>• Invite groups to share their work with the class. As each group presents, transcribe their definitions, purposes, and examples on an anchor chart titled <b>Informational Text Features</b>. Clear up awkward phrasing or misconceptions as needed.</li> </ul>   | <ul style="list-style-type: none"> <li>• Consider partnering an ELL with a student who speaks the same language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their language.</li> </ul> |

| Work Time (continued)   | Meeting Students' Needs   |
|---|---|
| <p><b>C. Reading and Text-Dependent Questioning (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute students' texts: <i>The Iroquois</i>. Ask students to listen and follow along in their books as you read aloud pages 5 to 8. In the middle of page 6, pause and say to students: "Oh! I already found the answer to one of our questions!" Ask students to Think-Pair-Share to answer the question: "How did the Iroquois people use natural resources?" Cold call on several students to answer.</li> <li>• Continue to read aloud until the illustration on page 7. Ask students about the meaning of the word impressed. Informally introduce the strategy of "reading on" in order to figure out what a word means. Show students how to confirm or figure out the definition by reading on and noticing that Thomas Jefferson used ideas from the confederacy as the basis for writing parts of the U.S. Constitution. "If Thomas Jefferson thought the ideas were so good that he wanted to use them, he must have really liked and learned from what the Iroquois did. I can figure out that impressed must mean to really like and learn from something."</li> <li>• Continue to read aloud to the bottom of page 8. Ask students: "Why does the author say 'the people of the longhouse have survived'?" Invite students to reread quietly on their own, think, then talk with a partner about this question. Listen in to gauge students' comprehension of this new text.</li> </ul> | <ul style="list-style-type: none"> <li>• Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students' thinking as they write or speak about their text.</li> </ul> |
| <p><b>D. Rereading Focusing on Text Features (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to reread from the front cover through page 9 and complete the <b>Learning Using Text Features</b> Recording Form.</li> <li>• Decide based on the needs of your class whether to have students do this work independently or with a partner. Consider working with a small group that may need more support.</li> </ul>   |   |

| Closing and Assessment  | Meeting Students' Needs   |
|---|---|
| <p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think for a moment about the new information they learned when they used text features to guide and focus their reading.</li> <li>• Ask students to Think-Pair-Share based on the prompt: “What should we write on our Text Feature anchor chart about the importance of using text features when reading informational text?” As students share, choose a strong summary statement from a student and add it to the anchor chart.</li> </ul>   | <ul style="list-style-type: none"> <li>• For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.</li> </ul> |
| Homework  | Meeting Students' Needs   |
| <p><b>A. Finish reading Chapter 1. Continue to think about how Iroquois life was different long ago.</b></p> <p><i>Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time” during the day—right before or after lunch, during down time between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading; do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods rereading and focusing on evidence.</i></p> <p><i>In addition, students may choose independent reading material or read the novel <i>Eagle Song</i> and use the <b>accompanying Tracking my Thinking</b> packet .</i></p> |   |

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

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

**Learning from Text Features Recording Form**

1. Find the Table of Contents. List all of the text features you see described.

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2. Keep looking at the Table of Contents. On what page is the Glossary?

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3. Look at page 4. Describe the jewelry worn by the man in the photograph.

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4. Keep looking at the photograph on page 4. Read the caption. What information in the caption tells you why the man is wearing this jewelry?

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5. Reread the text on pages 5-7. The text says traders and other non-Iroquois people respected the confederacy. What did they do to show respect?

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6. Look carefully at the picture on page 7 and read the caption. What were the teepee-like buildings covered with?

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7. Reread the text on page 8. What is the meaning of the word “Iroquois?”

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8. Study the map on page 9. Which Iroquois nations lived the farthest from New York City?

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

## **Taking Notes Using a Graphic Organizer, Part I:**

### *The Iroquois: A Six Nations Confederacy*



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**GRADE 4: MODULE 1A: UNIT 2: LESSON 2**  
**Taking Notes Using a Graphic Organizer, Part I:**  
*The Iroquois: A Six Nations Confederacy*

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)   |  |
|--|--|
| I can explain what a text says using specific details from the text. (RI.4.1)<br>I can make inferences using specific details from the text. (RI.4.1)<br>I can determine the main idea using specific details from the text. (RI.4.2)<br>I can take notes and categorize information. (W.4.8)            |  |
| Supporting Learning Targets  | Ongoing Assessment   |
| <ul style="list-style-type: none"><li>• I can identify the main idea of a section of informational text.</li><li>• I can identify details that support the main ideas of informational text.</li><li>• I can document what I learn about the traditional life of the Iroquois by taking notes.</li></ul> | <ul style="list-style-type: none"><li>• Four Square Graphic Organizers for pages 11–12 and 12–14</li></ul> |

**GRADE 4: MODULE 1A: UNIT 2: LESSON 2**  
**Taking Notes Using a Graphic Organizer, Part I:**  
*The Iroquois: A Six Nations Confederacy*

| Agenda  | Teaching Notes   |
|---|--|
| <ol style="list-style-type: none"> <li>1. <b>Opening</b> <ol style="list-style-type: none"> <li>A. Engaging the Reader (5 minutes)</li> </ol> </li> <li>2. <b>Work Time</b> <ol style="list-style-type: none"> <li>A. Read-aloud: Main Idea of Pages 11–12 (5 minutes)</li> <li>B. Partner Reading: Main Idea of Pages 11–12 (10 minutes)</li> <li>C. Read-aloud: Supporting Details of Pages 11–12 (15 minutes)</li> <li>D. Read-aloud: Main Idea of Pages 13–14 (10 minutes)</li> <li>E. Partner Reading: Supporting Details of Pages 13–14 (10 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>• For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support.</li> <li>• This lesson involves chunking text. If appropriate, explicitly name this strategy for students.</li> <li>• This lesson is structured to include a gradual release of responsibility to students. Beginning with clear modeling prepares students to continue the task independently.</li> <li>• <i>Note: The Four-Square graphic organizer was previously used in Unit 1 to organize notes for a paragraph. In Unit 2, it is used for students take notes on main idea and supporting details as they read, but it will also be used to help them plan and write their explanatory paragraphs.</i></li> </ul> |

**GRADE 4: MODULE 1A: UNIT 2: LESSON 2**  
**Taking Notes Using a Graphic Organizer, Part I:**  
*The Iroquois: A Six Nations Confederacy*

| Lesson Vocabulary  | Materials   |
|--|---|
| record, main idea, supporting details, notes, traditional, palisade, called (i.e., defined), consensus, clan, longhouse, platform, shingles, occupied, beliefs, ceremony | <ul style="list-style-type: none"> <li>• <i>The Iroquois</i> (book; one per student)</li> <li>• Blank Four-Square Graphic Organizer (3 copies per student)</li> </ul> |

| Opening  | Meeting Students' Needs   |
|--|---|
| <p><b>A. Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that they are reading <i>The Iroquois</i> in order to understand the history of the Iroquois people and how they live now. Look at the list of questions created yesterday and ask students if they have learned the answers to any of them. Review information learned.</li> <li>• Introduce the first target: “I can identify the main idea in a section of informational text.” Invite the students to have a brief discussion about the importance of knowing the main idea of text.</li> </ul> | <ul style="list-style-type: none"> <li>• Consider providing nonlinguistic symbols (e.g., a light bulb for main idea, two hands on a book for shared nonfiction text) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.</li> <li>• Clarifying academic vocabulary assists all students developing academic language (e.g., identify, support).</li> <li>• ELLs can record new terms in personal dictionaries or vocabulary logs that they can refer back to throughout the module.</li> </ul> |

**GRADE 4: MODULE 1A: UNIT 2: LESSON 2**  
**Taking Notes Using a Graphic Organizer, Part I:**  
*The Iroquois: A Six Nations Confederacy*

| Work Time   | Meeting Students' Needs  |
|---|--|
| <p><b>A. Read-aloud: Main Idea of Pages 11–12 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read aloud the title of this chapter (“Traditional Life”) and pages 11 and 12 (up to “The Longhouse”) while the students follow with their texts. Return to the beginning of the text and focus on the word <i>traditional</i> in the chapter title. Ask students to Think-Pair-Share about the word <i>traditional</i>, prompting them to think about the root <i>tradition</i>. Clarify that in the context of this chapter, the author writes about the Iroquois in the past tense to describe some of their past traditions. It is important to note that the Iroquois are still living and part of society today, and some of the traditions and beliefs described in the chapter are still in practice. Then ask students: “How does this author help you understand what the word <i>palisades</i> means?” If students are not able to articulate what they note, help them see that the meaning of <i>palisades</i> is provided for them (log fences), as is the meaning of <i>clans</i> (large related family groups). Tell students that often the writers of informational text define new words in this way, and the author may say something is <i>called</i> something in order to give readers a cue that a new term is being defined.</li> </ul> | <ul style="list-style-type: none"> <li>• Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.</li> </ul>  |
| Work Time (continued)   | Meeting Students' Needs  |
| <p><b>B. Partner Reading: Main Idea of Pages 11–12 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to reread pages 11 and 12 with their partners, taking turns reading paragraphs aloud.</li> <li>• Think-Pair-Share: After reading the text, ask students to talk with their partner to answer the question: “What is this section of our reading mainly about?”</li> <li>• Invite each pair to share their thoughts about the main idea with the class. List several ideas on the board and help the class come to a consensus. An example of a main idea statement is: “The Iroquois people used the natural world to meet their needs.”</li> <li>• Distribute the packets of <b>Four Square</b> graphic organizers to students. Use your document camera or make a blank <b>Topic Expansion</b> graphic organizer on the board. Show students that the main idea goes in the center box, with supporting details and any inferences in the remaining boxes. Point out that students will use this graphic organizer to take notes as they read, but they will use a similar organizer to plan their explanatory writing later in the unit.</li> </ul>  | <ul style="list-style-type: none"> <li>• When discussion of complex content is required, consider partnering an ELL with a student who speaks the same language. This can let students have more meaningful discussions and clarify points in their language.</li> </ul> |



**GRADE 4: MODULE 1A: UNIT 2: LESSON 2**  
**Taking Notes Using a Graphic Organizer, Part I:**  
*The Iroquois: A Six Nations Confederacy*

| Work Time (continued)   | Meeting Students' Needs   |
|---|---|
| <p><b>C. Read-aloud: Supporting Details of Pages 11–12 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Refer to the second learning target: “I can identify details that support the <b>main idea</b> of informational text.” Explain to students that <b>supporting details</b> are pieces of information that tell more about the main idea.</li> <li>Ask students to listen for supporting details as you read pages 11–12 again while students follow with their copies. Pause frequently to ask students: “What detail do you hear or see about how the Iroquois used their natural world to meet their needs?”</li> <li>Model how to write supporting details as notes (words or phrases) into the graphic organizer. Explain to students that they will tackle the last box (inferences) in the graphic organizer later on, and that for today they should keep this box blank.</li> </ul> | <ul style="list-style-type: none"> <li>Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students’ thinking as they write or speak about their text.</li> </ul> |
| <p><b>D. Read-aloud: Main Idea of Pages 12–14 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Have students turn to the second (blank) Four-Square Graphic Organizer in their packet. Read out loud pages 12 to 14, up through “Growing Food.”</li> <li>Ask students to Think-Pair-Share about what the main idea of this section is. Call on several teams and write one on the board for students to put in their graphic organizer.</li> </ul>   |   |
| <p><b>E. Partner Reading: Supporting Details of Pages 12–14 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to reread pages 12–14 to identify details that support the main idea of the text, taking turns with each paragraph.</li> <li>After reading the text, ask students to Think-Pair-Share: “What details tell more about the main idea?” Ask students to write answers on their individual graphic organizers, share their thinking with their reading partner, and then add to or revise their thinking if they choose.</li> <li>Invite each pair to share one detail that supports the main idea, until every pair has shared their thinking. Remind students that they should write their supporting details in the form of notes—words or phrases, not full sentences.</li> <li><i>Note: Save these graphic organizers, as students will need them again.</i></li> </ul> | <ul style="list-style-type: none"> <li>For ELLs, consider providing extra time for tasks and answering questions in class discussions.</li> </ul>   |

**GRADE 4: MODULE 1A: UNIT 2: LESSON 2**  
**Taking Notes Using a Graphic Organizer, Part I:**  
*The Iroquois: A Six Nations Confederacy*

| Closing and Assessment   | Meeting Students' Needs   |
|--|---|
| <p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to get a blank piece of paper and pencil, and write the terms <i>main idea</i>, <i>supporting details</i>, and <i>notes</i> on the board or overhead.</li> <li>Lead a brief discussion about the meaning of each of these terms, calling on several students to share their definitions aloud, and clarifying the definition of any vocabulary as necessary. Then, have students draw a picture that shows the meaning of each of the three terms. Allow students to share their drawings with one another and explain to peers how the picture they drew helps “show” what the word(s) mean.</li> <li>Ask students to hand in the two Four-Square Expansion graphic organizers they competed in class. Review these to gauge how well students understand the text and how well they can take notes in this format.</li> <li>Be sure students have a blank copy of the Four-Square Expansion graphic organizer, which they will use for their homework.</li> </ul>   | <ul style="list-style-type: none"> <li>ELLs and other students can record new vocabulary in their personal dictionaries or vocabulary logs to reference throughout the module.</li> </ul>   |
| Homework   | Meeting Students' Needs   |
| <ul style="list-style-type: none"> <li>Reread pages 11–14. In this chapter, how does the author describe how the Iroquois lived long ago? Read a paragraph from these pages out loud to someone at home. Tell them something you have learned about how the Iroquois lived long ago.</li> <li>In addition, students may choose independent reading material from <i>Eagle Song</i> or the Recommended Texts list for Unit 2.</li> </ul> <p><i>Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time during the day—right before or after lunch, during down time between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading—do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods rereading and focusing on evidence.</i></p> | <ul style="list-style-type: none"> <li>Some students may need a recording of the sidebar. Inexpensive digital voice recorders, such as those meant to record notes and grocery lists, are an easy way to provide this support.</li> </ul> |

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

## Supplemental Materials



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**Four-Square Graphic Organizer**

|                          |                           |
|--------------------------|---------------------------|
| First supporting detail: | Second supporting detail: |
| Third supporting detail: | Inference:                |

Main Idea:

(For more information about the Four-Square approach, see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, by E. J. Gould and J. S. Gould [Teaching and Learning Company, 1999].)

# **Grade 4: Module 1A: Unit 2: Lesson 3**

## **Taking Notes Using a Graphic Organizer, Part II:**

### **Inferring What Was Important to the Iroquois**



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**GRADE 4: MODULE 1A: UNIT 2: LESSON 3**  
**Taking Notes Using a Graphic Organizer, Part II:**  
Inferring What Was Important to The Iroquois

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)  |   |
|---|---|
| I can explain what a text says using specific details from the text. (RI.4.1)<br>I can make inferences using specific details from the text. (RI.4.1)<br>I can determine the main idea using specific details from the text. (RI.4.2)<br>I can take notes and categorize information. (W.4.8)   |   |
| Supporting Learning Targets   | Ongoing Assessment  |
| <ul style="list-style-type: none"><li>• I can identify the main idea of a section of <i>The Iroquois</i>.</li><li>• I can identify details that support the main ideas of informational text.</li><li>• I can document what I learn about the traditional life of the Iroquois by taking notes.</li><li>• I can make inferences using specific details from the text.</li></ul> | <ul style="list-style-type: none"><li>• Four-Square graphic organizers for pages 16-19 and 21 (NOT page 20)</li></ul> |

**GRADE 4: MODULE 1A: UNIT 2: LESSON 3**  
**Taking Notes Using a Graphic Organizer, Part II:**  
 Inferring What Was Important to The Iroquois

| Agenda  | Teaching Notes  |
|---|---|
| <ol style="list-style-type: none"> <li>1. <b>Opening</b> <ol style="list-style-type: none"> <li>A. Engaging the Reader (5 minutes)</li> </ol> </li> <li>2. <b>Work Time</b> <ol style="list-style-type: none"> <li>A. Partner Reading: Main Idea of Pages 16–19 (10 minutes)</li> <li>B. Partner Reading: Supporting Details of Pages 16–19 (10 minutes)</li> <li>C. Partner Reading: Main Idea of Pages 19, 21 (5 minutes)</li> <li>D. Partner Reading: Supporting Details of Pages 19, 21 (10 minutes)</li> <li>E. Drawing Inferences (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>• <i>Note: SKIP page 20 in this lesson. Students read this page during Lesson 6 for their mid-unit assessment.</i></li> <li>• For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support.</li> <li>• This lesson involves chunking text. If appropriate, explicitly name this strategy for students.</li> <li>• This lesson is structured to include a gradual release of responsibility to students. Beginning with clear modeling prepares students to continue the task independently.</li> <li>• Be sure to hold on to students' completed graphic organizers, since they will need them for their paragraph writing in Lessons 5–9.</li> </ul> |

**GRADE 4: MODULE 1A: UNIT 2: LESSON 3**  
**Taking Notes Using a Graphic Organizer, Part II:**  
 Inferring What Was Important to The Iroquois

| Lesson Vocabulary  | Materials   |
|--|---|
| record, main idea, supporting details, notes, inference, traditional, palisade, called (i.e. defined), consensus, clan, longhouse, platform, shingles, occupied, beliefs, ceremony | <ul style="list-style-type: none"> <li>• <i>The Iroquois</i> (book; one per student)</li> <li>• Blank Four-Square graphic organizer (3 copies per student)</li> <li>• Students' completed Four-Square graphic organizers for pages 11–14 (from Lesson 2)</li> </ul> |

| Opening  | Meeting Students' Needs   |
|--|---|
| <p><b>A. Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that they are reading <i>The Iroquois</i> in order to understand the way the Iroquois people lived in the past, but they will also learn about how they live today, which is covered in Chapters 4 &amp; 5. Look back again at the list of questions created in Lesson 1 and ask students if they have learned the answer to any of them. Review information learned.</li> <li>• Review the first three learning targets, and ask students to recall the meaning of the terms <i>main idea</i>, <i>supporting details</i>, and <i>notes</i>. Then, introduce the last target: “I can make inferences using specific details from the text.” Explain that today students will become detectives. They will use the information they read to help them draw conclusions or form opinions about what was important to the Iroquois people. This is called making an inference because the answer is not always obvious. As detectives they will need to pay close attention to details as they read in order to help them determine what was most important to the Iroquois during this time.</li> <li>• Have students give a quick thumbs-up, -down, or -sideways to indicate how well they understand today’s learning targets.</li> </ul> | <ul style="list-style-type: none"> <li>• Consider providing nonlinguistic symbols (e.g., a light bulb for <i>main idea</i>, or a magnifying glass for <i>inference</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.</li> <li>• All students developing academic language will benefit from direct instruction of academic vocabulary.</li> <li>• ELLs can record new terms in personal dictionaries or vocabulary logs that they can refer back to throughout the module.</li> </ul> |



**GRADE 4: MODULE 1A: UNIT 2: LESSON 3**  
**Taking Notes Using a Graphic Organizer, Part II:**  
 Inferring What Was Important to The Iroquois

| Work Time   | Meeting Students' Needs   |
|---|---|
| <p><b>A. Partner Reading: Main Idea of Pages 16–19 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to locate their text <i>The Iroquois</i> and their <b>Four-Square</b> graphic organizers for pages 11-14 (from Lesson 2).</li> <li>• Ask students to turn to the next <b>Four-Square graphic organizer</b> (see supporting materials). If you have student pairs who can read this text on their own, ask students to read with their partner “Roles of Men and Women,” pages 16–19. Consider pulling aside another group of students for a read-aloud, and/or continue to read aloud to the class.</li> <li>• When students have read the section, they should talk together to develop a main idea, then, in the center box, write a main idea statement that describes the central message of this passage of the text. Circulate around the room to read students’ main idea statements.</li> </ul> | <ul style="list-style-type: none"> <li>• When discussion of complex content is required, consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.</li> </ul> |
| Work Time (continued)   | Meeting Students' Needs   |
| <p><b>B. Partner Reading: Supporting Details of Pages 16–19 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to reread “Roles of Men and Women” while thinking about details that support their main idea statements. As before, ask students to record each detail they find in one of the corner sections on the graphic organizer. Remind students to write supporting details in the form of notes.</li> <li>• <i>Note: Be sure to hold on to students’ graphic organizers for pages 16–19. They will need to use them in Lesson 5 for their paragraph writing.</i></li> <li>• <i>Note: SKIP page 20 in this lesson. Students read this during Lesson 6 for their mid-unit assessment.</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Students needing additional support may benefit from partially filled-in graphic organizers.</li> </ul>  |

**GRADE 4: MODULE 1A: UNIT 2: LESSON 3**  
**Taking Notes Using a Graphic Organizer, Part II:**  
 Inferring What Was Important to The Iroquois

| Work Time (continued)  | Meeting Students' Needs   |
|--|---|
| <p><b>C. Partner Reading: Main Idea of Pages 19, 21 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Avoid discussing the sidebar on page 20 so students do not become overly familiar with it prior to the assessment (in Lesson 6). See teaching note above.</li> <li>• Have students turn to a fresh graphic organizer. Read aloud or ask students to read with their partner “Beliefs and Ceremonies,” pages 19 through 21. When they have read the section, they should write a main idea statement in the box on their graphic organizer that describes the main idea of that portion of the text. Circulate around the room to read students’ main idea statements.</li> </ul>  | <ul style="list-style-type: none"> <li>• Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.</li> </ul>   |
| <p><b>D. Partner Reading: Supporting Details of Pages 19, 21 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Avoid discussing the sidebar on page 20 so students do not become overly familiar with it prior to the assessment (in Lesson 6).</li> <li>• Ask students to reread “Beliefs and Ceremonies,” thinking about details that support their main idea statements. As before, students should record each detail they find in one of the center sections on the graphic organizer.</li> </ul> <p><b>E. Discussing Inferences (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Draw students’ attention once again to the fourth learning target: “I can make inferences using specific details from the text.” Remind students that while reading today they acted as “detectives” by recording details about what they read in order to help them make an <i>inference</i> about what was important to the Iroquois. Explain to them that the 4<sup>th</sup> box (lower right-hand corner) of the graphic organizer has space for them to write an inference that they make based on their reading.</li> <li>• Briefly discuss <i>inference</i> again with students, making sure they understand that to make an inference they will need to use the text and their notes to figure out something that the author does not specifically tell the reader. If needed, provide some additional examples of inferences to make sure students grasp the concept.</li> <li>• Explain to students that <i>The Iroquois</i> book helps readers know what is important to the Iroquois people without ever specifically saying: “This is what is important to Iroquois people.” The author does not always tell the reader what is important to the Iroquois, but students can use clues and hints from the text to make an inference.</li> <li>• Refer back to the Four-Square graphic organizer for the “Roles of Men and Women” section on pages 19 and 21.</li> <li>• Ask students to reread the notes on their graphic organizer. Then ask students to Think-Pair-Share: “What do we know about the roles of women in early Iroquois society according to the text?” What can we infer (remind them of what an inference is, if needed) about the roles of women in early Iroquois society? Students will then talk with their partner about</li> </ul> | <ul style="list-style-type: none"> <li>• For students requiring additional support, you may consider limiting the number of words students underline or consider having students focus on a smaller chunk of text in the shared reading.</li> </ul> |

**GRADE 4: MODULE 1A: UNIT 2: LESSON 3**  
**Taking Notes Using a Graphic Organizer, Part II:**  
 Inferring What Was Important to The Iroquois

|  |  |
|--|--|
| <p>an inference they have drawn from the reading and then write this in the box on the graphic organizer.</p> <ul style="list-style-type: none"> <li>After students have had time to discuss their inferences, ask for some students to share out with the class. Note that this inference will be something that is not directly stated in the text. Example: We know that women had an important role since they gave the babies names during the Midwinter Ceremony.</li> <li><i>Note: Save these graphic organizers, as students will need them again for their paragraph writing in Lessons 5–8.</i></li> </ul> |  |
|--|--|

| Closing and Assessment  | Meeting Students' Needs   |
|---|---|
| <p><b>A. Debrief (5-15 minutes)</b></p> <ul style="list-style-type: none"> <li>For the debrief, lead a brief paired discussion around the main idea in Chapter 2. Ask students to first turn and talk to a neighbor to define <i>main idea</i>, <i>supporting detail</i>, <i>inference</i>, and <i>notes</i>. Then ask them to discuss the following question with a partner: “What did we learn about the traditional life of the earliest Iroquois as presented in Chapter 2?”</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> </ul>  |
| Homework  | Meeting Students' Needs   |
| <ul style="list-style-type: none"> <li>Students may choose independent reading material from the Recommended Texts list for Unit 2 or continue to read <i>Eagle Song</i></li> </ul> <p><i>Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time during the day—right before or after lunch, during “down time” between other tasks—as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading; do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods re-reading and focusing on evidence.</i></p> | <ul style="list-style-type: none"> <li>Some students may need a recording of the sidebar. Inexpensive digital voice recorders, such as those meant to record notes and grocery lists, are an easy way to provide this support.</li> </ul> |

# Grade 4: Module 1A: Unit 2: Lesson 3

## Supporting Materials



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**GRADE 4: MODULE 1A: UNIT 2: LESSON 3**  
**Taking Notes Using a Graphic Organizer, Part II:**  
Four Square Graphic Organizer

**Four-Square Graphic Organizer**

|                          |                           |
|--------------------------|---------------------------|
| First supporting detail: | Second supporting detail: |
| Third supporting detail: | Inference:                |

Main Idea:

(For more information about the Four-Square approach, see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, by E. J. Gould and J. S. Gould [Teaching and Learning Company, 1999].)

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

## **Capturing Main Ideas and Details:**

### **How Life is Changing for The Iroquois**



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

### Capturing Main Ideas and Details: How Life is Changing for The Iroquois

#### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)  
I can determine the main idea using specific details from the text. (RI.4.2)  
I can take notes and categorize information. (W.4.8)  
I can make inferences using specific details from the text. (RI.4.1)

#### Supporting Learning Targets

- I can identify the main idea of a new excerpt of *The Iroquois*.
- I can identify details that support the main idea of informational text.
- I can document what I learn about how life changed for the Iroquois by taking notes.
- I can make inferences using specific details from the text.

#### Ongoing Assessment

- Four-Square graphic organizer for pages 23–25

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

### Capturing Main Ideas and Details: How Life is Changing for The Iroquois

| 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. Read-aloud and Partner Reading: Main Idea, Supporting Details, Inference (10 minutes)</li><li>B. Read-aloud, Questioning, and Partner Reading: Main Idea, Supporting Details, Inference (20 minutes)</li><li>C. Partner or Independent Reading: Main Idea, Supporting Details, Inference (20 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>• This lesson is structured to allow students to successfully interact with complex text. Shared reading of an unfamiliar and complex nonfiction text with students will support all learners. It lets them concentrate on interacting with the text and unfamiliar vocabulary.</li></ul> |



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

### Capturing Main Ideas and Details: How Life is Changing for The Iroquois

| Lesson Vocabulary  | Materials   |
|--|---|
| popular, established, trade, wampum, disease, resistance, reservation, Quahog clam | <ul style="list-style-type: none"><li>• <i>The Iroquois</i> (book; one per student)</li><li>• Four-Square Graphic Organizers (2 copies per student)</li></ul> |

| Opening   | Meeting Students' Needs  |
|---|--|
| <p><b>A. Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the learning targets with students: “I can identify the main idea of informational text,” “I can identify details that support the main idea of informational text,” “I can document what I learn about a topic by taking notes,” and “I can make inferences using specific details from the text.” Ask students for examples of when they worked toward these learning targets during the previous lesson and homework.</li><li>• Point out that today, they will be practicing the same skills that they have used the past few days, but with less support. Congratulate students on becoming increasingly independent readers.</li></ul> | <ul style="list-style-type: none"><li>• Clarifying academic vocabulary (e.g., identify, support) assists all students developing academic language.</li><li>• ELLs can record new terms in personal dictionaries or vocabulary logs that they can refer back to throughout the module.</li></ul> |

**Capturing Main Ideas and Details:**  
How Life is Changing for The Iroquois

| Work Time  | Meeting Students' Needs   |
|--|---|
| <p><b>A. Read-aloud and Partner Reading: Main Idea, Details, Inference (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to access their text <i>The Iroquois</i>. Distribute new <b>Four-Square graphic organizers</b> to students. Ask them to follow along as you read page 23 and the top of page 25 (do not read sidebar on page 24). Ask students to Think-Pair-Share to discuss: “What is the section mostly about?” Ask students to take out their Four-Square graphic organizer and write down their main idea.</li> <li>Ask students to reread with their partners, collecting supporting details and completing the inference box. Circulate while students do this, being sure they are writing notes instead of sentences.</li> <li>Say: “Things are beginning to change for the Iroquois people. Why?” If needed, help students come to the conclusion that the Iroquois hunted beaver because they wanted money for tools so that their lives could be easier.</li> </ul>  | <ul style="list-style-type: none"> <li>Consider partnering an ELL with a student who speaks the same language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their language.</li> </ul>                       |
| <p><b>B. Read-aloud, Questioning, and Partner Reading: Main Idea, Details, Inference (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the bottom of page 25 aloud as students follow along in their text. Talk briefly about the meaning of the word <i>resistance</i>. See if students can provide a meaning for this word. Discuss the use of this word in this specific context: it means the capacity of the body to fight off an illness.</li> <li>Ask students to discuss with each other: “What were some of the good changes that the Europeans brought to the Iroquois?” Hear students’ responses, paraphrasing as needed. Then ask: “What were some of the difficult changes the Europeans brought to the Iroquois?” Discuss with students the impact of disease on the Native Americans.</li> <li>Ask students to reread the last sentence of on page 25. Then ask: “What impact did diseases have on the young Iroquois people who did not die?”</li> <li>Ask students to reread this section with their partners and discuss this question.</li> <li>Call on students to share their response to this question. Follow up by asking: “Which details from the text helped you make that inference?”</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>Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.</li> </ul> |

| Work Time (continued)   | Meeting Students' Needs   |
|---|---|
| <p><b>C. Read-aloud, Partner Reading, or Independent Reading: Main Idea, Supporting Details, Inference (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Depending on your students' needs, differentiate the next section of the lesson in which students read and discuss the sidebar on page 24, which they have previously read as a whole group and discussed in Unit 1. Some students may need you to read this section aloud, others may be able to go to partner reading, and still others might be able to read this section independently.</li> <li>Before they begin, define <i>Quahog clam</i>.</li> <li>Ask students to read and complete a Four-Square graphic organizer for this section. Ask the class to Think-Pair-Share to answer the following questions: "Why did the Iroquois want the wampum belts returned?" and "Why might some people want to keep the wampum belts they have?" Ask students to justify their responses with specific reasoning.</li> <li>If needed, replay the video from Unit 1 explaining wampum. This video is available on EngageNY (<a href="http://www.engageny.org">www.engageny.org</a>).</li> </ul> <p><i>Note: Save the graphic organizers from this section of the reading as students will use them tomorrow to begin to write paragraphs.</i></p> | <ul style="list-style-type: none"> <li>For students requiring additional support, you may consider limiting the number of words students underline or consider having students focus on a smaller chunk of text in the shared reading.</li> </ul> |

| Closing and Assessment   | Meeting Students' Needs  |
|--|--|
| <p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Discuss the learning targets from the day and ask students to give you a thumbs-up, -sideways, -down regarding their skill in using the Topic Expansion graphic organizer to think about and take notes on something they are reading.</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> </ul> |
| Homework   | Meeting Students' Needs  |
| <ul style="list-style-type: none"> <li>Read pages 33 to 37 in <i>The Iroquois</i>, which are about the Iroquois today. Remind students that the Iroquois are a group that currently still lives in the Northeastern United States. As they read this next chapter, they should think about how life has changed for the Iroquois.</li> <li>In addition, students may choose independent reading material from the Recommended Texts list for Unit 2.</li> </ul> <p><i>Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time” during the day—right before or after lunch, during “down time” between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading, do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods rereading and focusing on evidence.</i></p> |  |

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

## Supporting Materials



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**Four-Square Graphic Organizer**

|                          |                           |
|--------------------------|---------------------------|
| First supporting detail: | Second supporting detail: |
| Third supporting detail: | Inference:                |

Main Idea:

(For more information about the Four-Square approach, see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, by E. J. Gould and J. S. Gould [Teaching and Learning Company, 1999].)

# Grade 4: Module 1A: Unit 2: Lesson 5

## Paragraph Writing



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## GRADE 4: MODULE 1A: UNIT 2: LESSON 5

### Capturing Main Ideas and Details: How Life is Changing for The Iroquois

#### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)  
I can determine the main idea using specific details from the text. (RI.4.2)  
I can make inferences using specific details from the text. (RI.4.1)  
I can take notes and categorize information. (W.4.8)  
I can write an informative/explanatory text. (W.4.2)  
I can use the writing process to produce clear and coherent writing (with support). (W.4.5)

#### Supporting Learning Targets

- I can identify the main idea of informational text.
- I can identify details that support the main idea of informational text.
- I can document what I learn about the Iroquois by taking notes.
- I can make inferences using specific details from the text.
- I can write clear and complete sentences from my notes.
- I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion.

#### Ongoing Assessment

- Topic Expansion graphic organizer and paragraph writing (for page 16; begun in Lesson 3)



## GRADE 4: MODULE 1A: UNIT 2: LESSON 5

### Capturing Main Ideas and Details: How Life is Changing for The Iroquois

| 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. Introduction to Paragraph Writing (15 minutes)</li><li>B. Partner Paragraph Writing (15 minutes)</li><li>C. Independent Paragraph Writing (15 minutes)</li></ol></li><li>3. <b>Closing and Assessment</b><ol style="list-style-type: none"><li>A. Sharing (5 minutes)</li><li>B. Debrief (5 minutes)</li></ol></li><li>4. <b>Homework</b></li></ol> | <ul style="list-style-type: none"><li>• Review <b>Four-Square</b> graphic organizers and how they are used with explanatory writing. For the past few lessons, students have been using this graphic organizer to take notes as readers. Today, they will be using it to plan as writers.</li><li>• Review: Think-Pair-Share protocol</li><li>• This lesson builds on students' background knowledge with planning and writing strong paragraphs from Unit 1.</li></ul> |

## GRADE 4: MODULE 1A: UNIT 2: LESSON 5

### Capturing Main Ideas and Details: How Life is Changing for The Iroquois

| Lesson Vocabulary   | Materials  |
|---|--|
| note, paragraph, topic sentence, indent, main idea, supporting details, wampum, political | <ul style="list-style-type: none"><li>• <i>The Iroquois</i> (book; one per student)</li><li>• Students' completed <b>Four-Square</b> graphic organizer for page 24 "Wampum" (from Lesson 4)</li><li>• Teacher's sample <b>Four-Square</b> graphic organizer for pages 26-29 and corresponding sample paragraph, written on separate pieces of chart paper</li><li>• Thin-line green, blue, and red markers (a teacher set, and a set for every two students)</li><li>• Students' completed <b>Four-Square</b> graphic organizer for page 16 "The Role of Men and Women" (from Lesson 3)</li><li>• Lined paper for students</li></ul> |

| Opening  | Meeting Students' Needs   |
|--|---|
| <p><b>A. Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Talk with students about all of the hard work they have been doing with their reading and their work with graphic organizers. Review the first three learning targets: "I can identify the main idea of informational text," "I can identify details that support the main idea of informational text," and "I can document what I learn about a topic by taking notes." Ask students to self-assess their progress toward meeting these targets using a Fist-to-Five or Thumb-O-Meter protocol.</li></ul> | <ul style="list-style-type: none"><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. Introduction to Paragraph Writing (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to share their graphic organizers from the day before with their reading partner.</li> <li>• Ask for a volunteer to talk through their partner's graphic organizer, verbally describing (in full sentences) the main idea and supporting details.</li> <li>• Point out that what the student has just done is to make a paragraph out of the notes on the graphic organizer.</li> <li>• Invite the class to read the last two learning targets aloud with you: "I can write clear and complete sentences from my notes," and "I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion." Invite students to identify words in the learning targets that might be confusing. As students point out words, ask for clarification and annotate the learning target with clarifying words or synonyms. For example:             <ul style="list-style-type: none"> <li>– informative/explanatory = for the purpose of telling or explaining</li> <li>– paragraph = a group of sentences that have the same main idea</li> <li>– topic sentence = the sentence that contains the main idea</li> <li>– body = several sentences that contain supporting details and tell more about the main idea</li> <li>– conclusion = a sentence that ends the paragraph</li> </ul> </li> <li>• Reread the learning target using the clarifying words and check for understanding with students.</li> <li>• Read aloud pages 26–29 of <i>The Iroquois</i> as students follow along in their text.</li> <li>• Discuss with students the meaning of <i>political</i> by teaching them <i>polis</i>, the Greek word meaning <i>city</i>. <i>Political</i> has to do with things important in cities or societies. Also ask students to Think-Pair-Share: "Why would some Iroquois choose to fight for the American or British side during the Revolution?" Ask students to support their ideas with specific details from other sections of the text (e.g., they wanted to continue to trade with one side or another, or that they were angry with one side or another for bringing diseases).</li> <li>• Post a sample <b>Four-Square</b> graphic organizer (For Writing) for this section of the text. Ask students to check your thinking. Then post a corresponding paragraph that you have written on chart paper to illustrate turning that section of the reading into notes, then into a paragraph.</li> <li>• Point out to students that the graphic organizer is similar to those they created the day before, and the paragraph is very similar to the paragraph narrated by the student volunteer. Read aloud or ask a student to read aloud your sample paragraph.</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>• All students developing academic language will benefit from direct instruction of academic vocabulary.</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> |

| Work Time (continued)  | Meeting Students' Needs   |
|--|---|
| <ul style="list-style-type: none"> <li>Using a green marker, underline the main idea statement in the graphic organizer. Ask students to find the sentence in the paragraph that corresponds to this part of the graphic organizer (the first sentence). Underline the first sentence with green, and tell students that it is the <b>topic sentence</b> of the paragraph. Underline topic sentence in the learning target with green as well. Point out to students that the first sentence of a paragraph is indented on the page.</li> <li>Using a blue marker, underline each of the <b>details</b> in the graphic organizer. Ask students to find the sentences in the paragraph that correspond to this part of the graphic organizers. Underline these sentences in blue and tell students that these sentences make up the body of the paragraph. Underline the word body in the learning target in blue as well.</li> <li>Using a red marker, underline the statement in the graphic organizer that tells what was important to the Iroquois. Ask students to find the sentence in the paragraph that corresponds to this part of the graphic organizer (the last sentence). Underline the last sentence in red and tell students that it is the <b>conclusion</b> of the paragraph. Underline conclusion in the learning target in red as well.</li> </ul>   |   |
| <p><b>B. Partner Paragraph Writing (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students' attention to their <b>Four-Square graphic organizers</b> from Lessons 3 and 4. Connect this to the writing process by pointing out that they have gathered notes for a paragraph and the graphic organizer will help them plan their writing. Now they will draft their paragraphs. Using the Think-Pair-Share protocol, ask students to write a sentence on a piece of paper that conveys the main idea as noted in the first box of the graphic organizer, then to share their sentence with their partner. Remind them to indent their first sentence. Lead a whole class in sharing of sentences, recording samples on the board and reviewing the characteristics of good topic sentences. Ask students to revise their sentences if necessary and underline their topic sentence in green.</li> <li>Repeat this process, asking students to write three sentences for the body of their paragraph using the supporting details they noted in the boxes of their graphic organizer. Point out to them that these sentences continue after the topic sentence and do not each start on their own line. Refer to the sample paragraph as a model. After students share and revise the body of their paragraph, ask them to underline those sentences in blue.</li> <li>Repeat this process asking students to write a concluding sentence for their paragraph using the last box of their graphic organizer. Up until this point, they have taken notes on the main idea and supporting details; this last box (in the lower right-hand corner), will include a conclusion sentence that pulls the whole paragraph together. Point out to them that this sentence also continues after the previous sentence, and does not start on its own line. Refer to the sample paragraph as a model. If necessary, provide other examples of conclusion statements (possibly from <i>The Iroquois</i> book or other examples). After students share and revise the conclusion of their paragraph, ask them to underline it in blue.</li> </ul> | <ul style="list-style-type: none"> <li>When discussion of complex content is required, consider partnering an ELL with a student who speaks the same language. This can let students have more meaningful discussions and clarify points in their language.</li> <li>For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.</li> </ul> |

| Work Time (continued)  | Meeting Students' Needs   |
|--|---|
| <p><b>C. Independent Paragraph Writing (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the Four-Square graphic organizers from the “The Role of Men and Women” section of the text (page 16), which students created in Lesson 3. Invite students to refer to the model on the chart paper and to the paragraph they just created. Have them write a topic sentence, body, and conclusion based on the notes in their graphic organizer. Circulate around the room and observe students’ writing to ensure that they are writing effective paragraphs. Offer support and guidance where necessary.</li> </ul> | <ul style="list-style-type: none"> <li>Provide anchor charts for processes such as “How to write a paragraph.” This would include question words with nonlinguistic representations (e.g., map for <i>where</i>, clock for <i>when</i>).</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> |

## GRADE 4: MODULE 1A: UNIT 2: LESSON 5

### Capturing Main Ideas and Details: How Life is Changing for The Iroquois

| Closing and Assessment   | Meeting Students' Needs  |
|--|--|
| <p><b>A. Sharing (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite a few students to share their paragraphs aloud, and ask others to identify the characteristics of good paragraphs evident in student samples.</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></ul> |
| <p><b>B. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• “What challenges did you face in turning your notes into clear and complete sentences?” “What strategies did you use to overcome those challenges?” Use a Thumb-O-Meter to ascertain how students feel about their success with meeting the target “I can write an explanatory/informative text.”</li></ul>   |  |
| Homework   | Meeting Students' Needs  |
| <ul style="list-style-type: none"><li>• Read pages 39 to 42 in <i>The Iroquois</i>. Think about how the Iroquois keep their traditions alive.</li><li>• In addition, choose independent reading material from the Recommended Texts list for Unit 2 or continue reading <i>Eagle Song</i>.</li></ul> <p><i>Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time” during the day—right before or after lunch, during “down time” between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading—do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods rereading and focusing on evidence.</i></p> |  |

# Grade 4: Module 1A: Unit 2: Lesson 5

## Supplemental Materials



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**Four-Square Graphic Organizer (For Writing)**

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

Topic Sentence:



# **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)**

I can explain what a text says using specific details from the material. (RI.4.1)  
 I can determine the main idea using specific details from the text. (RI.4.2)  
 I can integrate information from two texts on the same topic in order to write about the subject knowledgeably (RI.4.9)  
 I can make inferences using specific details from the text. (RI.4.1)  
 I can take notes and categorize information. (W.4.8)  
 I can write an informative/explanatory text. (W.4.2)  
 I can effectively participate in a conversation with my peers and adults. (SL.4.1)

**Supporting Learning Targets**

- I can identify the main idea of a new excerpt from *The Iroquois*.
- I can identify details that support the main idea of this new excerpt.
- I can document what I learn about a topic by taking notes.
- I can make inferences using specific details from the text.
- I can write clear and complete sentences from my notes.
- I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion.

**Ongoing Assessment**

- Mid-Unit 2 Assessment: Four-Square graphic organizer and paragraph writing

| 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

### Mid-Unit Assessment:

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> |

**GRADE 4: MODULE 1A: UNIT 2: LESSON 6****Mid-Unit Assessment:**

Reading, Note-taking, and Paragraph Writing

| Closing and Assessment   | Meeting Students' Needs |
|--|-------------------------|
| <b>A. Debrief (5 minutes)</b> <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>  |                         |

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

## 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:

# **Grade 4: Module 1A: Unit 2: Lesson 7**

## **Close Reading and Charting, Part I:**

### **The Iroquois People in Modern Times**



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## GRADE 4: MODULE 1A: UNIT 2: LESSON 7

### Close Reading and Charting, Part I:

#### The Iroquois People in Modern Times

#### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)  
I can determine the main idea using specific details from the text. (RI.4.2)  
I can make inferences using specific details from the text. (RI.4.1)  
I can take notes and categorize information. (W.4.8)

#### Supporting Learning Targets

- I can identify the main idea of an excerpt of *The Iroquois*.
- I can identify details that support the main idea of informational text.
- I can document what I learn about the Iroquois in modern times by taking notes.
- I can make inferences using specific details from the text.

#### Ongoing Assessment

- Details on sticky notes

## GRADE 4: MODULE 1A: UNIT 2: LESSON 7

### Close Reading and Charting, Part I:

#### The Iroquois People in Modern Times

| Agenda  | Teaching Notes   |
|---|--|
| <ol style="list-style-type: none"><li>1. <b>Opening</b><ol style="list-style-type: none"><li>A. Engaging the Reader (5 minutes)</li></ol></li><li>2. <b>Work Time</b><ol style="list-style-type: none"><li>A. Close Reading of Pages 33–42 of The Iroquois (20 minutes)</li><li>B. Partners Reread for Specific Details: How Have Things Changed for the Iroquois? (30 minutes)</li></ol></li><li>3. <b>Closing and Assessment</b><ol style="list-style-type: none"><li>A. Sharing (5 minutes)</li></ol></li><li>4. <b>Homework</b></li></ol> | <ul style="list-style-type: none"><li>• This lesson transitions students to studying the contemporary (modern) Iroquois culture.</li><li>• There are some discrepancies that crop up in these chapters with the videos from the Haudenosaunee. For example, the videos make clear that the “Prayer of Thanksgiving” as it is referred to in the text, is not actually a prayer, but an address of thanks. This is acceptable. This may be an example, you can point out, of information from another video, where the speaker said that the Haudenosaunee themselves are not often the authors of the textbooks about them, so sometimes authors get it wrong.</li></ul> |

## GRADE 4: MODULE 1A: UNIT 2: LESSON 7

### Close Reading and Charting, Part I:

#### The Iroquois People in Modern Times

| Lesson Vocabulary  | Materials  |
|--|--|
| support, balance, international, reputations, steelworkers, native language, situation, alternative, passports, accept, traditional, recite, preserved, ancestors, harmony | <ul style="list-style-type: none"><li>• Large T-charts titled “How Things Have Changed or Stayed the Same” for pairs of students. Left column labeled “How Have Things Changed for the Iroquois?” and right column labeled “How Have Things Stayed the Same for the Iroquois?” A sample of this T-chart is provided at the end of this lesson, but larger versions, on legal size or even chart paper, would be better.</li><li>• A small stack of sticky notes (about 12) for each student pair</li><li>• <i>The Iroquois</i> (book; one per student)</li></ul> |

| Opening  | Meeting Students’ Needs   |
|--|---|
| <p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Discuss the day’s learning targets and emphasize that today’s work will focus on the lives of modern-day Iroquois people and how things have stayed the same for the Iroquois people and how they have changed. Ask students to talk with a neighbor about the word <i>inference</i>—what does it mean?</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. Close Reading of Pages 33–37 of <i>The Iroquois</i> (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute students' texts <i>The Iroquois</i>. Read aloud page 33 and the first paragraph on page 34 as students follow along.</li> <li>• Ask students to reread page 33 independently and Think-Pair-Share to answer the question: "What is this section mostly about?" Ask students to talk with their partners. Invite a few students to share out. Guide their conclusion to reflect something along the lines of "Mohawk men left the reservations and became good steelworkers."</li> <li>• Draw the class's attention to the opening line: "In the late 1800s, most Iroquois men could not find work." Ask students to discuss this idea. Why would Iroquois people need to find work in the 1800s? Why would they have trouble finding work?</li> <li>• Ask the class to reread the first couple of sentences, focusing on the meaning of the phrase <i>support themselves</i>. If needed, model for students how reading through the next sentence gives them the context clue of "hired Mohawk men." (<i>Note: The strategy of reading on will be explicitly taught in a future lesson.</i>)</li> <li>• Ask students to talk with their partners about the sentence: "The Mohawk men had a good sense of balance and seemed not to fear heights." Say: "What does it mean to have a sense of balance? Why does the author say the Mohawk men 'seemed' not to fear heights?"</li> <li>• Ask students to reread the last sentence and discuss: "How do people's opinions of the Mohawk men seem to be changing from what we learned during our reading in the previous lesson, which focused on the Iroquois in the 1800s?" Ask students to use specific words and phrases from the text to explain their answers.</li> <li>• Read aloud the top of page 34 through "Looking to the Future." Ask students to talk with their partners to discuss what this section is mostly about, perhaps hinting that there are two central messages in the part they just read. If needed, help the class see that the first paragraph on page 34 is a continuation of the information on page 33, while the second paragraph starts a new idea.</li> <li>• Ask the class to reread this part of the book, focusing on the use of the word <i>support</i>. Ask them to discuss with partners whether <i>support</i> here means the same as <i>support</i> on page 33. Ask students to explain their thinking using details from the text.</li> </ul> | <ul style="list-style-type: none"> <li>• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.</li> <li>• ELLs may benefit from sentence starters for these conversations. An example of a sentence starter that would work with this lesson is: "People thought Mohawk men were _____."</li> </ul> |

| Work Time (continued)   | Meeting Students' Needs   |
|---|---|
| <p><b>B. Partners Reread for Specific Details: How Have Things Changed for the Iroquois? (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a large piece of chart paper to each pair of students. Ask them to create a <b>T-chart: “How Things Have Changed or Stayed the Same.”</b> Ask students to label the left-hand column “How Have Things Changed for the Iroquois?” and label the right column “How Have Things Stayed the Same for the Iroquois?” Distribute about 12 sticky notes to each pair of students. Ask students to reread Chapter 2 (“Traditional Life”) and Chapter 4 (“The Iroquois Today”) and Chapter 5 (“Sharing the Traditions”) of <i>The Iroquois</i>, looking for examples of ways life has changed for the Iroquois. If necessary, split the class into two groups, where one group compares chapters 2 and 4, and the other compares chapters 2 and 5.</li> <li>• Tell them they do not need to use all of their sticky notes but that you think there are at least five examples of changes for them to put on the notes. (Possible examples include “the Iroquois live on reservations,” “the Iroquois work as steelworkers,” “the Iroquois do not support themselves by hunting and farming,” “the Iroquois have their own alternative schools,” “the Iroquois have their own passports,” and “the Iroquois fight differently.”) Have students place their sticky notes on the appropriate side of their T-chart.</li> <li>• Refer students back to the copyright page and ask students when this book was published. The answer is 2003. Ask students if they know about any other changes that they can remember from the first unit since this book was published. If they don’t get that they should be referred to as Haudenosaunee, ask students “If the author were to write the book today, how might the title be different?” and then have a discussion around the name. Ask students if there is anything else that they would want the author to add or mention.</li> <li>• Remind students how important it is to reread text in order to understand it more fully. Congratulate them on learning more and more about the Iroquois.</li> <li>• Ask students to put their names on their T-charts. Collect the T-charts, as they will be used again in Lesson 8.</li> </ul> | <ul style="list-style-type: none"> <li>• Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students’ thinking as they write or speak about their text.</li> </ul> |



## GRADE 4: MODULE 1A: UNIT 2: LESSON 7

### Close Reading and Charting, Part I:

#### The Iroquois People in Modern Times

| Closing and Assessment  | Meeting Students' Needs  |
|---|--|
| <b>A. Sharing (5 minutes)</b> <ul style="list-style-type: none"><li>Ask student pairs to meet in groups of four to share their opinions about some of the main differences that they have learned about regarding the way the Iroquois live today. As they talk, circulate to hear their responses.</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></ul> |
| Homework  | Meeting Students' Needs  |
| <ul style="list-style-type: none"><li>Continue reading your independent-reading book for this unit.</li></ul>   |  |

# Grade 4: Module 1A: Unit 2: Lesson 7

## Supporting Materials



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**Sample T-Chart “How Things Have Changed or Stayed the Same”  
(For Teacher Reference)**

| <b>How Have Things Changed for The Iroquois?</b> | <b>How Have Things Stayed the Same for The Iroquois?</b> |
|--|--|
|  |  |

# **Grade 4: Module 1A: Unit 2: Lesson 8**

## **Close Reading and Charting, Part II:**

### **The Iroquois People in Modern Times**



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## GRADE 4: MODULE 1A: UNIT 2: LESSON 8

### Close Reading and Charting, Part II:

#### The Iroquois People in Modern Times

#### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)  
I can determine the main idea using specific details from the text. (RI.4.2)  
I can make inferences using specific details from the text. (RI.4.1)  
I can take notes and categorize information. (W.4.8)

#### Supporting Learning Targets

- I can identify the main idea of an excerpt of *The Iroquois*.
- I can identify details that support the main idea of informational text.
- I can document what I learn from a timeline about the Iroquois by taking notes.
- I can make inferences using specific details from the text.

#### Ongoing Assessment

- Details on sticky notes
- Timeline-recording form

## GRADE 4: MODULE 1A: UNIT 2: LESSON 8

### Close Reading and Charting, Part II:

#### The Iroquois People in Modern Times

| Agenda  | Teaching Notes  |
|---|---|
| <ol style="list-style-type: none"><li>1. <b>Opening</b><ol style="list-style-type: none"><li>A. Engaging the Reader (5 minutes)</li></ol></li><li>2. <b>Work Time</b><ol style="list-style-type: none"><li>A. Close Reading of Pages 36 and 41 of <i>The Iroquois</i> (40 minutes)</li><li>B. Discussion of the Timeline (pages 44–45) (10 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>• This lesson takes a closer look at some of the structural features of the text, including sidebars and the timeline at the end. While the structure of a text (RI 4.5) does not need to be directly addressed, it is an additional layer that lends itself very nicely in this lesson to some discussion.</li></ul> |

## GRADE 4: MODULE 1A: UNIT 2: LESSON 8

### Close Reading and Charting, Part II:

#### The Iroquois People in Modern Times

| Lesson Vocabulary          | Materials   |
|----------------------------|---|
| international, reputations | <ul style="list-style-type: none"><li>• <i>The Iroquois</i> (book; one per student)</li><li>• Oren Lyons Form (one per student)</li></ul> |

| Opening  | Meeting Students' Needs   |
|--|---|
| <p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Discuss the day's learning targets and emphasize that today's work will continue to focus on the lives of modern-day Iroquois people and how some things have stayed the same for the Iroquois people, but some have changed. To think about this, we are going to look specifically at an individual. Have students share with a neighbor what they have learned so far about how life is the same and how it is different for the Iroquois people today than it was in the 1900s.</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. Close Reading of Sidebars on Page 36 and 41 of <i>The Iroquois</i> (40 minutes)</b></p> <ul style="list-style-type: none"> <li>Read aloud the caption on page 38 and allow the class to look carefully at the picture. Ask: “Are these modern Iroquois people or Iroquois from long ago?” If needed, point out the eyeglasses.</li> <li>Read aloud page 36 of <i>The Iroquois</i>, the sidebar about lacrosse. Ask students to reread this section, then pose the question: “Why did the Iroquois people play lacrosse long ago?” and “Why do they play it now?” Ask the class if lacrosse is something that has changed for the Iroquois people or something that has stayed the same. They may say that the game has stayed the same, but that the reason the Iroquois play is different.</li> <li>Read aloud page 41 of <i>The Iroquois</i>, the sidebar about Oren Lyons. You may have to briefly explain the United Nations and Audubon Society if the students cannot tell you. Ask students to reread this section in pairs or groups and answer the following questions on hand out in Supporting Materials:               <ol style="list-style-type: none"> <li>Based on the text, what is important to Oren Lyons? Use text to support your answer.</li> <li>What are some of Oren Lyons’ accomplishments?</li> <li>How do Oren Lyons’ accomplishments show that he preserves traditional culture in modern times?</li> </ol> </li> <li>Ask groups to share their questions with the class and debrief. Look for answers like (1) lacrosse, art, education, peace, his clan, peace, preserving nature, fighting pollution, and overpopulation. For (2), look for mention of his awards in lacrosse, his educational accomplishments, his position as a Faith Keeper, and his work with the United Nations and the Audubon Society. For (3), his accomplishments in lacrosse show that he has carried on the tradition and has been very successful at the sport. His position as a Faith Keeper shows that he is very involved in the Haudenosaunee culture and carries on that work as well as protecting his land and people. His speech to the United Nations would show that he is involved politically, which may be tough for students to grasp, but his work with the Earth Day Foundation and the Audubon Society shows his commitment to nature and the great respect he has for it, which comes from tradition as well.</li> </ul> | <ul style="list-style-type: none"> <li>When discussion of complex content is required, consider partnering an ELL with a student who speaks the same language. This can let students have more meaningful discussions and clarify points in their language.</li> </ul> |



| Work Time (continued)   | Meeting Students' Needs  |
|---|--|
| <p><b>C. Discussion of Timeline (pages 44–45) (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to turn to the timeline that starts on page 44 of the book. Ask students: “What is the last date on this timeline? Does this timeline end today?” Prompt students to add the date of the current year (2014, 2015, etc.) to the timeline with a sticky note, along with a detail of their choice about modern Iroquois life, such as “Many Iroquois people gather on reservations to celebrate traditional ceremonies.”</li> <li>Then ask students to use the timeline to discuss and share answers to the following questions. (Choose whether students can turn and talk or individually locate the answers to share out.)               <ul style="list-style-type: none"> <li>How long ago did the Great Peacemaker unite the Iroquois people?</li> <li>During which year was a sixth group added to the Iroquois Confederacy?</li> <li>How does including the timeline add to the information in the book?</li> </ul> </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> </ul> |
| Closing and Assessment  | Meeting Students' Needs  |
| <p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Celebrate with students that they have studied this whole book quite carefully! Ask students to think about the learning targets that involve explaining their thinking with specific details from the text. Ask them to give a thumbs-up, -sideways, or -down to indicate how well they are doing with this target. Call on students with their thumbs up to explain what their “brains do” when they are working this way.</li> <li>Optional: Discuss the idea of the sidebar and the timeline. Ask students if they have ever read a book and skipped a sidebar, or a timeline, or a graph. Help students to see that these are integral parts of non-fiction text, and sometimes the most interesting information is saved for there, and sometimes information is formatted in such a way that makes it much easier to understand.</li> </ul>  | <ul style="list-style-type: none"> <li>For ELLs, consider providing extra time for tasks and answering questions in class discussions.</li> </ul>                        |
| Homework  | Meeting Students' Needs  |
| <ul style="list-style-type: none"> <li>Continue reading in your independent-reading book for this unit.</li> </ul>  |  |

# Grade 4: Module 1A: Unit 2: Lesson 8

## Supporting Materials



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.....  
**Name:**

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**Date:**

**Oren Lyons**

1. Based on the text, what is important to Oren Lyons? Use text to support your answer.

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2. What are some of Oren Lyons' accomplishments?

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3. Using evidence from the text and from the oral tradition excerpts and reading Unit 1, how do Oren Lyons' accomplishments show that he preserves traditional culture in modern times?

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# **Grade 4: Module 1A: Unit 2: Lesson 9**

## Connecting Two Informational Texts on a Similar Topic



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. (RI.4.1)  
I can engage in a discussion with my peers about informational texts. (SL.4.4)  
I can integrate information from two texts on the same topic to show my knowledge about the subject. (RI.4.9)  
I can produce complete sentences, recognizing and correcting fragments and run-ons. (L.4.1)

**Supporting Learning Targets**

- I can refer to relevant details in an article about lacrosse.
- I can form complete sentences from run-ons and fragments.

**Ongoing Assessment**

- Graphic organizer
- Teacher observation
- Student work with complete sentences

| Agenda  | Teaching Notes   |
|---|--|
| <ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Reviewing the Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Full group Read-aloud: Main Idea of “Three lacrosse players dominate sport ancestors created” – CBS News Article (10-15 minutes)</li> <li>B. Partner Reading: Connecting CBS News article to page 36 in <i>The Iroquois</i> book (15 minutes)</li> <li>C. Complete Sentences Mini-Lesson (20 minutes)</li> </ol> </li> <li>3. Closing (5 minutes)</li> </ol> | <ul style="list-style-type: none"> <li>• This lesson helps to underscore what the students learned in Lesson 7 and 8 about the Iroquois keeping their traditions alive today. Students will read two short informational texts (one from the <i>Iroquois</i> book) and discuss what each text says about how lacrosse is an important tradition for the Iroquois.</li> <li>• The teacher will lead a whole group read-aloud and students will work in pairs to discuss the two texts.</li> <li>• Students will then receive a mini-lesson on complete sentences that sets the groundwork for more work with Grade 4 Language Standard 1 in future lessons. The concept of a complete sentence should be review for students from Unit 1, so the purpose of this 20 minute mini-lesson is to complete a brief review and practice.</li> </ul> |

**Teaching Notes (continued)**

**Lesson Vocabulary**

lacrosse, ancestors, unprecedented, symbolic, reputation, energetic, superior

**Materials**

- *The Iroquois* (book; one per student)
- “Three lacrosse players dominate sport their ancestors created” by Elaine Quijano from CBS News  
<http://www.cbsnews.com/news/three-lacrosse-players-dominate-sport-their-ancestors-created/>

| Work Time   | Meeting Students' Needs  |
|---|--|
| <p><b>A. Guided reading of informational texts: “Three lacrosse players dominate sport their ancestors created” and page 36 of the <i>Iroquois</i> book. (30-40 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that now they will work together, with your help, to read a current article about contemporary life for the Iroquois. They will then connect their new reading to a short passage about lacrosse they have already read in <i>The Iroquois</i> book.</li> <li>• Direct students to the article “Three lacrosse players dominate sport their ancestors created,” which is by Elaine Quijano for CBS News. The two brothers and cousin in the article are from the Onondaga Nation and currently play lacrosse for the State University of New York at Albany. Read the passage aloud first as a whole group, and then ask students for a thumbs-up if they have something to say about the passage and how it shows contemporary (modern) life for three Iroquois men. Ask students to turn to a partner and discuss what they think this section is about, and then hear a few ideas. Say: “Good start! Let’s see if we can learn more about contemporary life for the Iroquois!”</li> <li>• For the second read, focus on asking the students some questions about brothers Lyle and Myles Thompson and their cousin Ty, specifically how they learned to play lacrosse and what it means for the Iroquois culture. During this section of the lesson, the students should be making connections to the readings they have done so far in <i>The Iroquois</i>, but with a focus on what they learned about modern Iroquois life in Chapter 4 and 5. <ul style="list-style-type: none"> <li>○ How is the sport of lacrosse symbolic for Native Americans? (Remind them of what a symbol is if they need a quick review.)</li> <li>○ What do we know about the Thompson brothers and their cousin Ty?</li> <li>○ After reading paragraphs 6-8, what do we know about how the Iroquois culture is embraced by the lacrosse team in Albany? What evidence from the passage supports this?</li> <li>○ The last line of the article states, “A family that recognizes and honors its rich history.” Why does the author choose to end the article with this sentence? What is the “rich history” that she mentions? What does “honor” mean in this sentence? Support using evidence from the text. They can also connect the reading they did about Oren Lyons yesterday to this.</li> <li>○ What does this story show about modern Iroquois traditions?</li> </ul> </li> <li>• After the whole group discussion, ask students to take out their copy of the <i>Iroquois</i> book and turn to page 36. Each</li> </ul> | <ul style="list-style-type: none"> <li>• If you have not defined “Contemporary” yet, do so at this point, since it is a better word than “modern” to use.</li> </ul> |



student should work with a partner (teachers may want to pre-select partners, or just have each student turn to the student next to them or at the table) in this section. Ask each student to re-read (they read this section in a previous lesson) the passage about lacrosse on page 36. As they work with a partner, they should discuss the following questions, which should connect the two passages and the idea that lacrosse is a tradition that began many years ago with the Iroquois but continues to be an important part of contemporary Iroquois culture. The questions listed below are included on a separate worksheet in the supporting materials of this lesson, **Connecting the Two Passages** Worksheet (Partner Work). This will help students as they work through the questions in pairs.

- What is the main idea in the lacrosse passage on page 36?
  - What do we learn about the origin (beginning) of this game?
  - How does the information about the origin of lacrosse on page 36 connect to a main idea in paragraph 7 of “Three lacrosse players dominate sport their ancestors created”?
  - What do both passages tell us about how modern Iroquois traditions are still in practice today?
- After the student partners have completed their discussion, ask for them to discuss their answers to the questions above. Focus on making sure the students are connecting the main ideas in both passages, as well as the concept that Iroquois traditions like lacrosse began over a thousand years ago and continue today with players like the Thompson family.

#### B. Complete Sentences Mini-Lesson (20 minutes) (Spiral review)

- Explain to students that in order to write well, they have to be able to convey ideas clearly. In Unit 1, students practiced identifying complete sentences. This mini-lesson is very similar to the lesson in Unit 1, but with some different examples. Write the words “complete sentence” on the board. Ask students to recall the definition from Unit 1 and remind them that it is important to use complete sentences in their writing. . Cold call students who volunteer. If students are unsure, have them define the word *complete*. Listen for “having all the required parts.” Explain to students that a sentence can be a word (Help!) or a group of words that must contain a subject (doer), a verb (action), and a complete thought.
- Display this sentence for all students to see: Norah cleaned her room. Say: “The subject in this sentence is Norah. She is the one *doing* something. (Circle Norah.) What did she do? She *cleaned*. (Underline cleaned.) That is the verb, or the action word. The words together make a complete thought. When you can identify the subject (or the one who is doing), and the verb (or the action), and a complete thought is conveyed, you have a sentence.”

- Say, “Sometimes in our reading or writing, we will see part of a sentence, or a *fragment*. A *fragment* is a group of words that might lack a subject or a verb and does not make a complete thought.” Display these sentences for students to see and continue to model circling the subject and underlining the verb:
  - *While in lunch*. Explain that this sentence has no subject or verb and does not convey a complete thought.
  - *Birds flying home*. This sentence has a subject (birds) and a verb (flying), but does not convey a complete thought.
  - *Running in the hall*. This sentence has a verb (playing) and possibly a subject (hall) but does not convey a complete thought.
- Model how to correct these three sentences, explaining what the subject and verb are for each one.
- Say, “On one hand we have sentence fragments. On the other, we have run-on sentences.” Ask if a student could recall the definition of a fragment from the lesson a few weeks ago. Listen for or explain, “A run-on sentence is two (or more) sentences incorrectly written as a single sentence.” Display these sentences for students to see and continue to model circling the subject and underlining the verb:
  - *I like my sister, she’s so nice*. Explain that this sentence is actually two sentences separated by a comma.
  - *My sister’s party is going to be fun we are all going to be there*. Explain that this sentence is two ideas combined together.
- Model how to correct these two sentences, explaining what the subject and verb are for each one.
- Distribute **Complete Sentences** handout found in Supplemental Materials. In pairs, students will complete the worksheet which will be reviewed as a whole class. Review the directions and clarify as needed.
- Circulate to provide support as students complete the worksheet.
- Review the sheet as a whole class calling on volunteers to share their revised sentences.
- Tell students that they should keep this lesson in mind when writing their paragraphs. Emphasize the importance of conveying a complete thought in each sentence.

This topic will be revisited in the next unit.

## Homework

Students should continue reading their independent reading book.

## Meeting Students’ Needs

# Grade 4: Module 1A: Unit 2: Lesson 9

## Supporting Materials



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**Work Time A: Connecting the Two Passages**

**Passages:**

“Three lacrosse players dominate sport their ancestors created” by Elaine Quijano  
*The Iroquois*-page 36

What is the main idea in the lacrosse passage on page 36?

What do we learn about the origin (beginning) of this game?

How does the information about the origin of lacrosse on page 36 connect to a main idea in paragraph 7 of “Three lacrosse players dominate sport their ancestors created”

What do both passages tell us about how modern Iroquois traditions are still in practice today?

**Work Time B: Identifying Run-ons, Fragments, and Complete Sentences**

**Directions: Read each group of words. Identify whether it is a run-on (r), fragment (f), or sentence (s). Correct the run-ons and fragments to make them complete sentences.**

1. \_\_\_\_\_ Brothers Lyle and Myles.
2. \_\_\_\_\_ Their ancestors invented the sport.
3. \_\_\_\_\_ And it is a family.
4. \_\_\_\_\_ The ball was red the sticks had webbed nets.
5. \_\_\_\_\_ I like lacrosse.
6. \_\_\_\_\_ I went to the game I saw my friends.
7. \_\_\_\_\_ The Iroquois see.
8. \_\_\_\_\_ In 2014, the Thompson brothers.
9. \_\_\_\_\_ Mohawk steelworkers are known for their building skills.
10. \_\_\_\_\_ Lacrosse is a sport that.

# **Grade 4: Module 1A: Unit 2: Lesson 10**

## **Writing to Explain: Drafting Strong Explanatory Paragraphs**



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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 text. (RI.4.1)</p> <p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can take notes and categorize information. (W.4.8)</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 write an explanatory paragraph to explain the cultural traditions of the Iroquois.</li> <li>• I can connect what I already know about the Iroquois to the ideas in other texts and media.</li> </ul>  | <ul style="list-style-type: none"> <li>• Four-Square graphic organizers</li> <li>• Explanatory paragraph drafts</li> </ul> |

| Agenda  | Teaching Notes   |
|---|--|
| <p>1. <b>Opening</b></p> <p>A. Reviewing the Learning Targets</p> <p>2. <b>Work Time</b></p> <p>A. Examining Model Explanatory Paragraphs (20 minutes)</p> <p>B. Application: Planning a Paragraph (20 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Debrief (5 minutes)</p> <p>B. Exit Ticket (5 minutes)</p> <p>4. <b>Homework</b></p> | <ul style="list-style-type: none"> <li>• In this lesson, students learn how to write strong explanatory paragraphs to answer the question: “What is lacrosse and why is it important to the Iroquois?”</li> <li>• In this lesson, students look at two explanatory models in order to generate criteria for success for their explanatory paragraph. They are not given a formal rubric. For teacher reference, some suggestions of key success criteria are listed in the Supporting Materials.</li> <li>• In advance: look at the Four-Square graphic organizers. Students will use one of these to organize their explanatory paragraph.</li> </ul> |

| Lesson Vocabulary   | Materials   |
|---|---|
| <p>explain, explanatory, focus, idea, organization, purpose, topic sentence, supporting details, conclusion, develop, cause, solution</p> | <ul style="list-style-type: none"> <li>• Explanatory Paragraph Models (one per student)</li> <li>• Strong Explanatory Paragraphs anchor chart (new; teacher-created)</li> <li>• Four-Square Graphic Organizer (one per student)</li> <li>• Next Steps for Planning Your Paragraphs anchor chart (new; teacher-created; see Work Time B)</li> <li>• Index cards (one per student)</li> <li>• Explanatory Paragraphs: Criteria for Success (for teacher reference)</li> </ul> |



| Opening   | Meeting Students' Needs  |
|---|--|
| <p>In this lesson, students look at models in order to generate criteria for success for their explanatory paragraph. They are not given a formal rubric. For teacher reference, some suggestions of key success criteria are listed in the Supporting Materials. But it is important that students construct their own criteria, in their own language, based on examining the strong and weak models. Do not just hand them the list of criteria. The rationale behind this is to ensure that students actively contribute to and “own” the criteria upon which their writing will be assessed.</p> <p><b>Work TimeA. Examining Model Explanatory Paragraphs (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that they have been learning about how to write to explain in previous lessons. Now they are going to write a strong explanatory paragraph, using evidence from <i>The Iroquois</i> book. Tell them that they will be using the <b>Four-Square</b> graphic organizer to help them plan their evidence for their paragraph.</li> <li>Tell students that one way writers get better is by looking at other writers’ work, and thinking about the techniques or “moves” those writers made. Today, students will look at examples, or models, of two explanatory paragraphs. Tell them that the purpose is to look at what the writer was explaining and how he or she did it in a way that was clear to the reader. Tell students that by looking at models of weaker and stronger work, they will get clearer about what they are expected to produce.</li> <li>Show the <b>Explanatory Paragraph Model # 1</b> to the students. Explain to the student that this paragraph comes from a chapter in their <i>Iroquois</i> book. Read the paragraph aloud. Invite the students to turn and talk about the content: “What did you learn from the paragraph?” Invite a few students to share.</li> <li>Then ask the students to read the paragraph a second time to analyze what “moves” or decisions the writer made. For example:             <ul style="list-style-type: none"> <li>“How did the writer <i>explain</i>? What information did the writer include? How does the paragraph flow?” Are there specific words that make the writing strong? Have students annotate parts of the paragraph where there is evidence of details, transitional linking words, and powerful and precise word choice. Ask students to turn and talk with a partner about their analysis.</li> </ul> </li> <li>Distribute the <b>Explanatory Paragraph Model # 2</b>. Have students read it once to get the flow, then turn and talk about what the paragraph is about. “What did you learn about cornhusk dolls from the paragraph?” Invite a few students to share.</li> <li>Then ask them to reread, paying attention to the moves the writer made. Ask students to talk about what similarities or differences they noticed between the first and second models.</li> <li>Students should notice that this model is weaker than Model 1. Ask students to make suggestions: “What needs to be improved?”</li> </ul> | <ul style="list-style-type: none"> <li>For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.</li> <li>Clarifying vocabulary meets the needs of ELLs and other students developing academic language.</li> <li>Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.</li> </ul> |

- Listen for comments such as: “The author needs to include more information” or “The sentences are short and lack detail.”

### B. Work Time Application: Planning a Paragraph (20 minutes)

- Explain to the students: “Now that you have looked at models of explanatory paragraphs and the rubric, you will begin planning and drafting your own explanatory paragraphs about lacrosse and how it is an important tradition to the Iroquois. Explain that they will use evidence, or examples, from the news article and the *Iroquois* book for their explanatory paragraph. Encourage them to use “Haudenosaunee” in place of Iroquois in their paragraphs.
- Display the **Four-Square graphic organizer** on your document camera.
- Tell students that the document has a center rectangle with space for the topic sentence of a paragraph, boxes for supporting details, and a box for the conclusion. Review the meaning of *topic sentence*, *supporting details*, and *conclusion* as needed.
- Share with students the next steps in their writing process:

#### Next Steps for Planning Your Paragraph

- Decide on a topic sentence for your paragraph. What’s the purpose or main idea you are explaining?
  - Identify three details that explain the following: “What is lacrosse and why is it important to the Iroquois?” and add them to your graphic organizer
  - Begin to think about the end of your paragraph. Tomorrow, you will write a first draft and get feedback from a classmate. \
- 
- Circulate and support students as needed.
  - Remind them that today is mostly about articulating what they have learned that might help them focus their paragraph writing. Tell students that their task today is to think about their topic, not to write a pretty polished paragraph. Emphasize this throughout, since students often have a misconception that writing in a specific structure will inherently make writing “good.” The first thing that will make writing good is having enough knowledge about a topic that the writer has something to say.
  - Collect students’ graphic organizers in order to give students feedback.

| Closing and Assessment  | Meeting Students' Needs  |
|---|--|
| <p><b>C. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Have students discuss with a partner:</li> </ul> <p>“How did the graphic organizer help them to figure out what they need to explain to the reader?”</p> <ul style="list-style-type: none"> <li>Ask the class: “Can you predict what we are going to do next?”</li> </ul>                         |  |
| <p><b>D Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Hand each of the students an <b>index card</b>. Tell the students to respond to the questions: “What does it mean to explain? Why is it so important to explain how the Iroquois have continued cultural traditions?”</li> <li>Collect students’ writing as an informal assessment.</li> </ul> | <ul style="list-style-type: none"> <li>For ELLs, consider providing extra time for tasks and answering questions in class discussions.</li> <li>For students needing additional support, offer a sentence frame or starter.</li> </ul> |
| Homework  | Meeting Students' Needs  |
| <ul style="list-style-type: none"> <li>For tonight’s homework, continue reading at your independent level at home.</li> </ul> <p><i>Note: Review students’ graphic organizers and provide specific feedback. Students will use this feedback during Lesson 11.</i></p>  |  |

# Grade 4: Module 1A: Unit 2: Lesson 10

## Supporting Materials



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**Explanatory Paragraph Models**

Explanatory Paragraph Model #1

**Excerpt from Chapter Two from *The Iroquois***

The earliest Iroquois moved into the area of present-day New York about 1,000 years ago. They settled near the south shore of Lake Ontario and along the Mohawk River. The flat land along the shore of Lake Ontario was good for farming. Elm trees provided wood for homes and cooking fires. The people used maple syrup from trees to sweeten their foods. The men hunted deer, rabbits, wild turkeys, and other animals. They fished for trout, salmon, and bass in the rivers and lakes.

From *The Iroquois*-page 11

Explanatory Paragraph Model #2

**The Longhouse**

A longhouse has lots of space. Each family lived in a room and shared a fire pit with other families. There was space for sleeping and food for all. The size of a longhouse was based on the size of the clan.

Excerpted and modified from the *Iroquois*-page 13

**Explanatory Paragraphs: Criteria for Success**  
**(For teacher reference: students should generate a similar list with teacher support)**

| <b>Criteria</b>  | <b>Not Yet</b> | <b>Approaches<br/>Expectations</b> | <b>Meets Expectations</b> | <b>Exceeds<br/>Expectations</b> |
|--|----------------|------------------------------------|---------------------------|---------------------------------|
|  | <b>1</b>       | <b>2</b>                           | <b>3</b>                  | <b>4</b>                        |
| Controlling Idea:<br>Maintains a clear<br>purpose throughout<br>the paragraph                    |                |                                    |                           |                                 |
| Development:<br>Presents details to<br>support the focus   |                |                                    |                           |                                 |
| Organization:<br>Maintains an organized<br>structure   |                |                                    |                           |                                 |
| Conventions: Includes<br>language appropriate<br>to the audience with<br>few conventional errors |                |                                    |                           |                                 |

**Four-Square Graphic Organizer (For Writing)**

|   |   |
|---|---|
| <p>The first example to support “What is lacrosse and why is it important to the Iroquois?”</p> <p>Details:</p> | <p>Another example to support “What is lacrosse and why is it important to the Iroquois?”</p> <p>Details:</p> |
| <p>Topic Sentence:</p>  |   |
| <p>A third example to support “What is lacrosse and why is it important to the Iroquois?”</p> <p>Details:</p>   | <p>Conclusion Statement:</p>  |

(For more information about the Four-Square approach see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, Gould, E.J and Gould, J.S. [Teaching and Learning Company, 1999].)

# **Grade 4: Module 1A: Unit 2: Lesson 11**

## **Critiquing and Polishing Our Explanatory Paragraphs**



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**GRADE 4: MODULE 1A: UNIT 2: LESSON 11**  
**Critiquing and Polishing Our Explanatory Paragraphs**

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)  |  |
|---|--|
| <p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</p> <p>I can write an informative/explanatory text. (W.4.2)</p> <p>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</p> |  |
| Supporting Learning Targets   | Ongoing Assessment   |
| <ul style="list-style-type: none"><li>• I can identify ways to improve my explanatory paragraph.</li><li>• I can use correct writing conventions in my explanatory paragraph.</li><li>• I can discuss answers to questions with my group and provide evidence to explain my ideas.</li></ul>  | <ul style="list-style-type: none"><li>• Four-Square graphic organizers</li></ul> |

**GRADE 4: MODULE 1A: UNIT 2: LESSON 11**  
**Critiquing and Polishing Our Explanatory Paragraphs**

| Agenda  | Teaching Notes  |
|---|---|
| <ol style="list-style-type: none"> <li>1. <b>Opening</b> <ol style="list-style-type: none"> <li>A. Engaging the Writer (5 minutes)</li> </ol> </li> <li>2. <b>Work Time</b> <ol style="list-style-type: none"> <li>A. Critique: Praise-Question-Suggest Protocol (25 minutes)</li> <li>B. Editing/Revising Explanatory Paragraphs (20 minutes)</li> </ol> </li> <li>3. <b>Closing and Assessment</b> <ol style="list-style-type: none"> <li>A. Debrief (5 minutes)</li> <li>B. Exit Ticket (5 minutes)</li> </ol> </li> <li>4. <b>Homework</b></li> </ol> | <ul style="list-style-type: none"> <li>• Organize students in pairs to critique each other's writing.</li> <li>• Ask a student if s/he would be willing to share his or her writing to help model the Praise-Question-Suggest protocol.</li> <li>• Review the Praise-Question-Suggest protocol (Appendix 1). Students may have used this protocol before in a previous grade, but will need support today focusing specifically on the Question step in the process.</li> </ul> |

| Lesson Vocabulary              | Materials  |
|--------------------------------|--|
| critique, praise, revise, edit | <ul style="list-style-type: none"> <li>• Index cards</li> <li>• Explanatory Paragraph Criteria for Success (one per student)</li> <li>• Critique Protocol anchor chart (in supplementary materials)</li> <li>• Questions for Critique anchor chart (new; teacher-created)</li> <li>• Sticky notes</li> </ul> |

**GRADE 4: MODULE 1A: UNIT 2: LESSON 11**  
**Critiquing and Polishing Our Explanatory Paragraphs**

| Opening  | Meeting Students' Needs   |
|--|---|
| <p><b>A. Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Begin by asking students: “How can you improve your own writing for an audience to read?” Allow students to think and then share comments with the whole group. Say: “Today you will be using my feedback and the Praise-Question-Suggest protocol to critique and help improve your explanatory paragraphs.”</li><li>• Ask students to review the feedback you provided on their draft paragraphs.</li></ul> | <ul style="list-style-type: none"><li>• For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.</li><li>• ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., participate, notes, margin, fair, common, record). Clarify vocabulary with students as needed.</li></ul> |

## GRADE 4: MODULE 1A: UNIT 2: LESSON 11

### Critiquing and Polishing Our Explanatory Paragraphs

| Work Time   | Meeting Students' Needs   |
|---|---|
| <p><b>A. Review Teacher Feedback on Graphic Organizers (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the procedures for this protocol with the students. All students will need the <b>Explanatory Paragraph Criteria for Success</b> as well as their drafts.</li> <li>Tell students that they will be using the Praise-Question-Suggest protocol, which they should be familiar with.</li> <li>Before the critique begins, review the main components of a successful critique on the <b>Critique Protocol anchor chart</b>. Remind the students that the following four points are crucial for success: <ul style="list-style-type: none"> <li><b>Be Kind:</b> Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.</li> <li><b>Be Specific:</b> Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.</li> <li><b>Be Helpful:</b> The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.</li> <li><b>Participate:</b> Peer critique is a process to support each other, and your feedback is valued!</li> </ul> </li> <li>Briefly review the steps of that protocol.</li> <li>Pair students. Tell them they are going to listen to their partners read their draft paragraph. Tell them to give feedback that is specific and kind.</li> <li>Remind students that they can be giving feedback about the actual information their partner included, or about how the draft paragraph sounds.</li> <li>Point out two conversation stems on the Critique protocol anchor chart: “I like how you _____,” and “Would you consider _____?”</li> <li>The author reads the paragraph. The listener gives one positive comment based on the requested area using the language: “I like how you ...” The listener gives feedback based on the requested area: “Would you consider ... ?” The author responds: “Thank you for ... My next step will be ...” Students then switch roles. Students should make corrections based on the feedback. If time allows, students should continue working or begin to revise their paragraphs.</li> <li>Tell students that today, they are going to focus mostly on the Question step in the protocol. As a whole group, create a list of revision questions based on the criteria for the explanatory paragraph.</li> </ul> | <ul style="list-style-type: none"> <li>For students needing additional support producing language, consider offering a sentence frame, a sentence starter, or a cloze sentence to assist with language production and provide the required structure.</li> <li>Consider writing and displaying steps for multistep directions. ELLs can return to steps to make sure they are on track.</li> <li>Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.</li> <li>Vary the methods for response for students who struggle with writing tasks.</li> <li>Optimize access to tools and assistive technologies such as iPads, AP systems, etc.</li> </ul> |

## GRADE 4: MODULE 1A: UNIT 2: LESSON 11

### Critiquing and Polishing Our Explanatory Paragraphs

| Work Time (continued)  | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none"> <li>• Model by sharing a revision question yourself, such as: “Are there enough details to support this topic?” or “This sentence is confusing because _____. Can you explain it differently?” and add it to the Questions for Critique anchor chart. Then invite students to share more questions they might ask.</li> <li>• As a whole group, model the protocol process with a sample paragraph. (Use a student’s actual draft writing if possible. If not, model using a paragraph of your own.)</li> <li>• Ask the student volunteer to read his or her writing aloud, slowly, to the class. Ask the students to think about, but not say out loud, questions they might have.</li> <li>• Direct students’ attention to the list of questions (Questions for Critique anchor chart) they generated. Ask the volunteer to read the paragraph out loud a second time.</li> <li>• Invite students to ask the volunteer questions from the list. Then the volunteer writer responds or makes revisions while the class watches. Continue this question-and-answer process several times, until all students are clear on the process.</li> <li>• Tell students that they will now do the same process in pairs. List the following instructions:             <ul style="list-style-type: none"> <li>– Listen to your partner read his or her draft paragraph. Give feedback that is specific and kind. (For example, “I like how you _____” and “Would you consider _____?”)</li> <li>– The author responds: “Thank you for ... My next step will be ...”</li> <li>– Students then switch roles.</li> <li>– Students should make corrections based on the feedback.</li> </ul> </li> <li>• If time allows, students should continue working or begin to revise their paragraphs.</li> <li>• Students will then break into pairs. Students take turns. The first student reads her or his paragraph draft, possibly asking the partner to focus on a particular revision question or two they are struggling with. The listening student will document feedback on sticky notes and give to the presenter. Praise needs to be specific.</li> <li>• Next, ask questions and offer helpful suggestions. Feedback should relate to the revision questions created by the whole class.</li> <li>• Small groups continue this process until both students have shared her or his reports and received feedback/suggestions. Each student thanks the other.</li> </ul> <p><i>Note: Monitor during this time; only confer with pairs as necessary.</i></p> |                         |

**GRADE 4: MODULE 1A: UNIT 2: LESSON 11**  
**Critiquing and Polishing Our Explanatory Paragraphs**

| Work Time (continued)   | Meeting Students' Needs   |
|---|---|
| <p><b>B. Editing/Revising Explanatory Paragraphs (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the procedures for this work period. Students will be making revisions to their explanatory paragraphs. Students may refer to the sticky notes handed to them during the Praise-Questions-Suggest protocol.</li> </ul>  |   |
| Closing and Assessment  | Meeting Students' Needs   |
| <p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Bring the whole group together to discuss the revisions that were made today and how the critique was helpful to the editing and revising process.</li> </ul>   |   |
| <p><b>B. Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Hand each of the students a <b>sticky note</b>. Ask students to put their names on them. Tell the students to record their response to the following questions on the card: "Have you made all your revisions today? If yes, explain what you did well. If no, can you tell a next step or ask for help?"</li> <li>Provide the students with time to jot down their responses, and then collect them.</li> <li>Glance over students' responses for a quick assessment. If many students are struggling with the revision process, consider adding a lesson in which you model revising your own paragraph. If there are only a few students struggling with this process, plan on conferring with them in a small group for support.</li> </ul> | <ul style="list-style-type: none"> <li>For ELLs, consider providing extra time for tasks and answering questions in class discussions.</li> <li>For students needing additional support, offer a sentence frame or a sentence starter.</li> </ul> |
| Homework  | Meeting Students' Needs   |
| <ul style="list-style-type: none"> <li>Finish your explanatory paragraph in which you explain lacrosse and why it is important to the Iroquois. (This will be collected at the start of the next lesson.)</li> </ul>  |   |

# Grade 4: Module 1A: Unit 2: Lesson 11

## Supplemental Materials



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**Critique Protocol Anchor Chart**

**(Teacher directions: Copy the following text onto a large piece of chart paper for all students to see.)**

**Critique Protocol Norms:**

- Be Kind: Treat others with dignity and respect.
- Be Specific: Focus on *why* something is good or what, particularly, needs improvement.
- Be Helpful: The goal is to help everyone improve their work.
- Participate: Support each other. Your feedback is valued!

**Directions:**

1. Author and Listener: Review area of critique focus from rubric
2. Author: Reads his or her piece
3. Listener: Gives feedback based on rubric criteria: "I like how you \_\_\_\_\_. You might consider \_\_\_\_\_."
4. Author: Records feedback
5. Author: Says: "Thank you for \_\_\_\_\_. My next step will be \_\_\_\_\_."
6. Switch roles and repeat.



**Explanatory Paragraphs: Criteria for Success****(For teacher reference: students could generate a similar list with teacher support)**

| <b>Criteria</b>   | <b>Not Yet</b> | <b>Approaches<br/>Expectations</b> | <b>Meets<br/>Expectations</b> | <b>Exceeds<br/>Expectations</b> |
|---|----------------|------------------------------------|-------------------------------|---------------------------------|
|   | <b>1</b>       | <b>2</b>                           | <b>3</b>                      | <b>4</b>                        |
| Controlling Idea:<br>Maintains a clear<br>purpose throughout<br>the paragraph                       |                |                                    |                               |                                 |
| Development:<br>Presents details to<br>support the focus  |                |                                    |                               |                                 |
| Organization:<br>Maintains an<br>organized structure  |                |                                    |                               |                                 |
| Conventions:<br>Includes language<br>appropriate to the<br>audience with few<br>conventional errors |                |                                    |                               |                                 |

# **Grade 4: Module 1A: Unit 2: Lesson 12**

## **End of Unit 2 Assessment:**

### **Evidence-Based 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 text. (RI.4.1)</p> <p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can choose evidence from fourth-grade informational texts to support analysis, reflection, and research. (RI.4.1 and W.4.9)</p> <p>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</p> |   |
| Supporting Learning Targets  | Ongoing Assessment  |
| <ul style="list-style-type: none"><li>I can write an informative/explanatory paragraph. (W.4.2)</li></ul>  | <ul style="list-style-type: none"><li>End of Unit 2 Assessment: Graphic organizer and paragraph writing</li></ul> |

## GRADE 4: MODULE 1A: UNIT 2: LESSON 12

### End of Unit 2 Assessment: Evidence-Based Paragraph Writing

| Agenda   | Teaching Notes  |
|--|---|
| <ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Learning Targets (5 minutes)</li><li>Preview of Assessment Task (5 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>End of Unit 2 Assessment (40 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Class Discussion (10 minutes)</li></ol></li><li><b>Homework</b></li></ol> | <ul style="list-style-type: none"><li>Allow students to use any notes or charts they have from Unit 2 during this assessment.</li></ul> |

| Lesson Vocabulary              | Materials  |
|--------------------------------|--|
| analyze, analysis, traditional | <ul style="list-style-type: none"><li>All student notes from Unit 2</li><li>End of Unit 2 Assessment</li></ul> |

| Opening  | Meeting Students' Needs  |
|--|--|
| <p><b>A. Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Let students know that today they will use what they have learned about the Iroquois and writing explanatory paragraphs to complete an assessment on explanatory writing.</li> <li>Ask students to read the learning target out loud and make sure they understand that they will be utilizing the same skills they learned when writing their paragraph about lacrosse, but this time, they will write to explain a different topic.</li> </ul>  | <ul style="list-style-type: none"> <li>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 lightbulb 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.</li> </ul> |
| <p><b>B. Preview of Assessment Task (5 minutes)</b></p> <ul style="list-style-type: none"> <li>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 anchor charts.)</li> <li>Make sure students understand that they are expected to complete this assessment without checking in with their neighbors.</li> </ul>   |  |
| Work Time  | Meeting Students' Needs  |
| <p><b>A. End of Unit 2 Assessment (40 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>End of Unit 2 Assessment: How have the lives of the Iroquois changed and stayed the same over time?</b> Address any clarifying questions. Then invite students to begin.</li> <li>As students are working observe them to ensure that they are actively using their books with their evidence flags and their previous notes to select supporting evidence for their paragraphs.</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> <li>Collect students’ End of Unit 2 Assessments.</li> </ul> | <ul style="list-style-type: none"> <li>Some students might benefit from condensed or clarified versions of the class anchor charts.</li> </ul>   |

| Closing and Assessment   | Meeting Students' Needs  |
|--|--|
| <p><b>A. Class Discussion (10 minutes)</b></p> <ul style="list-style-type: none"> <li>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 "What have we learned about the lives of the Iroquois (Haudenosaunee) so far in Unit 1 and 2? Go around the room, asking each pair to contribute ideas. Make sure you remind them that in addition to the Iroquois book, they also read various texts about the Iroquois (Haudenosaunee) in Unit 1 and 2, such as the "Thanksgiving Address," the "Two Row Wampum," the Onondaga Nation excerpt about the Great Peacemaker, and others. Before they move into Unit 3, it is good for them to review some big ideas about the unit so far, including that the Haudenosaunee have contributed to our culture in the past, but also continue to be a part of our society today.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| Homework   | Meeting Students' Needs  |
| <ul style="list-style-type: none"> <li>Students should continue to read their independent-reading assignment.</li> </ul>   |  |

# Grade 4: Module 1A: Unit 2: Lesson 12

## Supporting Materials



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## End of Unit 2 Assessment: Evidence-Based Paragraph Writing

**Date:**

In the text *The Iroquois: The Six Nations Confederacy*, we learned about how the Iroquois have changed over time, but also stayed the same. In your response, **use evidence** from *The Iroquois* to provide specific examples of how the lives of the Iroquois have changed and stayed the same over time.



.....  
**Name:**

.....  
**Date:**

**Four-Square Graphic Organizer (For Writing)**

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

Main Idea:

(For more information about the Four-Square approach, see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, by E. J. Gould and J. S. Gould [Teaching and Learning Company, 1999].)

# Grade 4: Module 1A: Unit 2: *Eagle Song*

## Optional IR (Independent Reading)



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## GRADE 4: MODULE 1A: UNIT 2: *EAGLE SONG* OPTIONAL IR OVERVIEW

### Building the Power of Reading

This **optional** independent reading project uses the literary text *Eagle Song* by Joseph Bruchac (680L). The reading focuses on character development and the experiences of a contemporary Mohawk boy living in New York City. Each chapter for *Eagle Song* contains an accompanying lesson and each chapter is addressed in the **Tracking my Thinking** Independent Reading Packet. It is important to note for planning purposes that the lesson times for *Eagle Song* vary considerably; there

are 10 lessons, varying from 15-60 minutes . Lesson 10 is a full period optional assessment.

This Optional Independent Reading can begin any time during Unit 2 and carried through Unit 3. Most lessons do not include time for extended independent reading in class. The approximate time for each lesson is included in the chart below.

#### Central Texts

Joseph Bruchac, *Eagle Song* (New York: Puffin Books, 1999); ISBN: 978-0-14-130169-3.(optional independent reading project)

# GRADE 4: MODULE 1: UNIT 2: INDEPENDENT READING OVERVIEW FOR EAGLE SONG

## Calendared Curriculum Map: Unit-at-a-Glance

| Lesson                                 | Lesson Title                                    | Long-Term Targets   | Supporting Targets   | Ongoing Assessment  |
|--|---|---|--|---|
| <b>Lesson IR1</b><br><b>45 Minutes</b> | Introduction to <i>Eagle Song</i> and Chapter 1 | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RL.4.1)</li> <li>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</li> </ul>   | <ul style="list-style-type: none"> <li>I can answer questions about the main character, setting, and theme of Eagle Song with specific details from text.</li> <li>I can describe the main character and his family in Eagle Song.</li> <li>I can connect what I already know about the Iroquois to the ideas in the beginning of Eagle Song.</li> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Observe where students place their evidence flags</li> <li>Answers to text-dependent questions</li> </ul>  |
| <b>Lesson IR2</b><br><b>25 Minutes</b> | Revisit Chapter 1, Begin Chapter 2              | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RL.4.1)</li> <li>I can make inferences using specific details from the text. (RL.4.1)</li> <li>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)</li> <li>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</li> </ul> | <ul style="list-style-type: none"> <li>I can answer questions about the central conflict and important symbols in Eagle Song with specific details from text.</li> <li>I can "read on" and use what the text says to help me to determine what a word or phrase means.</li> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>Observation of placement of evidence flags</li> <li>Answers to text-dependent questions (Tracking my Thinking)</li> <li>Direct observation of one or two triads</li> </ul> |

# GRADE 4: MODULE 1: UNIT 2: INDEPENDENT READING OVERVIEW FOR *EAGLE SONG*

## Calendared Curriculum Map: Unit-at-a-Glance

| Lesson                           | Lesson Title                          | Long-Term Targets   | Supporting Targets  | Ongoing Assessment   |
|----------------------------------|---------------------------------------|---|---|--|
| <b>Lesson IR3<br/>25 Minutes</b> | Revisit Chapter 2,<br>Begin Chapter 3 | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RL.4.1)</li> <li>I can make inferences using specific details from the text. (RL.4.1)</li> <li>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</li> </ul> | <ul style="list-style-type: none"> <li>I can compare and contrast two versions of the story about the Peacemaker.</li> </ul>  | <ul style="list-style-type: none"> <li>Student-created notes</li> <li>Answers to text-dependent questions (Tracking my Thinking)</li> </ul>  |
| <b>Lesson IR4<br/>20 Minutes</b> | Revisit Chapter 3,<br>Begin Chapter 4 | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RL.4.1 and RI.4.1)</li> <li>I can make inferences using specific details from the text. (RL.4.1 and RI.4.1)</li> <li>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</li> </ul>  | <ul style="list-style-type: none"> <li>I can explain the setting, characters, motivation, and conflict of Eagle Song using specific details from the text.</li> <li>I can collaborate with my peers and adults</li> </ul>   | <ul style="list-style-type: none"> <li>Answers to text-dependent questions (Tracking my Thinking)</li> </ul>   |
| <b>Lesson IR5<br/>15 Minutes</b> | Revisit Chapter 4,<br>Begin Chapter 5 | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the material. (RL.4.1)</li> <li>I can make inferences using specific details from the text. (RL.4.1)</li> <li>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</li> </ul>  | <ul style="list-style-type: none"> <li>I can answer questions about Chapter 4 of Eagle Song with specific details from text.</li> <li>I can explain the main message of the story Danny's father tells the class.</li> <li>I can use a variety of strategies to understand words from my reading.</li> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas..</li> </ul> | <ul style="list-style-type: none"> <li>Observation of placement of evidence flags</li> <li>Answers to text-dependent questions</li> <li>Observation of a few triads at work</li> </ul> |

# GRADE 4: MODULE 1: UNIT 2: INDEPENDENT READING OVERVIEW FOR *EAGLE SONG*

## Calendared Curriculum Map: Unit-at-a-Glance

| Lesson                                 | Lesson Title                          | Long-Term Targets  | Supporting Targets  | Ongoing Assessment  |
|--|---------------------------------------|--|---|---|
| <b>Lesson IR6</b><br><b>15 Minutes</b> | Revisit Chapter 5,<br>Begin Chapter 6 | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RL.4.1)</li> <li>I can make inferences using specific details from the text. (RL.4.1)</li> <li>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</li> </ul>   | <ul style="list-style-type: none"> <li>I can answer questions about Chapter 5 of Eagle Song with specific details from text.</li> <li>I can describe the main events of Chapter 5 and how Danny responds.</li> <li>I can use a variety of strategies to understand words from my reading.</li> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>Observation of placement of evidence flags</li> <li>Answers to text-dependent questions</li> <li>Direct observation of one or two triads at work</li> </ul>  |
| <b>Lesson IR7</b><br><b>20 Minutes</b> | Revisit Chapter 6,<br>Begin Chapter 7 | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RL.4.1)</li> <li>I can make inferences using specific details from the text. (RL.4.1)</li> <li>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</li> </ul>   | <ul style="list-style-type: none"> <li>I can answer questions about Chapter 6 of Eagle Song with specific details from text.</li> <li>I can describe the main events of Chapter 6 and how Danny responds.</li> <li>I can use a variety of strategies to understand words from my reading.</li> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>Observation of placement of evidence flags</li> <li>Answers to text-dependent questions</li> <li>Direct observation of one or two triads at work</li> </ul>  |
| <b>Lesson IR8</b><br><b>37 Minutes</b> | Revisit Chapter 7,<br>Begin Chapter 8 | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RL.4.1)</li> <li>I can make inferences using specific details from the text. (RL.4.1)</li> <li>I can determine the theme of a story or text. (RL.4.2)</li> <li>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</li> </ul> | <ul style="list-style-type: none"> <li>I can answer questions about Chapter 7 of Eagle Song with specific details from text.</li> <li>I can describe the main character, the setting, and events from Eagle Song.</li> <li>I can use a variety of strategies to understand words from my reading.</li> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> <li>I can explain the advice Danny's father gives him, and how that relates to the main message of the novel.</li> </ul> | <ul style="list-style-type: none"> <li>Homework: Tracking My Thinking, Chapter 7 handout</li> <li>Observation of placement of evidence flags</li> <li>Answers to text-dependent questions</li> <li>Direct observation of one or two triads at work</li> </ul> |

# GRADE 4: MODULE 1: UNIT 2: INDEPENDENT READING OVERVIEW FOR *EAGLE SONG*

## Calendared Curriculum Map: Unit-at-a-Glance

| Lesson                                  | Lesson Title   | Long-Term Targets   | Supporting Targets   | Ongoing Assessment   |
|---|--|---|--|--|
| <b>Lesson IR9</b><br><b>60 Minutes</b>  | Chapter 8 and Themes of <i>Eagle Song</i>                | <ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RL.4.1)</li> <li>I can make inferences using specific details from the text. (RL.4.1)</li> <li>I can determine a theme of a story, drama, or poem from details in the text. (RL.4.2)</li> <li>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</li> <li>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</li> </ul> | <ul style="list-style-type: none"> <li>I can answer questions about the novel <i>Eagle Song</i> with specific details from the text.</li> <li>I can describe the main character, the setting, and events from <i>Eagle Song</i>.</li> <li>I can explain the themes of <i>Eagle Song</i>.</li> <li>I can use a variety of strategies to understand words from my reading.</li> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas..</li> </ul> | <ul style="list-style-type: none"> <li>Tracking My Thinking, Chapter 8 (homework)</li> <li>Observation of placement of evidence flags</li> <li>Answers to text-dependent questions</li> <li>Somebody In Wanted But So (SIWBS) recording forms</li> </ul> |
| <b>Lesson IR10</b><br><b>50 Minutes</b> | Optional <i>Eagle Song</i> Assessment: Paragraph Writing | <ul style="list-style-type: none"> <li>I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)</li> <li>I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (RL.4.3 and W.4.9)</li> </ul>  | <ul style="list-style-type: none"> <li>I can connect what I already know about the Iroquois to the ideas in the novel <i>Eagle Song</i>.</li> <li>I can analyze the character of Danny from <i>Eagle Song</i>.</li> <li>I can support my analysis with evidence from the text.</li> </ul>  | <ul style="list-style-type: none"> <li>Observe where students place their</li> </ul>   |

## **Grade 4: Module 1A: Unit 2: *Eagle Song***

### **Lesson 1: Introduction to *Eagle Song* and Chapter 1**

**Lesson Time: 45 minutes**



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**GRADE 4: MODULE 1A: UNIT 2: *EAGLE SONG***  
Lesson 1: Introduction to *Eagle Song* and Chapter 1

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)  |   |
|---|---|
| <p>I can explain what a text says using specific details from the text. (RL.4.1)</p> <p>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</p> <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 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 answer questions about the main character, setting, and theme of <i>Eagle Song</i> with specific details from text.</li> <li>I can describe the main character and his family in <i>Eagle Song</i>.</li> <li>I can connect what I already know about the Iroquois to the ideas in the beginning of <i>Eagle Song</i>.</li> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> </ul>   | <p>Observe where students place their evidence flags</p> <p>Answers to text-dependent questions</p>   |
| Agenda  | Teaching Notes  |
| <p><b>Opening</b></p> <p>A. Literature Learning Targets (5 minutes)</p> <p><b>Work Time</b></p> <p>A. Norms for Triad Talks (5 minutes)</p> <p>B. Read-aloud and Text-Dependent Question: Opening Pages of <i>Eagle Song</i> (15 minutes)</p> <p>C. Independent Reading: Pages 11-14 of <i>Eagle Song</i> (10 minutes)</p> <p>D. Answering Questions in Triads (8 minutes)</p> <p><b>Closing and Assessment</b></p> <p>A. Independent Answer (2 minutes)</p> <p><b>Homework</b></p> | <ul style="list-style-type: none"> <li>This lesson launches a study of the novel <i>Eagle Song</i>. Students will be able to draw on the knowledge about the Iroquois that they have built during previous lessons to understand many of the cultural and historical references in this novel. This directly addresses RL.4.11.</li> <li>In advance: Read Chapter 1 and review the text-dependent questions (see <b>Tracking my Thinking: <i>Eagle Song</i></b> packet).</li> <li>This lesson introduces a new small group structure: Triads Talk. These reading and discussion groups will be used throughout the study of <i>Eagle Song</i>.</li> <li>Be strategic in your grouping. Consider grouping students heterogeneously to provide examples of fluent readers.</li> </ul> |

**GRADE 4: MODULE 1A: UNIT 2: *EAGLE SONG***  
 Lesson 1: Introduction to *Eagle Song* and Chapter 1

| Lesson Vocabulary   | Materials  |
|---|--|
| traditional, literature, novel, character, setting, theme, realistic fiction, triad | <ul style="list-style-type: none"> <li><i>The Iroquois</i> (book, one per student)</li> <li><i>Eagle Song</i> (book; one per student)</li> <li>Norms for Triad Talk</li> <li>Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips)—two baggies of evidence flags (per student: one each for home and school)</li> <li>Index cards or half-sheets of paper</li> <li>Text-Dependent Questions for Chapter 1: She':Kon (one to display)</li> <li>Text-Dependent Questions for Chapter 1: She':Kon (answers for teacher reference)</li> <li>Homework: Tracking My Thinking, Chapter 1: She':Kon of <i>Eagle Song</i> (one per student)</li> </ul> |

| Opening  | Meeting Students' Needs  |
|--|--|
| <p><b>A. Review Learning Targets (5 minutes)</b></p> <p><i>Note: This opening is intentionally short, as these concepts will be revisited throughout the lesson and in future lessons. It is fine if students have an incomplete understanding of the key terms during this initial exposure.</i></p> <ul style="list-style-type: none"> <li>Talk with students about the learning targets for today—what do they notice? There are some new ideas there—character, setting, theme. Discuss the difference between informational text (sometimes called “nonfiction”) and realistic fiction. Briefly review the concepts of <i>character</i>, <i>setting</i>, and <i>theme</i> to support students in understanding the targets. Ask students to look through copies of <i>The Iroquois</i> and <i>Eagle Song</i> and notice at least three ways they are structurally similar and three ways they are different. Cold call students to report out. Point out that <i>Eagle Song</i> is a novel.</li> <li>Let students know they will be working on this novel in triads, or groups of three. Review the <b>Triad Talk</b> anchor chart. If there's time, model some of the expected behaviors with a student helper.</li> </ul> | <p>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> |

| Work Time | Meeting Students' Needs |
|-----------|-------------------------|
|-----------|-------------------------|

|   |   |
|---|---|
| <p><b>A. Norms for Triad Talks (5 minutes)</b><br/>         Place students in their triads (groups of three) and ask them to each read one of the <b>Norms for Triad Talk</b>.</p>  |   |
| <p><b>B. Read-aloud and Text-Dependent Questions: Opening Pages of <i>Eagle Song</i> (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students if they remember what was said in the video about the role of the Mohawks in the Haudenosaunee Culture. (Keepers of the Eastern Door). You may want to replay that video as an opening for the lesson. Review the map from Unit 1 Lesson for the students to see where the original Mohawk lands were and are today. This map can also be helpful in locating the Akwesasne Reservation and Brooklyn, and noting the distance between the two places.</li> <li>Distribute students' texts: <i>Eagle Song</i>. Ask students to look at the cover of the book. What stands out? Look for descriptions of the boy, and the eagle in the background. Encourage students to think back to Unit 1 and recall how the eagle is a symbol to the Haudenosaunee, and what it's a symbol for. Students should also notice the subway stairs. Many students living outside of the NYC will not immediately know what those are and where they go to, so some scaffolding may be necessary. Ask students what the cover tells them about what the setting of the story may be.</li> <li>Hand out the <b>Tracking My Thinking: <i>Eagle Song</i> packet</b>. Explain to students that they are going to be using this packet in class and at home as they read the novel.</li> <li>Distribute a small pile of <b>evidence flags</b> to each triad of students. Students should follow along as you read the beginning few pages—page 7 through the end of the first paragraph on page 11.</li> <li>Invite students to think, then talk briefly with their triad, about what these first few pages are mostly about.</li> <li>Then, using your document camera or by placing the questions on the board, show Questions 1 and 2 from the handout: <b>Tracking My Thinking: <i>Eagle Song</i> packet for Chapter 1: “She’:Kon”</b> (see supporting materials).             <ul style="list-style-type: none"> <li>What misunderstandings do the children in Danny’s school have about the Haudenosaunee?</li> <li>How is life in Brooklyn different from life in Akwesasne?</li> </ul> </li> <li>Give students 5 minutes to reread the section in their triads, flagging evidence for the answers to the first two questions. Instruct students to use the Triad Talk anchor chart to remind themselves about how to talk to each other while developing the answer to the question in their triad. Each person should mark the evidence in the book that supports their group’s answer by placing an evidence flag on the specific information that supports their answer. Remind students to also be practical in their use of evidence flags. If there are four pieces of evidence in one paragraph, it is not necessary to use four evidence flags.</li> <li>Ask a few groups to answer the questions and cite the evidence. If necessary, model by adding additional evidence to clarify and further support what students are saying.</li> <li>Discuss with students that as they read this novel, they are going to be paying special attention to the symbolism that the</li> </ul> | <p>Modeling provides a clear vision of the expectation for students.</p> <p>Some students may benefit from being given sentence starters for Think-Share in triads.</p> |

**GRADE 4: MODULE 1A: UNIT 2: *EAGLE SONG***  
 Lesson 1: Introduction to *Eagle Song* and Chapter 1

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|--|--|
| <p>author uses to support the themes in the story. Review the definition of theme and symbol, if necessary. Ask students to recall the purpose of a Thanksgiving Address. Tell them that the next paragraph they are going to read is a small excerpt from a Thanksgiving address that a Faithkeeper from the Onondaga, Oren Lyons, gave. Note that they will read (or have read) more about Oren Lyons in <i>The Iroquois</i>.</p> <ul style="list-style-type: none"> <li>Read aloud, as a class, the quote from Oren Lyons on the <b>Tracking my Thinking</b> handout. To check for comprehension, review with the class why it's important to give thanksgiving for the birds. Tell students that as they read through the end of the first paragraph on page 13, they should be keeping this part of the Thanksgiving Address by Oren Lyons in the back of their minds.</li> <li>Praise groups using Triad Talk well. Tell students that they will be working in these groups each day, and remind them how discussing their thinking with others can help them understand hard text.</li> </ul>                                     |  |
| <p><b>C. Independent Reading: Pages 11–14 of <i>Eagle Song</i> (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Point out to students that each day as they study this novel, they will hear a small section read aloud and will discuss some sections with their triad. Remind them that one of their goals for this year is to be able to read increasingly challenging text independently. Tell them you will support them, and that they will almost always reread and discuss the text with others.</li> <li>Ask students to read quietly and independently from the third paragraph on page 10 to the end of the first paragraph on page 13. Students may mark the end of the reading with a tab if they want.</li> <li>If students finish reading before the allotted 10 minutes, they should quietly think about their answers to the posted questions and then begin to find evidence and mark it with their evidence flags, and answer the question in their guide.</li> <li>When students have finished reading and answering the questions, have them share with their triads and report out to class.</li> </ul> | <p>If students need to whisper read in pairs, allow them to do so. Group reading quietly is also an option if the class struggles with the text.</p> |

| Closing and Assessment  | Meeting Students' Needs   |
|---|---|
| <p><b>A. Independent Answer (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute <b>index cards</b> or <b>half-sheets of paper</b>. Ask students to select one question from their Triad Talk discussion for which they feel that they have a complete answer. Ask students to write the number of the question and their answer, using specific details from the text.</li> </ul> | <p>Some students may benefit from having a few sentence frames to complete during the Independent Answer.</p> |

| Homework | Meeting Students' Needs |
|----------|-------------------------|
|----------|-------------------------|

- Finish reading Chapter 1 and answer the questions on the **Tracking My Thinking** handout at the end of this lesson. Use evidence flags to mark the specific areas in the book that support your answer.

*Note: If you are concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “slushy time” during the day—right before or after lunch, during “down time” between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading the novel or independent reading. In addition, students likely to need additional support should pre-read this novel with support during intervention or other support periods. Pre-reading with support will allow students to spend class periods rereading and focusing on evidence.*

**Norms for Triad Talk  
(for teacher reference)**

Teacher Instructions: Write the following instructions on a chart paper so all students can see it for the remainder of the unit.

Norms for Triad Talk:

Each person must contribute to the discussion, but take turns talking. Ask each other: “Would you like to add to my idea?” or “Can you tell us what you’re thinking?”

Each person should show the others specific details from the text by pointing to specific page numbers, paragraphs, and lines. Say: “My evidence is here on page \_\_\_\_ in the \_\_\_\_ paragraph” and read the evidence aloud.

Ask questions so that you understand each other’s ideas. Say: “can you tell me more about that?” or “Can you say that another way?”

**Grade 4: Module 1A: Unit 2: *Eagle Song***  
**Lesson 2: Revisit Chapter 1, Begin Chapter 2**  
Lesson Time: 25 minutes

**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can explain what a text says using specific details from the text. (RL.4.1)  
 I can make inferences using specific details from the text. (RL.4.1)  
 I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)  
 I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)  
 I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)  
 I can effectively participate in a conversation with my peers and adults. (SL.4.1)

**Supporting Learning Targets**

- I can answer questions about the central conflict and important symbols in *Eagle Song* with specific details from text.
- I can “read on” and use what the text says to help me to determine what a word or phrase means.
- I can discuss answers to questions with my group and provide evidence to explain my ideas.

**Ongoing Assessment**

- Observation of placement of evidence flags
- Answers to text-dependent questions
- Direct observation of one or two triads

**Agenda**

1. **Opening**
  - A. Review Learning Targets (5 minutes)
2. **Work Time**
  - A. Review Chapter 1 (8 minutes)
  - B. Read-aloud and Text-Dependent Question: Pages 17-19 of *Eagle Song* (10 minutes)
  - C. Modeling the “Read On” Context Clue Strategy (5 minutes)
3. **Closing and Assessment**
  - A. Independent Answer (2 minutes)
4. **Homework**

**Teaching Notes**

- In advance: Read Chapter 2 and review the text-dependent questions (see supporting).
- Based on how groups functioned on the first day of reading the novel, you might modify groups at this time.
- Today, the “Read On” context clue strategy is formally introduced quite briefly. Students should already be somewhat familiar with this strategy, since it was informally modeled in many lessons earlier in this unit.

**Lesson Vocabulary**

**Materials**



|   |  |
|---|--|
| symbol, gustoweh, rez/reservation, fragile, governing | <ul style="list-style-type: none"> <li>• <i>Eagle Song</i> (book; one per student)</li> <li>• Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips)—two baggies per student (one each for home and school)</li> <li>• Text-Dependent Questions for Chapter 2: “Gustoweh”</li> <li>• Homework: Tracking My Thinking, Chapter 2 of <i>Eagle Song</i> (one per student)</li> </ul> |
|---|--|

| Opening  | Meeting Students’ Needs   |
|--|---|
| <p><b>A. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read learning targets chorally. Reinforce what a good job they did the day before answering questions using evidence—they are like evidence detectives! Review the <b>Triad Talk anchor chart</b>. If there were problems with triads the day before, reinforce what’s expected by modeling with student helpers.</li> </ul> | <ul style="list-style-type: none"> <li>• Consider providing nonlinguistic symbols (e.g., two people talking for <i>discuss</i>, a pen for <i>record</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.</li> </ul> |

| Work Time  | Meeting Students’ Needs  |
|--|--|
| <p><b>A. Review Chapter 1 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Place groups in triads and review answers to the questions in Chapter 1, paying particular attention to the last three questions, as the first two (and possibly four) were shared yesterday.</li> <li>• Check with students for additional questions and clarification before moving into Chapter 2</li> </ul> <p><b>B. Read-aloud and Text-Dependent Question: Pages 17–19 of <i>Eagle Song</i> (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to sit with their triad. Set up students with <b>evidence flags</b> as you did the day before. Reinforce this routine with students.</li> <li>• Read aloud from page 17 through page 19 as students follow along, stopping at the word <i>house</i>. Clarify the reference to <i>the rez</i>, or “reservation,” on which the family lived before moving to Brooklyn.</li> <li>• Display <b>Tracking My Thinking: <i>Eagle Song</i></b> for Chapter 2: “Gustoweh.”</li> <li>• Read the first question (How does the excerpt below compare with Richard Bigtree’s explanation about where women fit in the Haudenosaunee Nation?) and the excerpt below it. Ask students to reread in their triads page 19 and answer the question. This can also be done as a class activity.</li> <li>• When students are finished, ask representatives from triads to share and discuss answers.</li> </ul> | <ul style="list-style-type: none"> <li>• Modeling provides a clear vision of the expectation for students.</li> <li>• Some students may benefit from being given sentence starters for Think-Share.</li> </ul> |

- Assign the remaining reading for Chapter 2 and questions for homework.

| Work Time (continued)  | Meeting Students' Needs   |
|--|---|
| <p><b>C. Modeling the “Read On” Context Clue Strategy (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Continue reading aloud from end of page 19 to the word <i>fragile</i> on page 20. Stop and wonder: “<i>Fragile</i>. Hmm. That’s a word I have heard before, but I am not quite sure I know what it means. Do any of you all know what it means?” If students offer a good working definition, that’s fine, but do not just say: “That’s right, that’s what it means.” Ask the students who knew the definition to explain if anything in the text helped them decide that’s what <i>fragile</i> means. If they can’t explain, show students how they can use context clues to develop an understanding or check their initial idea of a word’s meaning.</li> <li>• Think aloud: “I am going to read what comes before this word and what comes after and see if I can figure out (or confirm) the meaning of <i>fragile</i>. First of all, Danny is holding a hard hat. I have seen those before at construction sites. People wear them to protect their heads. ‘But you be careful not to break it. That hard hat is real fragile!’ says Danny’s father. That makes me think that <i>fragile</i> might mean hard or tough, since hard hats are tough. I’d better read on though, to check. ‘You’re teasing me, Dad,’ says Danny. Danny’s dad teases him a lot. If he is teasing about the hard hat being fragile than it likely that fragile <i>doesn’t</i> mean it’s hard or tough. Fragile must mean something else. I am going to keep reading. ‘Didn’t you tell me a steel beam could fall on your hard hat and it wouldn’t scratch it?’ ‘That’s right, son.’ Aha! Danny tells his Dad that he knows his Dad is teasing because a hard hat is very tough. So fragile definitely means something else. Since Danny’s dad is teasing him and tells him not to break the hard hat, fragile must mean the opposite of hard and tough, like weak or easily broken. Reading on helped me think about the meaning of <i>fragile</i>.”</li> <li>• Quickly look up the word <i>fragile</i> in front of the students and confirm its meaning. Remind students that often they can figure out the meaning of unknown words by thinking about what came before the word and continuing to read after the word.</li> </ul> | <ul style="list-style-type: none"> <li>• A few students might benefit from having evidence to questions pre-marked in the books. Highlight or underline specific details in their books ahead of time. This will allow them succeed during the discussion with peers. Remove this scaffolding over time.</li> </ul> |
| Closing and Assessment   | Meeting Students' Needs   |
| <p><b>A. Independent Answer (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute <b>index cards</b> or <b>half-sheets of paper</b>. Ask students to select one question from the discussion for which they feel they have a complete answer. Ask students to write the answer to the question, using specific details from the text.</li> </ul>   | <ul style="list-style-type: none"> <li>• Some students may benefit from having a few sentence frames to complete during the Independent Answer.</li> </ul>  |
| Homework   | Meeting Students' Needs   |

- Complete reading Chapter 2 and answer the questions on the **Homework: Tracking My Thinking, Chapter 2 of *Eagle Song*** packet. Use evidence flags to mark the specific areas in the book that support your answers.

*Note: If you are concerned about students completing the reading assignment at home, plan an additional reading period during the day. Students likely to need additional support may pre-read this novel with support during intervention or other support periods. Pre-reading with support will allow students to spend class periods rereading and focusing on evidence.*

**Grade 4: Module 1A: *Eagle Song***

**Lesson 3: Revisit Chapter 2, Begin Chapter 3**

Lesson Time: 35 Minutes

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)   |  |
|--|--|
| <p>I can explain what a text says using specific details from the text. (RL.4.1)</p> <p>I can make inferences using specific details from the text. (RL.4.1)</p> <p>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</p> <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 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 compare and contrast two versions of the story about the Peacemaker.</li> </ul>   | <ul style="list-style-type: none"> <li>Student-created notes</li> </ul>  |
| Agenda   | Teaching Notes   |
| <ol style="list-style-type: none"> <li><b>Opening</b> <ol style="list-style-type: none"> <li>Review Learning Targets (5 minutes)</li> <li>Review of Chapter 2 questions (10 minutes)</li> </ol> </li> <li><b>Work Time</b> <ol style="list-style-type: none"> <li>Rereading "The Birth of the Haudenosaunee" (10 minutes)</li> <li>Beginning Chapter 3 of <i>Eagle Song</i> (10 minutes)</li> </ol> </li> <li><b>Homework</b></li> </ol>   | <ul style="list-style-type: none"> <li>In advance: Read Chapter 3 and review the text-dependent questions from the packet.</li> <li>Reread "Birth of the Haudenosaunee" from Unit 1, and be aware of the similarities and differences. While the story of the Peacemaker in Chapter 3 has elements of the widely accepted Peacemaker story outlined in "Birth of the Haudenosaunee" from unit 1, it departs from the traditional story and combines it with elements from the story of creation, which is not the same story.</li> </ul> |

| Lesson Vocabulary  | Materials   |
|--|---|
| compare, in common, contrast, different, mourned, wizardry, stalks, shelter, foretold, condolence, transform | <ul style="list-style-type: none"> <li><i>Eagle Song</i> (book; one per student)</li> <li>"The Birth of the Haudenosaunee" (from Unit 1) and notes</li> </ul> |

| Opening   | Meeting Students' Needs   |
|---|---|
| <p><b>A. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning targets, being sure to discuss the word <i>compare</i> and the phrase <i>in common</i>. In addition, remind students about what they know about inferences from earlier in the module.</li> </ul> | <ul style="list-style-type: none"> <li>Consider providing nonlinguistic symbols (e.g., two people talking for <i>discuss</i>, a pen for <i>record</i>, a</li> </ul> |

|  |  |
|--|--|
| <p><b>B. Discussion of Chapter 2 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure that students have their text <i>Eagle Song</i> in front of them. Ask students to follow along as you reread the excerpt about Gustowehs at the beginning of the questions. Ask students how eagle feathers are used differently than the other bird feathers on a Gustoweh. Knowing what we know about eagles and their symbolism for the Haudenosaunee, why might this be? Ask students to turn and talk with a partner, then call on several students for answers.</li> <li>• Ask students to work in triads to review questions 2 and 3 be prepared to share answers with the class.</li> <li>• Check for understanding as the students share out, and check to make sure they are citing evidence for their inferences from the text. Ensure that students recognize the symbolism of the eagle in Danny’s desire for the eagle to take him away, how it protects his father on the hard hat, and the comparison to the feathers in the Gustoweh.</li> </ul> | <p>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> |
|--|--|

| Work Time   | Meeting Students’ Needs   |
|---|---|
| <p><b>A. Rereading of “The Birth of the Haudenosaunee” and notes (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to reread the first section of “The Birth of the Haudenosaunee” and reflect on their notes from Unit 1 about the story. They can do this in their triads or independently.</li> </ul> <p><b>B. Beginning Chapter 3 of <i>Eagle Song</i>. (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that in Chapter 3, they will read a different version of the story about the Peacemaker. Tell them that the version in the article and the version in <i>Eagle Song</i> have some things in common and some things that are different.</li> <li>• Set students up with at least 10 <b>evidence flags</b>, but tell them they are going to use them in a different way today. This time they are going to mark places where things in the version of the Peacemaker story in <i>Eagle Song</i> are in common or are different from “The Birth of the Haudenosaunee.”</li> <li>• Ask students to independently read pages 26 through 34, marking at least three things that are similar to “The Birth of the Haudenosaunee” and three things that are different. These notes will help them answer two of their questions for Chapter 3.</li> <li>• Tell students to go as far as they can in the time available. It is more important to think about the similarities and differences than it is to read all eight pages. They will have more time to finish Chapter 3 for homework.</li> </ul> | <ul style="list-style-type: none"> <li>• Modeling provides a clear vision of the expectation for students.</li> </ul> |

| Homework  | Meeting Students’ Needs |
|---|-------------------------|
| <ul style="list-style-type: none"> <li>• Complete Chapter 3 and answer the questions in the guide <b>Homework: Tracking My Thinking, Chapter 3</b></li> <li>• <i>Note: If you are concerned about students completing the reading assignment at home, plan an additional reading period during the day. Students likely to need additional support should pre-read this novel with support during support periods. Pre-reading with support will allow students to spend class periods rereading and focusing on evidence.</i></li> </ul> |                         |

**Grade 4: Module 1A: *Eagle Song***

**Lesson 4: Revisit Chapter 3, Begin Chapter 4**

Lesson Time: 20 Minutes

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)  |   |
|---|---|
| <p>I can explain what a text says using specific details from the text. (RL.4.1 and RI.4.1)</p> <p>I can make inferences using specific details from the text. (RL.4.1 and RI.4.1)</p> <p>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</p> <p>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</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 explain the setting, characters, motivation, and conflict of <i>Eagle Song</i> using specific details from the text.</li> <li>I can collaborate with my peers and adults.</li> </ul>   | <ul style="list-style-type: none"> <li>Homework: Tracking My Thinking, Chapter 4</li> </ul> |

| Agenda   | Teaching Notes  |
|--|---|
| <ol style="list-style-type: none"> <li><b>Opening:</b> <ol style="list-style-type: none"> <li>Review Learning Targets (3 minutes)</li> </ol> </li> <li><b>Work Time</b> <ol style="list-style-type: none"> <li>Review of questions for Chapter 3 (10 minutes)</li> <li>Introduction to Chapter 4 (5 minutes)</li> </ol> </li> <li><b>Homework:</b> Closure and Preparation for Homework (2 minutes)</li> </ol> | <ul style="list-style-type: none"> <li>This lesson includes many options to gradually release responsibility to students for thinking about their novel <i>Eagle Song</i>.</li> </ul> |

| Lesson Vocabulary   | Materials  |
|---|--|
| <p>specially, matter, utter ruin, affect, confirmation, denote, indicate, approach; feud, console, condolence</p> | <ul style="list-style-type: none"> <li><i>Eagle Song</i> (book; one per student)</li> <li><b>Tracking my Thinking</b> handout</li> </ul> |



| Opening  | Meeting Students' Needs |
|--|-------------------------|
| <p><b>A. Review Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to read the day's learning targets chorally and ask one or two students to discuss the meaning of <i>details</i> and <i>inference</i>.</li> </ul> |                         |

| Work Time   | Meeting Students' Needs |
|---|-------------------------|
| <p><b>A. Using Evidence to Support our Claims (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask triads to collaborate to create a list of similarities between the two versions of the story of the Peacemaker, and discuss their answers to question 2 about how the author of <i>Eagle Song</i> changed the story. Call on representatives to share out, citing text where necessary.</li> <li>Refer students to the third question: Why does Danny feel that his class needs to hear this story? Ask triads to review their answers, citing specific text to support their claims. Call on students for answers, and ask students to use their books to locate the specific evidence from text that students use to support their claims. If students struggle with this, note that in addition to finding support at the end of Chapter 3, they may have to go back to pages 21-24 in Chapter 2.</li> <li>Ask student triads to refer back to pages 21-24, skimming for evidence for the answer to question 3. Share out with class.</li> <li>Discuss briefly with students that even though the book is divided into chapters, authors carry and develop ideas across chapters. Often the evidence you are looking for to support an idea, inference or claim can be found in previous chapters.</li> </ul> <p><b>B. Introduction to Chapter 4 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Have students note the image from the dollar bill on their handout and discuss in their triads where else they have seen some of these symbols. (Look for the symbol of the eagle and the arrows.) Ask them to count the arrows. There are 13. Ask students if they know what 13 stands for and if they don't, tell them that there were 13 original colonies in the United States. If they don't make the connection, ask how the 13 arrows in this eagle's claw connect to the 5 arrows and the eagle on the tree of peace.</li> </ul> |                         |

| Homework   | Meeting Students' Needs |
|--|-------------------------|
| <p><b>Preparation for Homework (2 minutes)</b></p> <ul style="list-style-type: none"> <li>As students read Chapter 4, direct them to be looking for evidence for how the author shows that the students are interested without ever actually stating "The students were interested." Tag these instances as you find them.</li> <li>Talk with students about how their homework is going. Remind them that reading and thinking at home helps their reading muscles get stronger.</li> </ul> |                         |

- Complete reading Chapter 4. Answer the questions on the Homework: **Tracking My Thinking, Chapter 4 of *Eagle Song***. Use evidence flags to mark the specific areas in the book that support your answers.

*Note: If you are concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “slushy time” during the day—right before or after lunch, during “down time” between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading the novel or independent reading. In addition, students likely to need additional support should pre-read this novel with support during intervention or other support periods. Pre-reading with support will allow students to spend class periods rereading and focusing on evidence.*

**Grade 4: Module 1A: *Eagle Song***

**Lesson 5: Revisit Chapter 4, Begin Chapter 5**

Lesson Time: 15 Minutes

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)  |  |
|---|--|
| <p>I can explain what a text says using specific details from the material. (RL.4.1)</p> <p>I can make inferences using specific details from the text. (RL.4.1)</p> <p>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</p> <p>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</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 answer questions about Chapter 4 of <i>Eagle Song</i> with specific details from text.</li> <li>I can explain the main message of the story Danny's father tells the class.</li> <li>I can use a variety of strategies to understand words from my reading.</li> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Homework: Tracking My Thinking, Chapter 4</b> handout</li> <li>Observation of placement of evidence flags</li> <li>Answers to text-dependent questions</li> <li>Observation of a few triads at work</li> </ul> |

| Agenda   | Teaching Notes  |
|--|---|
| <ol style="list-style-type: none"> <li><b>Opening</b> Read- aloud (5 minutes)</li> <li><b>Work Time</b> <ol style="list-style-type: none"> <li>Review of Questions in Triads (7 minutes)</li> <li>Introducing Chapter 5 (3 minutes)</li> </ol> </li> <li><b>Homework:</b> Read and answer questions for Chapter 5</li> </ol> | <ul style="list-style-type: none"> <li>In advance: Read Chapter 4 and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.</li> </ul> |

| Lesson Vocabulary   | Materials   |
|---|---|
| <p>traditional, intercom, triumph, pirouette, ripple, escort, wampum, ancient, grinned, League, band together, partially, modeled, banish</p>                                   | <ul style="list-style-type: none"> <li><i>Eagle Song</i> (book; one per student)</li> <li>Evidence flags</li> </ul>   |
| Opening   | Meeting Students' Needs   |
| <p><b>Read-aloud: Chapter 4 of <i>Eagle Song</i> (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Read aloud pages 38 to 39, up to the word <i>relief</i>.</li> </ul> | <ul style="list-style-type: none"> <li>Consider providing nonlinguistic symbols (e.g., two people talking for <i>discuss</i>, a pen for <i>record</i>, a</li> </ul> |

Grade 4: Module 1A: Independent Reading Eagle Song  
Review of Chapter 4 and Introduction to Chapter 5

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Ask students to reread and focus their thinking on how Danny is feeling. Ask: “What is Danny feeling in this opening section of Chapter 4?” Prompt students who answer to provide evidence from the text to support their inferences. Check to see if students understand the word <i>intercom</i>. Reinforce the meaning of <i>inter-</i> (between) and connect <i>com-</i> to “communication.” An intercom provides communication <i>between</i> two places. Ask students to Think-Pair-Share about other words that start with <i>inter-</i>.</li> <li>Tell students that they will need to know two other words from today’s reading: <i>modeled</i> and <i>banish</i>. Tell students that when something is <i>modeled</i> after something else, that means the good qualities of the first thing are used to make the second thing (maybe put this on the board and provide an example). <i>Banish</i> means to cast out or send away. Students may note the root <i>ban</i>.</li> </ul> | <p>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> |
|---|--|

| Work Time   | Meeting Students’ Needs   |
|---|---|
| <p><b>A. Reviewing Questions in Triads (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask triads to discuss and answers from Chapter 4, using details from the text that they marked with <b>evidence flags</b>. Monitor this discussion, making sure all students are participating.</li> <li>During this time, sit with one or two triads to observe and record their progress and/or scaffold them more directly by asking the questions and clarifying their understanding.</li> <li>Have students share out their answers from Chapter 4 and discuss as a class</li> </ul> <p><b>B. Introducing Chapter 5 (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to make a prediction about how the class will treat Danny, based on evidence from Chapter 4.</li> <li>Look at the title of Chapter 5 with the students. Does the title make anyone second guess their prediction? As the students read, tell them to be thinking about why this Chapter is called “The Longest Day.”</li> </ul> | <ul style="list-style-type: none"> <li>A few students might benefit from having the key ideas pre-highlighted in their books. Highlight or underline specific details in their books ahead of time. This will allow them succeed during the discussion with peers. Remove this scaffolding over time.</li> <li>Modeling provides a clear vision of the expectation for students.</li> </ul> |

| Homework  | Meeting Students’ Needs |
|---|-------------------------|
| <ul style="list-style-type: none"> <li>Read Chapter 5 and answer the questions on the <b>Homework: Tracking My Thinking, Chapter 5 of Eagle Song</b>. Use evidence flags to mark the specific areas in the book that support your answers.</li> </ul> <p><i>Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading time during the day. Students likely to need additional support may pre-read this novel at home or during support periods.</i></p> |                         |

**Grade 4: Module 1A: *Eagle Song***

**Lesson 6: Revisit Chapter 5, Begin Chapter 6**

Lesson Time: 15 Minutes

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)  |   |
|---|---|
| <p>I can explain what a text says using specific details from the text. (RL.4.1)</p> <p>I can make inferences using specific details from the text. (RL.4.1)</p> <p>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</p> <p>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</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 answer questions about Chapter 5 of <i>Eagle Song</i> with specific details from text.</li> <li>• I can describe the main events of Chapter 5 and how Danny responds.</li> <li>• I can use a variety of strategies to understand words from my reading.</li> <li>• I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> </ul>   | <ul style="list-style-type: none"> <li>• Homework: Tracking My Thinking, Chapter 5 handout</li> <li>• Observation of placement of evidence flags</li> <li>• Answers to text-dependent questions</li> <li>• Direct observation of one or two triads at work</li> </ul> |

| Agenda   | Teaching Notes   |
|--|--|
| <ol style="list-style-type: none"> <li>1. <b>Opening:</b> Discussion of Homework Questions (10 minutes)</li> <li>2. <b>Work Time:</b> Introduction to Chapter 6 (5 minutes)</li> <li>3. <b>Homework</b></li> </ol> | <ul style="list-style-type: none"> <li>• In this lesson, students work closely with Chapter 5. Chapter 6 is then assigned as homework.</li> <li>• Note: Chapter 6, "Colors," references the reality of gang activity.</li> </ul> |

| Lesson Vocabulary  | Materials   |
|--|---|
| crept, taunted, padded, familiar, administrative, jotted, blinding | <ul style="list-style-type: none"> <li>• <i>Eagle Song</i> (book; one per student)</li> <li>• Homework: Tracking My Thinking, Chapter 7 of <i>Eagle Song</i> (one per student)</li> </ul> |

| Opening  | Meeting Students' Needs  |
|--|--|
| <p><b>Discussion of Homework Question (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask triads to share the first question they answered for homework about “The Longest Day.” Circulate to make sure that students are supporting their claims with evidence from the text. Call on triads. Look for answers that include the concrete length of the day, the sad way the day started out (his father gone and his mother so depressed), having to enter class late being anxious about how the class would react, the incident with Tyrone, and the fact he fell asleep at the nurses and stayed at school late. Ask student what kind of mood that the title of the chapter combined with the events creates.</li> <li>• Ask triads to flip back to page 56 and read as a class from the top of the page to the end of paragraph 5 (“The two boys turned and ran away.”) Ask students to take their answers to the second question and move to one corner of the room if they think Tyrone hit Danny on purpose, and the other corner if they think he did not hit Danny on purpose. Students who are unsure can gather in the center.</li> <li>• Direct the groups to form pairs, triads or groups of four (depending on the number of students) to compare evidence for their position. Ask each group of students to share the evidence.</li> <li>• After evidence has been presented, ask if anyone would like to move their position. Follow up with asking why.</li> <li>• Depending on where the class ends up, debrief the activity by letting students know that at some point we will come back to this conversation and things will be more clear as the book progresses.</li> </ul> | <ul style="list-style-type: none"> <li>• as necessary, you may need to supplement understanding for “The Longest Day” with a brief overview of The Summer Solstice and how that happens.</li> <li>• .</li> </ul>                       |
| Work time  | Meeting Students' Needs  |
| <p><b>Introduction to Chapter 6 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read a quotation from <a href="https://nnidatabase.org/video/honoring-nations-oren-lyons-governing-our-way-brighter-future">https://nnidatabase.org/video/honoring-nations-oren-lyons-governing-our-way-brighter-future</a> Lyons, Oren. "Governing Our Way to A Brighter Future." Honoring Nations symposium. Harvard Project on American Indian Economic Development, John F. Kennedy School of Government, Harvard University. Sante Fe, New Mexico. February 7, 2002. Presentation:<br/><i>What is our identity? Our identity is our land. That's our identity, it's our land, it's our water, it's where we live, it's where we've lived for thousands of years and who knows how long.</i></li> <li>• Tell the students that in chapter 6 we are going to be thinking about identity, and how there are many parts to someone's identity. As you read today, think about how each paragraph demonstrates something about identity. Read the first paragraph aloud, and ask students how that reflects Danny's identity? Look for them to connect back to the quote you just provided. Encourage them to continue thinking about this throughout the chapter.</li> </ul>   | <ul style="list-style-type: none"> <li>• If time permits and if students need the support, consider allowing students to do some of the reading in class for Chapter 6, working together whisper reading in pairs or triads</li> </ul> |
| Homework   | Meeting Students' Needs  |
| <p>Ask students to complete reading Chapter 6 and answer the questions on the <b>Homework: Tracking My Thinking</b>,</p>   |  |



**handout.** They should also use evidence flags to mark the specific areas in the book that support their answers.

*Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period during the day. Students may whisper read, read independently, or read in small groups, depending on the composition of your class.*

## **Grade 4: Module 1A: *Eagle Song***

### **Lesson 7: Revisit Chapter 6, Begin Chapter 7**

Lesson Time: 20 Minutes

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)  |  |
|---|--|
| <p>I can explain what a text says using specific details from the text. (RL.4.1)</p> <p>I can make inferences using specific details from the text. (RL.4.1)</p> <p>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</p> <p>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</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 answer questions about Chapter 6 of <i>Eagle Song</i> with specific details from text.</li> <li>I can describe the main events of Chapter 6 and how Danny responds.</li> <li>I can use a variety of strategies to understand words from my reading.</li> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Homework: Tracking My Thinking, Chapter 6</b> handout</li> <li>Observation of placement of evidence flags</li> <li>Answers to text-dependent questions</li> <li>Direct observation of one or two triads at work</li> </ul> |

| Agenda   | Teaching Notes  |
|--|---|
| <ol style="list-style-type: none"> <li><b>Opening:</b> Discussion of Homework Questions (10 minutes)</li> <li><b>Work Time:</b> Introduction to Chapter 6 (10 minutes)</li> <li><b>Homework</b></li> </ol> | <ul style="list-style-type: none"> <li>In this lesson, students work closely with Chapter 6. Chapter 7 is then assigned as homework.</li> </ul> |

| Lesson Vocabulary  | Materials   |
|--|---|
| crept, taunted, padded, familiar, administrative, jotted, blinding | <ul style="list-style-type: none"> <li><i>Eagle Song</i> (book; one per student)</li> <li><b>Homework: Tracking My Thinking, <i>Eagle Song</i></b> (one per student)</li> </ul> |

| Opening | Meeting Students' Needs |
|---------|-------------------------|
|---------|-------------------------|

|  |  |
|--|--|
| <p><b>Discussion of Homework Question (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Form triads of student groups and ask them to discuss the homework questions. Review as a class, with a focus on identity.             <ul style="list-style-type: none"> <li>How do Will and Danny handle conflict differently in their schools? Look for answers that Danny has ignored the bullying, and Will has joined a gang. Students may also reference the opportunity for Danny’s family to be involved differently than Will’s.</li> <li>How does the author develop different meanings for the title of the chapter? Look for answers that include colors of a gang (note some explanation may be needed here) and the fact that Will also loves art and color, as evidenced when he shows Danny the art and shows his dreams for the future (page 64). Students may also point out that the beginning of the chapter is full of colorful description of Danny’s home in Brooklyn and on the reservation (page 59).</li> <li>How do those different meanings compare to each other? Look for answers that address the different aspects of Will’s character the violence of gangs vs. the beauty of art.</li> <li>What do those different meanings show us about Will’s and Danny’s identities? Look for answers that include the fact that colors are symbolic of dreams they have of the future as well places that are meaningful to them.</li> </ul> </li> </ul> |  |
|--|--|

| Work time  | Meeting Students’ Needs   |
|--|---|
| <p><b>Diving Deeper into Chapter 6 (7 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students if they have any questions at this point in time about the book. Use this opportunity to clear up misconceptions. Refer back to Chapter 6 page 61, and ask a student to read (or have students whisper read) the paragraph beginning with “Will eyed the swelling.”</li> <li>When students are finished reading, ask them why the author might include these thoughts in this chapter. What is the author’s intention for the reader here? Move students toward an understanding that the author is suggesting something for the reader through the thoughts of a character.</li> </ul> <p><b>Introduce Chapter 7 (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to read Chapter 7 as homework, and answer the questions that accompany it. Introducing this chapter in greater detail takes away from the discovery process for the students, so leave it open.</li> </ul> |   |
| Homework   | Meeting Students’ Needs   |
| <ul style="list-style-type: none"> <li>Ask students to complete reading Chapter 7 and answer the questions on the <b>Homework: Tracking My Thinking</b>, handout. They should also use evidence flags to mark the specific areas in the book that support their answers.</li> </ul>  | <p>Consider providing additional time during the day for reading.</p> |

## **Grade 4: Module 1A: *Eagle Song***

### **Lesson 8: Revisit Chapter 7, Begin Chapter 8**

Lesson Time: 37 Minutes

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)  |  |
|---|--|
| <p>I can explain what a text says using specific details from the text. (RL.4.1)</p> <p>I can make inferences using specific details from the text. (RL.4.1)</p> <p>I can determine the theme of a story or text. (RL.4.2)</p> <p>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</p> <p>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</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 answer questions about Chapter 7 of <i>Eagle Song</i> with specific details from text.</li> <li>• I can describe the main character, the setting, and events from <i>Eagle Song</i>.</li> <li>• I can use a variety of strategies to understand words from my reading.</li> <li>• I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> <li>• I can explain the advice Danny's father gives him, and how that relates to the main message of the novel.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Learning Targets</b> reflection sheet</li> <li>• <b>Homework: Tracking My Thinking, Chapter 7</b> handout</li> <li>• Observation of placement of evidence flags</li> <li>• Answers to text-dependent questions</li> <li>• Direct observation of one or two triads at work</li> </ul> |

| Agenda  | Teaching Notes   |
|---|--|
| <ol style="list-style-type: none"> <li><b>Opening</b> <ol style="list-style-type: none"> <li>Review Learning Targets (3 minutes)</li> </ol> </li> <li><b>Work Time</b> <ol style="list-style-type: none"> <li>Read-aloud and Text-Dependent Question: Chapter 7 of <i>Eagle Song</i> (10 minutes)</li> <li>Reviewing Text-Dependent Questions in Triads (15 minutes)</li> </ol> </li> <li><b>Closing and Assessment</b> <ol style="list-style-type: none"> <li>Independent Answer (2 minutes)</li> </ol> </li> <li><b>Homework</b></li> </ol> | <ul style="list-style-type: none"> <li>• In advance: Read Chapter 7 and review the text-dependent questions for this chapter (see supporting materials).</li> <li>• Students may not have time to answer all text-dependent questions; remind them that it is most important for them to discuss each question thoroughly and cite evidence.</li> <li>• During the Closing and Assessment of this lesson, begin referring to the upcoming end of unit assessment, in which students will need to think and write independently about topics from <i>Eagle Song</i>.</li> </ul> |

| Lesson Vocabulary                                    | Materials  |
|--|--|
| swept, whipped, shivered, girders, wrenches, creased | <ul style="list-style-type: none"> <li>• <i>Eagle Song</i> (book; one per student)</li> <li>• Evidence flags</li> <li>• Homework: Tracking My Thinking, <i>Eagle Song</i> (one per student)</li> </ul> |

| Opening   | Meeting Students' Needs   |
|---|---|
| <p><b>A. Review Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Students have been working with a very similar set of learning targets for some time now, and hopefully they are starting to feel a sense of progress and development. Today, rather than having students read and discuss the learning targets, distribute the <b>Learning Targets Reflection</b> sheet found in lesson materials. This will help you get a sense of how individual students are processing the targets and if they feel they are making progress.</li> <li>• Point out the one new target about <i>theme</i>. Tell students they will think about this more in their triad discussion later today.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |

| Work Time  | Meeting Students' Needs   |
|--|---|
| <p><b>A. Read-aloud and Text-Dependent Questions: Chapter 7 of <i>Eagle Song</i> (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read aloud the chapter title and page 65 to nearly the end of 68, ending with “She turned back to him,” as students follow along in their texts. As they listen, ask them to focus on words or descriptions and phrases that create a feeling in them. Consider modeling the first one.</li> <li>• Ask students to review the reading and compile a list of words that were meant to create a feeling, and what feeling they created in the reader. Students can pair-share this with the class. Make a list using your document camera or interactive white board. Students likely will name some of the following: <ul style="list-style-type: none"> <li>• tears = sadness; knock it out of the tree = danger; shout a warning = danger; dirty snow = sadness/darkness/unhappiness/cold; swept in or wind-whipped = cold; old man with long, skinny fingers = cold/creepy; Danny jumped = nervous; buzzing of a fly = worried; fist shoved in his stomach = fear</li> </ul> </li> <li>• Ask: “Why would the author use so many words about sadness, worry, and fear in the beginning of the chapter?” Reinforce your students’ ideas, helping them understand the concept of mood and tone.</li> </ul> | <ul style="list-style-type: none"> <li>• A few students might benefit from having the key ideas pre-highlighted in their books. Highlight or underline specific details in their books ahead of time. This will allow them success during the discussion with peers. Remove this scaffolding over time.</li> <li>• Modeling provides a clear vision of the expectation for students.</li> </ul> |

| Work Time (continued)  | Meeting Students' Needs  |
|--|--|
| <p><b>B. Reviewing Text-Dependent Questions in Triads (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Reorient students to the final learning target: “I can explain the advice Danny’s father gives him, and how that relates to the main message of the novel.” Tell students that they are almost done with the novel, and that they probably are starting to have ideas about the main message or theme of the story. Encourage them, as they work with their triads today, to think about the advice Danny’s father is giving him, and about what Danny is learning.</li> <li>In triads, students should discuss the homework questions from Chapter 7, making sure that their answers are marked with evidence flags. Monitor this discussion, making sure all students are participating. During this time, sit with one or two triads to observe and record their progress and/or scaffold them more directly by asking questions and clarifying their understanding.</li> <li>Review and discuss the answers as a class, encouraging triads to build off of each other’s ideas. Revisit the paragraph about peace on page 74. Read aloud the chapter, or have a student read, when you review the answer to question 4, as it connects to the theme of the book mentioned in the first bullet.</li> </ul> |  |
| Closing and Assessment   | Meeting Students' Needs  |
| <p><b>A. Independent Answer (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute <b>index cards</b> or <b>half sheets of paper</b>. Ask students to summarize the lessons that Danny has learned from his father in this chapter and why those lessons are important to the whole book. Collect the answers from students.</li> </ul>   | <ul style="list-style-type: none"> <li>Some students may benefit from having a paragraph frame to support them when completing the answer to this question.</li> </ul> |
| Homework   | Meeting Students' Needs  |
| <ul style="list-style-type: none"> <li>Ask students to read the last chapter of <i>Eagle Song</i>, Chapter 8, and answer the question on the <b>Homework: Tracking My Thinking, <i>Eagle Song</i></b> handout. They should also use evidence flags to mark the specific areas in the book that support their answers.</li> </ul>   |  |



## **Grade 4: Module 1A: *Eagle Song***

### **Lesson 9: Chapter 8 and Themes of *Eagle Song***

Lesson Time: 60 Minutes



## GRADE 4: MODULE 1A: INDEPENDENT READING *EAGLE SONG*

### Lesson 9: Chapter 8 and Themes of *Eagle Song*

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)   |  |
|--|--|
| <p>I can explain what a text says using specific details from the text. (RL.4.1)</p> <p>I can make inferences using specific details from the text. (RL.4.1)</p> <p>I can determine a theme of a story, drama, or poem from details in the text. (RL.4.2)</p> <p>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</p> <p>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</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 answer questions about the novel <i>Eagle Song</i> with specific details from the text.</li> <li>I can describe the main character, the setting, and events from <i>Eagle Song</i>.</li> <li>I can explain the themes of <i>Eagle Song</i>.</li> <li>I can use a variety of strategies to understand words from my reading.</li> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> </ul>  | <p><b>Homework: Tracking My Thinking, Chapter 8</b></p> <ul style="list-style-type: none"> <li>Observation of placement of evidence flags</li> <li>Answers to text-dependent questions</li> <li>Somebody In Wanted But So (SIWBS) recording forms</li> </ul> |

| Agenda   | Teaching Notes   |
|--|--|
| <p><b>Opening</b></p> <ul style="list-style-type: none"> <li>A. Review Learning Targets (5 minutes)</li> <li>B. Discussion of “She’:kon” (3 minutes)</li> </ul> <p><b>Work Time</b></p> <ul style="list-style-type: none"> <li>A. Read-aloud and Text-Dependent Question: Chapter 8 of <i>Eagle Song</i> (10 minutes)</li> <li>B. Reviewing Chapter 8: Answering a Question (5 minutes)</li> <li>C. Somebody In Wanted But So in Triads (10 minutes)</li> <li>D. Whole Class Discussion: Theme (10 minutes)</li> </ul> <p><b>Closing and Assessment</b></p> <ul style="list-style-type: none"> <li>A. New Anchor Charts: Themes of <i>Eagle Song</i> (8</li> </ul> | <ul style="list-style-type: none"> <li>The closing of this lesson includes a new set of anchor charts: Themes in <i>Eagle Song</i></li> <li>In advance: Prepare several pieces of chart paper to be theme anchor charts.</li> <li>In advance: Read Chapter 8 and review the text-dependent questions for this chapter (see supporting materials). Answers to the questions are provided for your convenience. Prepare a copy of the questions without answers to show on your document camera or board.</li> </ul> |

## GRADE 4: MODULE 1A: INDEPENDENT READING *EAGLE SONG*

### Lesson 9: Chapter 8 and Themes of *Eagle Song*

|   |  |
|---|--|
| minutes)<br>B. Revisit Theme Learning Target (2 minutes)<br><b>Homework</b> |  |
|---|--|

| Lesson Vocabulary    | Materials  |
|----------------------|--|
| theme, tossing, hymn | <ul style="list-style-type: none"> <li>• <i>Eagle Song</i> (book; one per student)</li> <li>• Evidence flags</li> <li>• <b>Somebody...In...Wanted...But...So Close Read</b> recording form (two per student)</li> <li>• <b>Themes in <i>Eagle Song</i></b> anchor charts (new; teacher-created; see Work Time D)</li> <li>• Index cards or half sheets of paper (one per student)</li> </ul> |

| Opening   | Meeting Students' Needs   |
|---|---|
| <b>A. Review Learning Targets (5 minutes)</b> <ul style="list-style-type: none"> <li>• Remind students that yesterday, they began to think about the advice Danny's father gave him, and how that related to the main message or central idea of the novel.</li> <li>• Point out that today there is a new learning target: "I can explain the theme of <i>Eagle Song</i>." Query the students to understand what they already know about theme, and if needed, offer that the theme is the central idea of a piece of literature. As they learned when they read <i>The Iroquois</i>, it is what a piece of literature is mostly about. Sometimes the authors of literature want readers to learn something about life from their work, so the theme can sound like a lesson, or moral.</li> <li>• Let students know that today they will finish <i>Eagle Song</i> and they will be thinking about the theme of the novel</li> </ul> | 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. |
| <b>B. Discussion of "She':kon" (3 minutes)</b> <ul style="list-style-type: none"> <li>• Ask students to talk to a neighbor about Mr. Bigtree sending Danny off to school with the word "She':kon." Ask them to</li> </ul>   |   |

## GRADE 4: MODULE 1A: INDEPENDENT READING *EAGLE SONG*

### Lesson 9: Chapter 8 and Themes of *Eagle Song*

recall from Chapter 1 what this word means. (If necessary, direct them to page 14.) Ask them why the author might do this. Facilitate a brief class discussion.

| Work Time  | Meeting Students' Needs   |
|--|---|
| <p><b>A. Read-aloud and Text-Dependent Question: Chapter 8 of <i>Eagle Song</i> (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Read aloud pages 76 to the break on page 79 ("The bell rang, calling them into school.") as students follow along in their text. Draw their attention to the lines: "Danny saw Brad and Tyrone on the playground. He took a deep breath and walked toward them."</li> <li>Ask: "What is the author showing the reader about Danny by choosing these words?"</li> <li>Ask students to Think-Pair-Share to answer this question, then invite the class to share their responses. Ask students to review the rest of their conversation, through the top of page 79. Ask: "What do these lines tell you about Danny's character? About Tyrone?"</li> </ul>  |   |
| <p><b>B. Reviewing Chapter 8: Answering a Question (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask the class to form their triads to compare their answers for the Chapter 8 question. Make sure they have specific evidence flagged to answer their questions. Ask a few to share their ideas with the whole class and collect their written work.</li> </ul>  |   |
| <p><b>C. Somebody In Wanted But So in Triads (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Project a copy of the <b>Somebody In Wanted But So recording form</b> on the document camera so all students can see it. Note how the last box of the recording asks them to think about the theme of the story. Today they are going to work in their triads to think about the central idea or theme of the whole story of <i>Eagle Song</i>.</li> <li>Distribute two copies of the Somebody In Wanted But So recording form to each student. Tell students the first <i>somebody</i> they should think and talk about is Mr. Bigtree. Students should discuss with their triad, then complete their own individual recording for.</li> <li>After students have worked with this idea, ask to hear their final statements. It is likely that they will provide statements that are more of a retelling of the Somebody In Wanted But So construct than a central idea. (For example, they might say: "Mr. Bigtree, in New York City, wanted work to take care of his family, but his son was unhappy, so he told him and his classmates about the Iroquois ways.") Push students toward the so: "why did the author show us these events and choices? What did he want us to learn?" Help students take that thinking one step further to a potential central message: "Stories from the past can help people make good decisions."</li> <li>Ask students to work in triads to complete the second copy of the recording form, with the <i>somebody</i> being Danny.</li> </ul> | Modeling provides a clear vision of the expectation for students. |

## GRADE 4: MODULE 1A: INDEPENDENT READING *EAGLE SONG*

### Lesson 9: Chapter 8 and Themes of *Eagle Song*

| <b>D. Whole Class Discussion: Theme (10 minutes)</b> <ul style="list-style-type: none"><li>• Ask triads to report out on their thinking from the last box of their Somebody In Wanted But So recording forms. Continue to probe students, so they move beyond summarizing the plot to talking about the so or theme of the novel.</li><li>• As students share out their theme statements, begin new <b>Themes in Eagle Song</b> anchor charts. List one strong theme statement per chart.</li></ul>   |  |
|---|--|
| Closing and Assessment  | Meeting Students' Needs  |
| <b>A. New Anchor Charts: Themes of <i>Eagle Song</i> (8 minutes)</b> <ul style="list-style-type: none"><li>• Ask students to continue to work in their triads and gather by one of the new themes in <i>Eagle Song</i> anchor charts. Ask them to add specific details from the novel that align with the theme statements. (For example, if students generated the theme “People should talk to each other about the problems they are having,” details that students might capture would be related to Danny talking about his problems with his father, how things were hard for Danny when he did not tell about the fight on the playground, and how Danny was brave enough to talk to Brad and Tyrone.)</li></ul> | A few students may benefit from having some premade “hint cards” available to them during this portion of the class. Hint cards are index cards with details that likely support the theme statements already written on them. |
| Homework  | Meeting Students' Needs  |
| <ul style="list-style-type: none"><li>• None, unless students have not completed the novel or the previous Tracking My Thinking sheets. Students who have not done so should complete those as homework.</li></ul>  |  |

Name:

Date:

Somebody...In...Wanted...But...So Close Read Recording Form

Capturing the Gist of a Story

You have completed reading the novel *Eagle Song*! Talk with your triad about the theme of the novel.  
What is the central message or lesson the author wants you to learn?

|                             |  |
|-----------------------------|--|
| Somebody....<br>(character) |  |
| In...<br>(setting)          |  |
| Wanted...<br>(motivation)   |  |
| But...<br>(problem)         |  |
| So...<br>(resolution)       |  |

### **Somebody...In...Wanted...But...So Close Read Recording Form**

After thinking and talking more about this novel with your triad, NOW ask yourselves, “So what?”

Why did the author choose to show readers these events and choices? What did the author want us to learn?

Support your ideas with specific details from the text.

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# 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"> <li>I can connect what I already know about the Iroquois to the ideas in the novel <i>Eagle Song</i>.</li> <li>I can analyze the character of Danny from <i>Eagle Song</i>.</li> <li>I can support my analysis with evidence from the text.</li> </ul>                       | <ul style="list-style-type: none"> <li>End of Unit 2 Assessment: Topic Expansion graphic organizer and paragraph writing</li> </ul> |

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

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

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

| Opening   | Meeting Students' Needs   |
|---|---|
| <p><b>A. Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.”</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| <p><b>B. Preview of Assessment Task (5 minutes)</b></p> <ul style="list-style-type: none"> <li>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.)</li> <li>Make sure students understand that they are expected to complete this assessment without checking in with their neighbors.</li> </ul>   |   |
| Work Time   | Meeting Students' Needs   |
| <p><b>A. End of Unit 2 Assessment (35 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>End of Unit 2 Assessment: Solving Conflict</b>. Address any clarifying questions. Then invite students to begin.</li> <li>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.</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> <li>Collect students’ <b>End of Unit 2 Assessments</b>.</li> </ul>   | <ul style="list-style-type: none"> <li>Depending on your class’ progress, you may want to have students fill out the graphic organizer in groups and do the writing individually.</li> </ul>  |

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

| Closing and Assessment  | Meeting Students' Needs  |
|---|--|
| <p><b>A. Class Discussion (5 minutes)</b></p> <ul style="list-style-type: none"> <li>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?"</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| Homework  | Meeting Students' Needs  |
| <ul style="list-style-type: none"> <li>None, unless students still need to complete previous <b>Tracking My Thinking</b> sheets from their reading of <i>Eagle Song</i>.</li> </ul>   |  |

# Grade 4: Module 1A: *Eagle Song*

## Supporting Materials



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

.....  
**Name:** .....

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

**End of *Eagle Song* Assessment: Solving Conflict**

|  |   |
|--|---|
| <p><b>First Detail:</b><br/>How does Danny use the support of his family, community or culture to solve his conflict</p>         | <p><b>Second Detail:</b><br/>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><b>Conflict that Danny Solves:</b></p></div> |   |
| <p><b>Third Detail:</b><br/>How does Danny use the support of his family, community and culture to solve his conflict</p>        | <p><b>Conclusion</b></p>  |

Name \_\_\_\_\_  
Date \_\_\_\_\_

### Chapter 1

And then we move to the birds, those that fly. These are very special. These birds do many, many, many duties. And the chief, the leader, the eagle is the one that looks out for all. And we think of even the smallest, the tiniest, the hummingbird and the songs that they give us that can raise our spirits when we don't feel good. They wake us in the morning, they remind us every day this is another day. They are messengers and we give thanks for all the birds of the world. Oren Lyons

Pages 7-10

1. What misunderstandings do the children in Danny's school have about the Haudenosaunee?

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2. How is life in Brooklyn different from life in Akwesasne?

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Page 10 - 13

3. What is the importance of the eagle for Danny?

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4. How else does the author use birds in this chapter?

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5. How does the father's presence affect the family?

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Name \_\_\_\_\_  
Date \_\_\_\_\_

## Chapter 2

GUSTOWEH (pronounced *ga-STOH-weh*) refers to a hat that fits snugly on the head that Haudenosaunee men wear at community gatherings and ceremonies. They can be decorated with animal hide, silver, hair and feathers. Each nation of the Haudenosaunee has a different number of eagle feathers, and these feathers are positioned differently on the gustoweh.

1. How does the excerpt below compare with Richard Bigtree's explanation about where women fit in the Haudenosaunee Nation?

**But we knew long ago, our people knew long ago that women were the center of our nation. We're partners. We've always been partners, full and equal, with duties of the woman and duties of the man. Not difficult. No one better than the other but working for the good of the family and working for the good of the nation. Not a problem, this idea of equality.** Oren Lyons

2. How are gustowehs and hard hats the same for Richard Bigtree?

3. How does the author use birds in this chapter?



Name \_\_\_\_\_  
Date \_\_\_\_\_

### Chapter 3

1. Note three similarities between this section and “Birth of the Haudenosaunee” from Unit 1.

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2. How does the author of *Eagle Song* change the Haudenosaunee Peacemaker Story?

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3. Why does Danny feel that his class needs to hear this story?

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Name \_\_\_\_\_  
Date \_\_\_\_\_

### Chapter 4



1. How does the author show the reader that the students are interested?

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2. What do Tyrone's actions on page 42 show about him that Danny hadn't noticed before?

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapter 5**

1. Why does the author title this chapter “The Longest Day”?

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2. Does Tyrone hit Danny with the ball intentionally (on purpose)? Use specific evidence from the text to support your claim.

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Name \_\_\_\_\_  
Date \_\_\_\_\_

### Chapter 6

1. How do Will and Danny handle conflict differently in their schools?

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2. How does the author develop two different meanings for the title of the chapter?

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3. How do those different meanings compare to each other?

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4. What do those different meanings show us about Will's and Danny's characters?

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Name \_\_\_\_\_  
Date \_\_\_\_\_

### Chapter 7

1. What animals does Hal compare Bigtree to when he describes the accident?

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2. What kind of image does the author create when he does this?

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3. Why is Will's dream important in this chapter?

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4. Why can having friends be risky?

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5. How do the events in chapter 7 connect to the following quotation?

Kyle Karonhiaktatie Beauvais, a Mohawk ironworker, says, "A lot of people think Mohawks aren't afraid of heights; that's not true. We have as much fear as the next guy. The difference is that we deal with it better. We also have the experience of old timers to follow and the responsibility to lead the younger guys. There's pride in walking iron."

<https://www.lib.ncsu.edu/archivedexhibits/boomingout/about.html>

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapter 8**

1. How does Danny use his father's words about peace in this chapter to change his situation in school and his outlook on his life?

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