



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Overview



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Students learn about what life was like in Colonial America. They go on to study the many roles people played in a colonial settlement and how necessary their interdependence was for survival. Students select one role to explore more deeply through various forms of nonfiction texts. With an emphasis on making inferences, summarizing informational text, basic research (note-taking and pulling together information from a

variety of texts), this module will foster students' abilities to synthesize information from multiple sources and integrate research into their writing. At the end of the module, students participate in several critique experiences during the revision process as they write a research-based narrative that vividly describes an event in a colonist's life.

Guiding Questions And Big Ideas

- **In what ways was interdependence in Colonial America essential to survival?**
- **How can a writer portray life during Colonial America using historical accuracy?**
- **Why do researchers use multiple sources?**
- *Members of colonial communities were interdependent.*
- *Experts use reading, viewing, and listening to gather and organize information from a variety of sources.*
- *Synthesizing information from multiple sources helps me deepen my expertise on a topic.*



Performance Task

Students will synthesize information from multiple sources to create a historically accurate narrative of how a colonial tradesperson helped a new family to the village adjust to life in the colonies. They will produce multiple drafts and participate in several structured peer critiques as they work toward a final polished historical fiction narrative. **This task centers on W.4.3, W.4.4, W.4.5, W.4.6, W.4.9, and L.4.6.**

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:

Colonial America

- Groups of people who migrated to our local region and into New York State
- Ways that people depended on and modified their physical environments
- Lifestyles in the colonies—comparisons during different time periods
- Different types of daily activities, including social/cultural, political, economic, scientific/technological, or religious
- Ways that colonists depended on and modified their physical environments



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> • RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). 	<ul style="list-style-type: none"> • I can describe a story’s character, setting, or events using specific details from the text.
CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> • RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 	<ul style="list-style-type: none"> • I can explain what a text says using specific details from the text. • I can make inferences using specific details from the text.
<ul style="list-style-type: none"> • RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 	<ul style="list-style-type: none"> • I can determine the main idea using specific details from the text. • I can summarize informational or persuasive text.
<ul style="list-style-type: none"> • RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 	<ul style="list-style-type: none"> • I can explain the main points in a historical, scientific, or technical text, using specific details in the text.
<ul style="list-style-type: none"> • RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 	<ul style="list-style-type: none"> • I can determine the meaning of academic words or phrases in an informational text. • I can determine the meaning of content words or phrases in an informational text.
<ul style="list-style-type: none"> • RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 	<ul style="list-style-type: none"> • I can interpret information presented through charts, graphs, timelines, or Web sites. • I can explain how visual or graphic information helps me understand the text around it.
<ul style="list-style-type: none"> • RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	<ul style="list-style-type: none"> • I can read grade-level informational texts proficiently and independently. • I can read above-grade informational texts with scaffolding and support.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">• W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<ul style="list-style-type: none">• I can produce writing that is appropriate to task, purpose, and audience.
<ul style="list-style-type: none">• W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none">• With support from peers and adults, I can use the writing process to produce clear and coherent writing.
<ul style="list-style-type: none">• W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<ul style="list-style-type: none">• With support, I can use technology to publish a piece of writing.• I can use technology to collaborate with others to produce a piece of writing.• I can type at least one page of writing in a single setting.
<ul style="list-style-type: none">• W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none">• I can conduct a research project to become knowledgeable about a topic.
<ul style="list-style-type: none">• W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<ul style="list-style-type: none">• I can recall information that is important to a topic.• I can document what I learn about a topic by taking notes.• I can sort my notes into categories.• I can provide a list of sources I used to gather information.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> • W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> – a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). – b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”). 	<ul style="list-style-type: none"> • I can choose evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> – a. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). – b. I can explain how an author uses reasons and evidence to support particular points in a text.
<ul style="list-style-type: none"> • W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • I can write for a variety of reasons.
CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> • SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> – a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. – b. Follow agreed-upon rules for discussions and carry out assigned roles. – c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. – d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • I can effectively engage in discussions with diverse partners about 4th grade topics and texts. <ul style="list-style-type: none"> – a. I can prepare myself to participate in discussions. – a. I can draw on information to explore ideas in the discussion. – b. I can follow our class norms when I participate in a conversation. – c. I can ask questions that are on the topic being discussed. – c. I can answer questions about the topic being discussed. – c. I can connect my questions and responses to what others say. – d. After a discussion, I can explain what I understand about the topic being discussed.
<ul style="list-style-type: none"> • SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 	<ul style="list-style-type: none"> • I can paraphrase portions of a text that is read aloud to me. • I can paraphrase information that is presented in pictures and/or numbers.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> – a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). – b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. – c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. – d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). – e. Form and use prepositional phrases. – f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. – g. Correctly use frequently confused words (e.g., to/too/two; there/their). 	<ul style="list-style-type: none"> • I can use grammar conventions to send a clear message to a reader or listener. <ul style="list-style-type: none"> – a. I can use relative pronouns (e.g.; who, whose, whom, which, that). – a. I can use relative adverbs (e.g.; where, when, why). – b. I can use progressive verb tenses (e.g., I was walking; I am walking; I will be walking). – c. I can use <i>can</i>, <i>may</i>, and <i>must</i> correctly. – d. I can use conventional patterns to order adjectives within sentences (e.g., a <i>small red bag</i> rather than a <i>red small bag</i>). – e. I can use prepositional phrases. – f. I can write complete sentences. – f. I can recognize fragmented and run-on sentences. – g. I can correctly use homophones (e.g., to/too/two; there/their).
<ul style="list-style-type: none"> • L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> – a. Use correct capitalization. – b. Use commas and quotation marks to mark direct speech and quotations from a text. – c. Use a comma before a coordinating conjunction in a compound sentence. – d. Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> • I can use conventions to send a clear message to my reader. <ul style="list-style-type: none"> – a. I can use correct capitalization in my writing. – b. I can use commas and quotation marks to identify speech and quotations from a text. – c. I can use a comma before a coordinating conjunction in a compound sentence. – d. I can spell grade-appropriate words correctly. – d. I can use resources to check and correct my spelling.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> I can use a variety of strategies to determine the meaning of words and phrases. <ul style="list-style-type: none"> a. I can use context to help me to determine what a word or phrase means. b. I can use common affixes and roots as clues to help me determine what a word means (e.g., telegraph, photograph, autograph). c. I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases.
<ul style="list-style-type: none"> L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation). 	<ul style="list-style-type: none"> I can accurately use fourth-grade academic vocabulary to express my ideas.

Central Texts
1. Elizabeth Raum, <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> , Life in the American Colonies series (North Mankato, MN: Capstone Press, 2012); ISBN: 978-1-4296-7213-9.
2. Ann McGovern, <i>If You Lived in Colonial Times</i> , illustrated by June Otani (New York: Scholastic, 1992); ISBN: 978-0-590-45160-4.



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: Life in Colonial America			
Weeks 1-2	<ul style="list-style-type: none"> Discovering the Topic: Inferring and Confirming Using Evidence Inferring: Close Read of Primary Source Inferring: Who Was John Allen? Explicit versus Inferred Information: Learning about Farms in Colonial America 	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can explain how visual or graphic information helps me understand the text around it. (RI.4.7) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Inferring with Pictures and Text (RI.4.1, RI.4.4, RI.4.7)
	<ul style="list-style-type: none"> Taking Notes Using a Graphic Organizer: Inferring about the Importance of Religion in Colonial America Paragraph Writing: The Role of Religion in Colonial America Inferring and Synthesizing about Life in Colonial America 	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can accurately synthesize information from two texts on the same topic. (RI.4.9) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Inferring and Synthesizing about Life in Colonial America (from Two Texts) (RI.4.1, RI.4.4, RI.4.9, W.4.9)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Case Study: Conducting Research on Colonial Trades			
Weeks 3-5	<ul style="list-style-type: none">• Close Reading: Colonial Craftsmen• Summary Writing: Colonial Trades• Word Choice: Colonial Trade Job Application• Research: Looking for Research Categories through a Book Browse• Conducting Research: Building Expertise on One Colonial Trade• Text-Based Evidence: What Do We Need to Look For?• Conducting Research	<ul style="list-style-type: none">• I can explain what a text says using specific details from the text. (RI.4.1)• I can make inferences using specific details from the text. (RI.4.1)• I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)• I can document what I learn about a topic by taking notes. (W.4.8)	<ul style="list-style-type: none">• Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times (RI.4.1, W.4.2b and d, and W.4.8)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 3-5, continued	<ul style="list-style-type: none">• Listening Comprehension: Williamsburg Podcasts• Taking Notes as We Listen• Comparing Information on the Same Topic• Selecting Informational Text: Colonial Trade Books• Synthesizing: Trade Research from Multiple Texts• A Quality Short Constructed Response: Writing about My Colonial Trade• Synthesizing with Visuals: How Colonists Were Interdependent	<ul style="list-style-type: none">• I can determine the main idea using specific details from the text. (RI.4.2)• I can summarize informational text. (RI.4.2)• I can determine the meaning of content words or phrases in an informational text. (RI.4.4)• I can accurately synthesize information from two texts on the same topic. (RI.4.9)• I can document what I learn about a topic by taking notes. (W.4.8)• I can document what I learn about a topic by sorting evidence into categories. (W.4.8)• I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2)	<ul style="list-style-type: none">• End of Unit 2 Assessment: Synthesizing Information from Text and Audio Resources (RI.4.2, RI.4.4, RI.4.9, W.4.8, and SL.4.2)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Culminating Project: Historically Accurate Narrative about Colonial America			
Weeks 6-8	<ul style="list-style-type: none"> Preparing to Write Historical Fiction: Examining Documents Planning Ideas: Developing a Basic Colonial Character Profile Planning Ideas: Developing a Historically Accurate Event Planning Organization: Sequencing an Event 	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2) I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) I can craft narrative texts. (W.4.3) I can produce writing that is appropriate to task and purpose. (W.4.4) I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (W.4.9) 	<ul style="list-style-type: none"> Mid-Unit Assessment: Drafting a Historical Fiction Narrative (W.4.2b, W.4.3a, W.4.4, W.4.9)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 6-8, continued	<ul style="list-style-type: none"> • Peer Critique: Learning How to Give and Receive Useful Feedback • Peer Critique: Historical Accuracy of Ideas • Revision for Organization: Beginnings, Transitions, and Endings • Peer Critique for Organization • Editing for Conventions • Publishing Historical Fiction Narrative 	<ul style="list-style-type: none"> • I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2) • I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) • I can craft narrative texts. (W.4.3) • I can produce writing that is appropriate to task, purpose, and audience. (W.4.4) • With support, I can use the writing process to produce clear and coherent writing. (W.4.5) • With support, I can use technology to publish a piece of writing. (W.4.6) • I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (W.4.9) • I can use conventions to send a clear message to my reader. (L.4.1, L.4.2, L.4.3) 	<ul style="list-style-type: none"> • End of Unit 3 Assessment: On-Demand Historical Narrative (W.4.2b, W.4.3, W.4.9) • Performance Task: Historically Accurate Narrative of an Event in an American Colonist's Life (W.4.2b, W.4.3, W.4.4, W.4.5, W.4.6, W.4.9)



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Grade 4: Module 2A: Assessment Overview



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Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

Final Performance Task	Historical Fiction Narrative about Colonial America Students will synthesize information from multiple sources to create a historically accurate narrative of how a colonial tradesperson helped a new family to the village adjust to life in the colonies. They will produce multiple drafts and participate in several structured peer critiques as they work toward a final polished historical fiction narrative. (This task centers on RI.4.9, W.4.3, W.4.4, W.4.5, W.4.6, W.4.9b, L.4.2a,b,d, L.4.3a, and L.4.6.)
Mid-Unit 1 Assessment	Inferring with Pictures and Text This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, and RI.4.7, addressing the learning targets: “I can make inferences using specific details from the text,” and “I can explain how visual or graphic information helps me understand the text around it.” In this on-demand quiz, students make observations about two documents, a historical image and an informational text, and use evidence from both sources to answer inferential questions.
End of Unit 1 Assessment	Inferring and Synthesizing about Life in Colonial America (from Two Texts) This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, RI.4.9, and W.4.9b, addressing these learning targets: “I can make inferences using specific details from the text,” and “I can accurately synthesize information from two texts on the same topic.” This assessment measures students’ ability to answer literal and inferential questions and to support their answers using details and examples from two sources of historical information, which include both text and images. Students are asked to answer a series of multiple-choice questions that focus on content vocabulary, short answer text-based questions, as well as a one-paragraph essay question.



Mid-Unit 2 Assessment	<p>Inferring about the Silversmith Trade in Colonial Times</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, W.4.2 b and d, and W.4.8, addressing these learning targets: “I can explain what a text says using specific details from the text,” “I can make inferences using specific details from the text,” “I can group supporting facts together about a topic in informative/explanatory text using both text and illustrations,” and “I can document what I learn about a topic by sorting evidence into categories.” In this on-demand assessment, students read an unfamiliar informational text about being a silversmith in Colonial America. They take notes about key facts and details, using a graphic organizer similar to the one they have begun using in their colonial research. They answer literal and inferential text-dependent questions as well as a constructed short response that requires evidence from the text to support their answer.</p>
End of Unit 2 Assessment	<p>Synthesizing Information from Text and Audio Resources</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCLS RI.4.2, RI.4.4, RI.4.9, W.4.8, and SL.4.2, addressing these learning targets: “I can summarize informational or persuasive text,” “I can determine the meaning of content words or phrases in an informational text,” “I can synthesize information from two texts on the same topic,” “I can paraphrase portions of a text when reading or listening to information being presented,” “I can document what I learn about a topic by taking notes,” and “I can document what I learn about a topic by sorting evidence into categories.” The class learns about two new colonial trades (merchant and shipbuilder) by encountering two new informational sources: text about colonial merchants read aloud by the teacher, and a grade-level text about shipbuilders read by students. Students then respond to literal and inferential questions and demonstrate their ability to summarize and synthesize by writing two short responses based on the texts.</p>
Mid-Unit 3 Assessment	<p>Draft of Historical Fiction Narrative</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.2b, W.4.3a, and W.4.4, and W.4.9b. Students are assessed on their mastery of the following targets: “I can develop the topic with facts, definitions, details, and quotations,” “I can introduce the narrator and/or characters of my narrative,” “I can organize events in an order that makes sense in my narrative,” and “I can choose evidence from literary or informational texts to support analysis, reflection, and research.” In this assessment, students write the first draft of their research-based narratives. Students prepare for this assessment by completing a graphic organizer based on their research notes from Units 1 and 2. Specifically, students are assessed on historical accuracy of ideas, organization of text using proper sequence, and historically accurate word choice.</p>



End of Unit 3 Assessment

On-Demand Historical Narrative

This assessment centers on standards NYSP12 ELA CCLS W.4.2b and d, W.4.3, W.4.4, and W.4.9b. After students have finished their performance task, they will complete an on-demand narrative writing task to demonstrate their ability to transfer what they learned from their extensive research about colonial life and writing historical fiction. Students will respond to the following prompt: “After researching informational texts on Colonial America, write a historical fiction narrative that describes how a young boy or girl decides to become an apprentice to a specific trade.” To write this new narrative, students will draw on the knowledge they built about life in Colonial America: They may refer to their texts and research notes. To help them write a high-quality narrative, students are encouraged to refer to the Historical Fiction Narrative rubric, which they helped to create during the unit. Specifically, students are assessed on historical accuracy of ideas, organization of text using proper sequence and transitional words, historically accurate word choice, as well as one convention the teacher identifies as a class focus area.



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Grade 4: Module 2A: Performance Task



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Summary of Task

- Students will synthesize information from multiple sources to create a historically accurate narrative of how a colonial tradesperson helped a new family to the village adjust to life in the colonies. They will produce multiple drafts and participate in several structured peer critiques as they work toward a final polished historical fiction narrative. **This task centers on W.4.3, W.4.4, W.4.5, W.4.6, W.4.9, and L.4.6.**
- If there is capacity to support high-quality illustrations (e.g., drawings, paintings, prints), the book may contain illustrations and artistic layout as well. The “publication” of the book should be celebrated with an event that brings outside community members into the classroom, for whom students will both describe their narratives and reflect on their learning. Students might present their writing to an authentic audience of younger students in the school to share their learning about colonial life.

Format

Historical Fiction Narrative (8½” x 11” card stock)

Standards Assessed Through This Task

- RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.4. I can produce writing that is appropriate to task, purpose, and audience.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).



Student-Friendly Writing Invitation/Task Description

- After researching informational texts on trades in Colonial America, write a historical fiction narrative that describes how a craftsperson in your trade helps a family newly arrived from England to adjust to life in a colonial New York town. The family has a mother, father, 5-year-old girl, and a 12-year-old boy.

Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

- Historically accurate details
- Bold beginnings
- Timely transitions
- Exciting endings

Options For Students

- Students will create their historical narrative based on their research during Unit 2.
 - Extension: Students may select a trade that was not studied by the class for independent research.
 - Students will have a choice about the plot points of their narrative.
 - Writing will be original.
 - As a technology extension, students may type their historical fiction or use technology to create illustrations.

Options For Teachers

- Students may present their historical fiction to a local history museum, and multiple copies may be made for visitors to the museum.
- Students may write a character profile about their main character.
- Students may also include a diagram that depicts the layout of a colonial village where their fictional character might have lived.



Central Text And Informational Texts

- Elizabeth Raum, *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, Life in the American Colonies series (North Mankato, MN: Capstone Press, 2012); ISBN: 978-1-4296-7213-9.
- Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic, 1992); ISBN: 978-0-590-45160-4.



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Overview



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Unit 1: Building Background Knowledge: Life in Colonial America

In this unit, students learn to answer inferential and literal questions as they build their background knowledge about what life was like in Colonial America. Through primary source documents and other historical texts, students will gain an understanding of the challenges colonists faced and their resourcefulness as they built a new life in America. They will gain a deeper

understanding of how colonists depended on each other for survival, and begin to explore gender roles in colonies and colonial households. Students will learn to support their inferences with examples and details from complex informational text. They will practice synthesizing information from multiple sources (including text, pictures, maps, diagrams, and charts).

Guiding Questions And Big Ideas

- **How did all the different roles people had in a colonial village help people survive?**
- **What can we infer about the past from primary resources?**
- *Making inferences helps me better understand what an author is trying to tell me.*
- *If people work together when times are hard, they can get through just about anything.*
- *Being an expert means that I can explain different aspects of my topic to people who don't know anything about it.*



Mid-Unit Assessment	Inferring with Pictures and Text This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, and RI.4.7 addressing the learning targets: “I can make inferences using specific details from the text,” and “I can explain how visual or graphic information helps me understand the text around it.” In this on-demand quiz, students make observations about two documents—a historical image and an informational text—and use evidence from both sources to answer inferential questions.
End of Unit Assessment	Inferring and Synthesizing about Life in Colonial America (from Two Texts) This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, RI.4.9, and W.4.9, addressing these learning targets: “I can make inferences using specific details from the text,” and “I can accurately synthesize information from two texts on the same topic.” This assessment measures students’ ability to answer literal and inferential questions and to support their answers using details and examples from two sources of historical information, which include both text and images. Students are asked to answer a series of multiple-choice questions that focus on content vocabulary, short answer text-based questions, as well as a one-paragraph essay question.

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:
<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

- Colonies in New York State
- Groups of people who migrated to our local region and into our state
- Ways that people depended on and modified their physical environments
- Lifestyles in the colonies—comparisons during different time periods
- Different types of daily activities, including social/cultural, political, economic, scientific/technological, or religious
- Ways that colonists depended on and modified their physical environments



Central Texts

1. Elizabeth Raum, *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, Life in the American Colonies series (North Mankato, MN: Capstone Press, 2012); ISBN: 978-1-4296-7213-9.
2. Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic, 1992); ISBN: 978-0-590-45160-4.
3. Inventory of John Allen (1659–1704). Hampshire Probate Records, Volume III, p. 132. Found online at <http://www.historic-deerfield.org/files/hd/docs/JOHN-ALLEN-1659-1704.pdf>.
4. N. Currier. “The Landing of the Pilgrims at Plymouth, Dec. 11th 1620.” [ca. 1838–1856]. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/95503144/>
5. J. Hilton. A Map of British and French Settlements in North America. 1755. Geography and Map Division, Library of Congress. <http://www.loc.gov/item/77690484>.
6. Keppler and Schwarzmann. Christmas Marketing before the Days of “High Cost of Living.” ca. 1913. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/2011649650/>.
7. Various texts written by Expeditionary Learning for instructional purposes



This unit is approximately 2 weeks or 9 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Discovering the Topic: Inferring and Confirming Using Evidence	<ul style="list-style-type: none"> I can interpret information presented through charts, graphs, timelines, or Web sites. (RI.4.7) I can explain how visual or graphic information helps me understand the text around it. (RI.4.7) I can effectively participate in a conversation with my peers. (SL.4.1) 	<ul style="list-style-type: none"> I can actively listen and share in discussions with my peers. I can make inferences based on information from pictures, charts, timelines, maps, and text. I can support my inferences with details and examples from the text. 	<ul style="list-style-type: none"> Group chart I Notice/I Wonder graphic organizer Quick Check index cards Inferring Based on Evidence Questions recording form
Lesson 2	Inferring from a Primary Source: Close Read of Colonial Times Inventory	<ul style="list-style-type: none"> I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can make inferences using specific details from the text. (RI.4.1) I can compare and contrast a first-hand and second-hand account of the same event or topic. (RI.4.6) 	<ul style="list-style-type: none"> I can identify and make meaning of new words. I can make inferences about colonial life supported by details from text. I can notice what I understand and what is still confusing when reading a primary source document. I can identify what I know and what I don't know when reading the Inventory of John Allen. 	<ul style="list-style-type: none"> Inferring about John Allen graphic organizer John Allen anchor chart
Lesson 3	Inferring: Who Was John Allen?	<ul style="list-style-type: none"> I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1) I can compare and contrast a first-hand and second-hand account of the same event or topic. (RI.4.6) 	<ul style="list-style-type: none"> I can identify and make meaning of new words. I can give examples of how the English language of colonial times was different than today. I can make inferences about colonial life supported by details from text. I can identify what I know and what I don't know when reading the Inventory of John Allen. 	<ul style="list-style-type: none"> Inferring about John Allen graphic organizer Exit ticket



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 4	Learning about Farms in Colonial America: Explicit versus Inferred Information	<ul style="list-style-type: none"> I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1) I can explain how visual or graphic information helps me understand the text around it. (RI.4.7) I can effectively participate in a conversation with my peers. (SL.4.1) 	<ul style="list-style-type: none"> I can determine whether the information I need is explicit in the text or must be inferred. I can confirm my inferences about colonial farmers using details and examples from text. 	<ul style="list-style-type: none"> Recording form Exit ticket
Lesson 5	Mid-Unit 1 Assessment: Inferring with Pictures and Text	<ul style="list-style-type: none"> I can make inferences using specific details from the text. (RI.4.1) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can explain how visual or graphic information helps me understand the text around it. (RI.4.7) 	<ul style="list-style-type: none"> I can make inferences based on details in a picture. I can confirm my inferences about a picture using details from the text. I can self-assess my progress toward the learning targets. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Inferring with Pictures and Text
Lesson 6	Taking Notes Using a Graphic Organizer: Inferring about the Importance of Religion in Colonial America	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can synthesize information from two texts on the same topic. (RI.4.9) I can take notes and categorize information. (W.4.8) I can write routinely for a variety of purposes. (W.4.10) 	<ul style="list-style-type: none"> I can identify details that support the main ideas of a section of <i>If You Lived in Colonial Times</i>. I can document what I learn about life in a Colonial American village by taking notes. I can make inferences using specific details from the text. I can synthesize information I learn about religion in Colonial America from two different texts. 	<ul style="list-style-type: none"> Inferring Three-Column graphic organizer



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Paragraph Writing: The Role of Religion in Colonial America	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can synthesize information from two texts on the same topic. (RI.4.9) I can use context to help me to determine what a word or phrase means. (L.4.4) 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) 	<ul style="list-style-type: none"> I can synthesize information I learn about religion in Colonial America from two different texts. I can identify and determine the meaning of new words using the context of what I'm reading to help me. I can document what I learn about Colonial America by taking notes. I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion. 	<ul style="list-style-type: none"> Paragraph writing
Lesson 8	Taking Notes Using a Graphic Organizer: Inferring about Work and Play in Colonial America	<ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can synthesize information from two texts on the same topic. (RI.4.9) I can take notes and categorize information. (W.4.8) 	<ul style="list-style-type: none"> I can identify details that support the main ideas of a section of <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> and <i>If You Lived in Colonial Times</i>. I can document what I learn about life in a Colonial American village by taking notes. I can make inferences using specific details from the text. I can synthesize information I learn about work and play in Colonial America from two different texts. 	<ul style="list-style-type: none"> Inferring T-chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 9	End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America	<ul style="list-style-type: none">• I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1)• I can determine the meaning of content words or phrases in an informational text. (RI.4.4)• I can accurately synthesize information from two texts on the same topic. (RI.4.9)	<ul style="list-style-type: none">• I can support my inferences with details from the text.• I can synthesize information from two or more documents on the same topic.	<ul style="list-style-type: none">• End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America



Optional: Experts, Fieldwork, And Service

Experts:

- Invite local historians to speak to the class.

• **Fieldwork:**

- If possible, students visit a site of local colonial history (such as the Genesee Country Village & Museum in Rochester, the Bronck House in Greene County, the Huguenot Historic District in New Paltz, or the Flushing Quaker Meeting House in Queens). Alternatively, they could visit a “virtual site” such as the PBS Colonial House. If possible, students should visit the same site several times, so they can deepen their knowledge.

Service:

- N/A

Optional: Extensions

- **Music:** Listen to songs from the colonial period. What do the lyrics tell about colonial life?



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Grade 4: Module 2A: Unit 1:

Recommended Texts



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Unit 1 focuses on life in Colonial America, particularly in the New York colonies. The list below includes texts with a range of Lexile® text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency that the CCLS demand.

GRADE 4: MODULE 2A: UNIT 1: RECOMMENDED TEXTS

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note however that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 2–3 band level (below 740L)			
<i>If You Lived in Colonial Times</i>	Ann McGovern (author), June Otani (illustrator)	Informational	590
<i>Your Life as a Settler in Colonial America</i>	Thomas Kingsley Troupe (author), C. B. Canga (illustrator)	Informational	650
<i>The Real Story about Government and Politics in Colonial America</i>	Kristine Carlson Asselin (author)	Informational	720
<i>The Colony of New York</i>	Susan Whitehurst (author)	Informational	730*

*Lexile based on a conversion from Accelerated Reading level



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (740–925L)			
<i>The New York Colony</i>	Martin Hintz (author)	Informational	740*
<i>Colonial Life</i>	Brendan January (author)	Informational	770
<i>The Arrow Over the Door</i>	Joseph Bruchac (author)	Literature	810
<i>The New York Colony</i>	Kevin Cunningham (author)	Informational	830
<i>The History of Early New York</i>	Jeremy Thornton (author)	Informational	830*
<i>Key Leaders in Colonial New York</i>	Elizabeth O’Grady and Colleen Adams (authors)	Informational	890
<i>New York Native Peoples</i>	Mark Stewart (author)	Informational	960*
<i>Early American Villages</i>	Raymond Bial (author/photographer)	Informational	960*
Lexile text measures within Grade 6–8 band level (925–1185L)			
<i>New York: The History of New York Colony. 1624–1776</i>	Roberta Wiener and James R. Arnold (authors)	Informational	1120
<i>Building a New Land: African Americans in Colonial America</i>	James Haskins and Kathleen Benson (authors), James Ransome (illustrator)	Informational	1170

*Lexile based on a conversion from Accelerated Reading level



Title	Author And Illustrator	Text Type	Lexile Measure
<i>New York, 1609–1776</i>	Michael Burgan (author)	Informational	No Lexile
<i>New York Native Americans: A Kid's Look at Our State's Chiefs, Tribes, Reservations, Powwows, Lore, and More from the Past and the Present</i>	Carole Marsh (author)	Informational	No Lexile



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

Discovering The Topic: Inferring and Confirming Using Evidence



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

- I can interpret information presented through charts, graphs, timelines, or Web sites. (RI.4.7)
- I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)
- I can effectively participate in a conversation with my peers. (SL.4.1)

Supporting Learning Targets

- I can actively listen and share in discussions with my peers.
- I can make inferences based on information from pictures, charts, timelines, maps, and text.
- I can support my inferences with details and examples from the text.

Ongoing Assessment

- Group chart
- I Notice/I Wonder graphic organizer
- Quick Check index cards
- Inferring Based on Evidence Questions recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Learning Targets with a Focus on Drawing Inferences (5 minutes)Work Time<ol style="list-style-type: none">Drawing Inferences about Mystery Documents (25 minutes)Building Background Knowledge on Colonial America (25 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing and Debrief (5 minutes)Homework	<ul style="list-style-type: none">Create an enlarged version of I Notice/I Wonder graphic organizer on chart paper for each group.This inquiry-based lesson is designed to pique students' curiosity. Do not tell students that they will be looking at documents about Colonial America. Students discover the topic as they infer about the documents and build background knowledge through reading informational text.Prepare the directions for Part A of Work Time in advance (to project or on chart paper).Review Building Background Knowledge and Think-Pair-Share Protocols (Appendix). Note: Think-Pair-Share is used throughout the module.

Lesson Vocabulary	Materials
infer, colonial, culture	<ul style="list-style-type: none">I Notice/I Wonder charts (one per group; see teaching notes above)I Notice/I Wonder graphic organizers (one per student)Markers (one per group)Quick Check index cards 3" x 5" (one per student)Mystery Documents 1-4 (one set of all four documents for each group)The Scoop on Clothes, Homes, and Daily Life in Colonial America, by Elizabeth Raum (book; one per student; pages 4-5)Inferring Based on Evidence Questions recording form (one per student)Sticky notes

*Note: the sources for the four Mystery Documents are not shown on the student handouts, since it would give away the "mystery." See separate supporting material for appropriate citations.



Opening	Meeting Students' Needs
<p>A. Review Learning Targets with a Focus on Drawing Inferences (5 minutes)</p> <ul style="list-style-type: none">• Invite the class to read this learning target aloud with you: “I can actively listen and share in discussions with my peers.” Call on volunteers to restate the target in their own words. Once the target is clear, ask students to turn and talk with a neighbor about what they will need to do to meet this target.• Next, introduce the second learning target: “I can make inferences based on information from pictures, charts, timelines, maps, and text.” Then proceed with the third: “I can support my inferences with details and examples from the text.” Circle the words <i>inferences</i>, <i>details</i>, and <i>examples</i>. Ask students to think back to Module 1 and what they learned these words mean. Have students turn to a partner and share their thinking. Remind students that it is okay not to be 100 percent sure about the meaning of the words. Have a few students share what their partners thought.• If clarification is needed, explain that to infer or draw an inference is to make an inference—they use what they already know about a topic and combine it with the text they read (and their notes) to figure out something that the author does not specifically tell the reader. If an example is needed, tell students that if someone is crying, you might infer that someone is sad: To infer, you take something you see and combine it with something you already know. They didn’t tell you so you can’t be 100 percent sure, but the detail you saw was tears and your background knowledge is that people tend to cry tears when they are hurt or sad. You put what you saw (the evidence) together with what you already knew (that tears = hurt or sad) to draw an inference.• Tell them that today they will have to infer about what the class will be studying for the next few weeks. They will have to use pictures, charts, timelines, maps, and text to do this.• Have students give a quick thumbs-up, -down, or -sideways to indicate how well they understand today’s learning targets.	<ul style="list-style-type: none">• While connecting to prior learning is powerful for all students, ELL students and other students with special needs especially will benefit from doing this. Consider showing anchor charts or graphic organizers that demonstrate this from Module 1.• Creating a graphic with visuals to explain inferring can help ELLs and visual learners to better grasp the concept of inferring. For example, you might post the word <i>infer</i> and draw a picture of eyes above the phrase “What I see or read...,” then add a plus sign and the phrase “What I know...” with the picture of a brain above it, followed by an equals sign and the phrase “What I think...” with a thought bubble above it.



Work Time	Meeting Students' Needs
<p>A. Drawing Inferences about Mystery Documents (25 minutes)</p> <p><i>Note: Be sure not to give away the topic while modeling. Students “discover” the topic through this inquiry activity.</i></p> <ul style="list-style-type: none">• Demonstrate use of the I Notice/I Wonder graphic organizer on the board or document camera. Explain, saying something such as: “Let me show you how to capture your thinking with this graphic organizer... In this section you will write only the things you see on your Mystery Document. For example, when I look out the window I see it is cloudy, so I might write ‘I notice that there are clouds in the sky.’ On the other column, I am going to capture my questions about what I noticed. For example: ‘Since it is cloudy, I wonder, will it rain today?’”• Remind students to record only what they see in the “I Notice” column on the graphic organizer and to only record questions that directly relate to what they see on the documents in the “I Wonder” column.• Organize students into groups of four or five. To each student hand out a copy of the I Notice/I Wonder graphic organizer. To each group hand out a copy of Mystery Document 1, an I Notice/I Wonder chart, and a marker.• Remind students of the learning targets. Write or display and review the following directions for their task:<ol style="list-style-type: none">1. Write names of group members on your chart and just your name on your graphic organizer.2. Be sure that everyone in your group can see the document.3. Silently examine the document and record what you notice and what that makes you wonder.4. Select a “recorder”: someone who will write on the chart what everybody in the group will share. (Note: The recorder does not need to record the same notice or wonder more than once.) Have each person in your group share what they noticed and wondered.5. Have students draw a line under their notices and wonders before receiving a new Mystery Document. This way, students will be able to separate their thinking about the different documents.6. Repeat for each Mystery Document, selecting a new recorder each time so that everybody has a turn.• Tell students that they will have 3 minutes to examine and discuss each document. Consider putting up a timer to help groups pace themselves.• As students discuss and record their thinking, circulate to observe. Coach as needed. Be sure that students are recording only what they see in the I Notice section (this will be used as evidence later in the lesson) and that their questions in the I Wonder section are directly related to what they noticed (these questions may be used for inferring later in the lesson).	<ul style="list-style-type: none">• For those students who need visual reminders, write the steps of the task on the board, or have it pretyped to hand out to each crew, or add visual graphics as cues for the directions.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After groups have moved through the steps for the first Mystery Document, distribute Mystery Document 2.• Repeat the process for Documents 3 and 4.• Once charts are complete, post them on the board or a wall, so all of the charts for each Mystery Document are in a cluster.• Ask students to stay with their group and briefly look at charts from other groups. Ask:<ul style="list-style-type: none">* “What new information did another group include?”• Have students briefly discuss any new information with their group. Call on groups to name something new they saw on another group’s chart. Circle or underline what was different or new to each group on the charts.• Distribute Quick Check index cards. Write or display the following:<ul style="list-style-type: none">* I infer that our topic is _____. My evidence is _____.• Ask students to put their name on the front of the index card and complete the sentence frame. Tell them that they should include evidence to support their inferences (including evidence from the I Notice section of their graphic organizers and charts).• Collect note cards to gauge how well students are able to infer based on evidence. Use this information as a formative assessment to help guide the next part of this lesson.	



Work Time (continued)	Meeting Students' Needs
<p>B. Building Background Knowledge on Colonial America (25 minutes)</p> <ul style="list-style-type: none">• Tell students that now they will read some more text that may confirm what they inferred.• Read aloud pages 4–5 as students follow along (this promotes fluency).• Return to the beginning of the text and focus on the word <i>colonial</i> in the first sentence. Ask students to Think-Pair-Share about the word <i>colonial</i>, prompting them to think about the root “colony.” If needed, clarify that a “colony” is a group of people who settle in a land distant from their homeland but still remain tied to it.• Then ask students: “How does this author help you understand what the word <i>custom</i> means?” If students are not able to articulate what they note, help them see that the word <i>customs</i> is italicized in the text and the meaning is defined in a box at the bottom of the page. Tell students that often the writers of informational text will use features such as these to indicate important words and define them.• Ask students to reread the text, focusing on the main idea. Remind students that they can annotate their text in any way that is helpful using sticky notes.• As students finish reading, distribute the Inferring Based on Evidence Questions recording form. Tell students that they will now try to infer the answers to some of their I Wonder questions. They will be able to infer the answers to many of their questions about the Mystery Documents based on evidence in the text they have just read, but they may not be able to answer every question.• Model briefly. Select one question that can be inferred about using evidence from the text from the I Notice/I Wonder charts created by students. (For example, if students ask a question such as “Who was the man spying in Mystery Document 1?”, ask students to record that question in the first box on their Inferring Based on Evidence Questions form.) Ask students to talk with their group about what they infer is the answer. (For example, students may infer that he is an Iroquois man). Ask groups to share what they infer. Probe as needed, reminding students to go back to the text to find evidence for what they infer. (For example, students may find evidence in the second paragraph.) If no student is able to do this, model briefly.	<ul style="list-style-type: none">• Depending on the needs of your students, they may either reread on their own or read with a buddy, taking turns on paragraphs.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• As a class, complete the first row of the Inferring Based on Evidence Questions recording form.• Invite students to work in their groups to complete the rest of the questions. Ask them to save the last row for homework. <p><i>Note: Students may want to shout out or celebrate as they discover the topic. Consider giving them a “silent celebration” option (applause in sign language or silent fist pump). Distribute The Scoop on Clothes, Homes, and Daily Life in Colonial America to each student.</i></p>	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing and Debrief (5 minutes)</p> <ul style="list-style-type: none">• Allow students to partner up with someone who was not in their group today to share out one way they inferred using evidence.• Collect I Notice/I Wonder graphic organizers to determine whether students were able to record explicit information from the Mystery Documents. Further instruction on <i>explicit</i> versus <i>inferred</i> information will take place later in the unit	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 4–5 from <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> out loud to an adult or to yourself in the mirror. Try to practice reading the text with fluency (smoothly, the way the teacher does). Then answer Question 4 on the Inferring Based on Evidence Questions form.	<ul style="list-style-type: none">• Since students worked in groups to find details in the text to support their inferences, use the homework (Question 4) of Inferring Based on Evidence Questions form to determine where individual students related to the learning targets.



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

Supporting Materials



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I Notice/I Wonder Graphic Organizer

.....
Name:

.....
Date:

	I Notice....	I Wonder....
Mystery Document #1		
Mystery Document #2		
Mystery Document #3		
Mystery Document #4		



Mystery Document #1¹



¹ See separate “Sources for Lesson 1” document for citation.

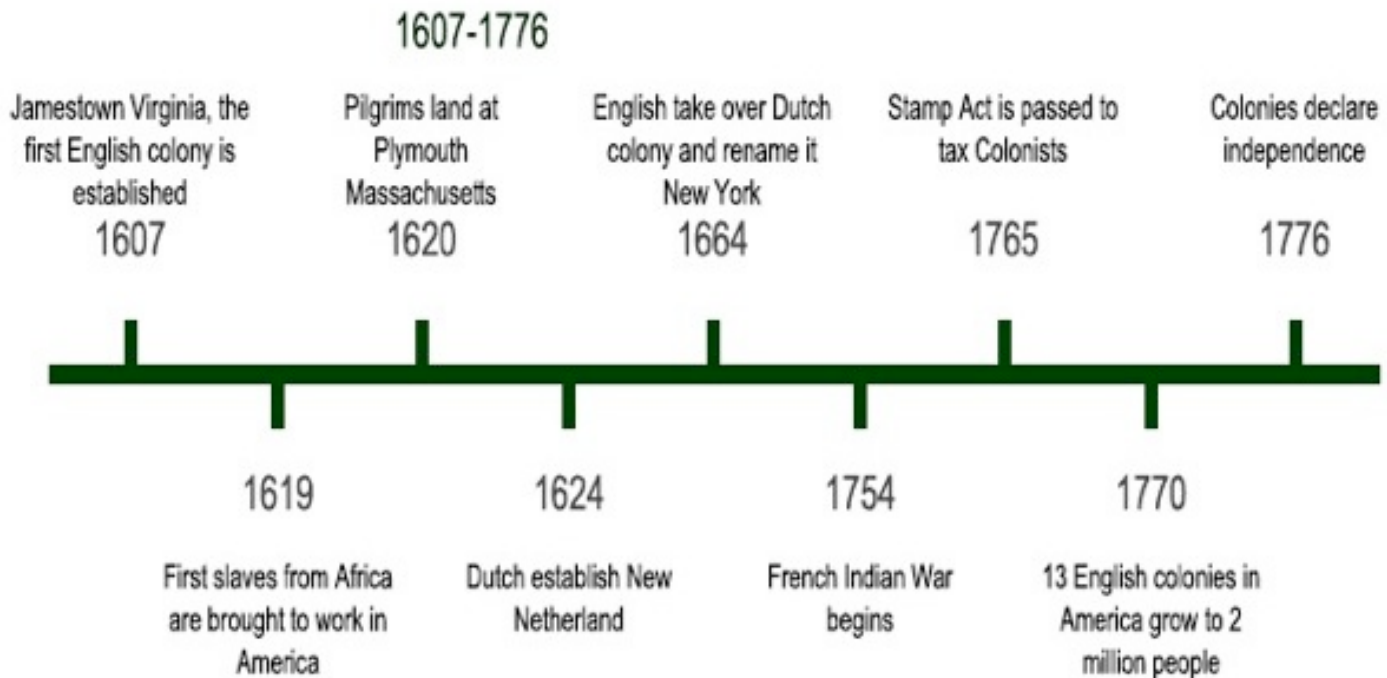


Mystery Document #2

1630	4,600
1650	50,400
1670	111,900
1690	210,400
1710	331,700
1730	629,400
1750	1,170,800
1770	2,148,100



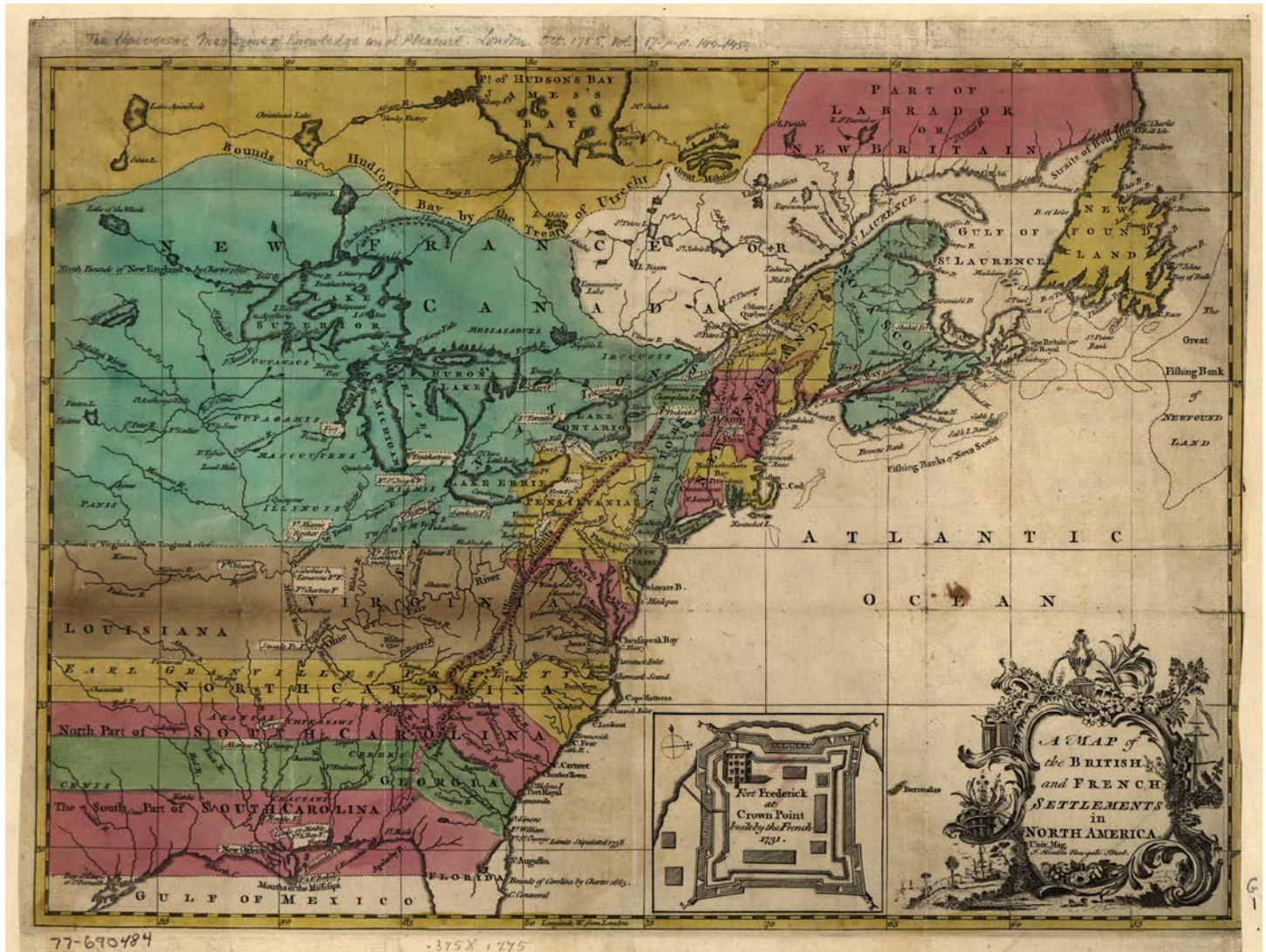
Mystery Document #3¹



¹Written by Expeditionary Learning for instructional purposes. See separate “Sources for Lesson 1” for citations.



Mystery Document #4¹



¹ See separate "Sources for Lesson 1" document for citation.



Inferring Based on Evidence Questions

Name: _____

Date: _____

I Wonder...	I Infer... (What do you infer is the answer to your question?)	Details from text to support my inference (What evidence did you find in the text to support this?)
Record one “I Wonder” related to Mystery Document #1:		
Whose population is represented in the chart in Mystery Document #2?		
What could be the title of the timeline in Mystery Document #3?		
Record one more “I Wonder” related to any Mystery Document, noting on which document your wonder is based:		
From what place and time is the map in Mystery Document #4?		



Sources and Copyright Information for Lesson 1
(For Teacher Reference)

Mystery Text #1:

N. Currier. "The Landing of the Pilgrims at Plymouth, Dec. 11th 1620." [ca. 1838–1856]. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/95503144/>. Public Domain.

Mystery Text #2:

Written by Expeditionary Learning for instructional purposes © 2012

Sources:

<http://merrill.olm.net/mdocs/pop/colonies/colonies.htm>

<http://www.infoplease.com/ipa/A0004979.html>

http://en.wikipedia.org/wiki/Thirteen_Colonies

<http://web.viu.ca/davies/h320/population.colonies.htm>

<http://www.factmonster.com/us/census/colonial-population-estimates.html>

http://thomaslegion.net/population_of_the_original_thirteen_colonies_free_slave_white_and_no_nwhite.html

<http://cascourses.uoregon.edu/geog471/wp-content/uploads/2010/01/Lemon.pdf>

Mystery Text #3:

Written by Expeditionary Learning for instructional purposes. © 2012

Sources:

www.history.org

Elizabeth Raum, *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, Life in the American Colonies series (North Mankato, MN: Capstone Press, 2012); ISBN: 978-1-4296-7213-9.

Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic, 1992); ISBN: 978-0-590-45160-

Mystery Text #4:

J. Hilton. A Map of British and French Settlements in North America. 1755. Geography and Map Division, Library of Congress. <http://www.loc.gov/item/77690484>. Public Domain.



EXPEDITIONARY
LEARNING

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

Inferring from a Primary Source: Close Read of Colonial Times Inventory



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

I can determine the meaning of content words or phrases in an informational text. (RI.4.4)
I can make inferences using specific details from the text. (RI.4.1)
I can compare and contrast a first-hand and second-hand account of the same event or topic. (RI.4.6)

Supporting Learning Targets

- I can identify and make meaning of new words.
- I can make inferences about colonial life supported by details from text.
- I can notice what I understand and what is still confusing when reading a primary source document.
- I can identify what I know and what I don't know when reading the Inventory of John Allen.

Ongoing Assessment

- Inferring about John Allen graphic organizer
- John Allen anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Introducing Vocabulary Notebooks (10 minutes)Deconstructing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">First Read of Inventory of John Allen: What Is the Gist? (10 minutes)Partner Reading: Second Read of Inventory of John Allen: What Do I Understand and What Is Confusing? (10 minutes)Inferring from the Text: What Do We Infer about Colonial Life? (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Exit Ticket (5 minutes)Homework	<ul style="list-style-type: none">In this lesson a vocabulary notebook is introduced to students. The purpose of this notebook is to help students learn words that are both content-specific and academically relevant. It will be used as a resource for student writing later in the module. Prepare students' vocabulary notebooks (see supporting materials).This lesson introduces an intriguing primary source: Inventory of John Allen (1659–1704). This is an inventory of a colonial farmer's estate and its worth after the farmer's death. Do NOT explain this document to students in advance. Students read this document as historians and detectives. This primary source provides rich opportunities for students to infer about what life was like for colonists in America. While primary sources have been introduced in the previous module, their definition and purpose will be taught again in this unit. Students will need to be encouraged to persevere when reading this text for the first time and be reassured that they will learn more and more from the document with research and further analysis.Prepare the John Allen anchor chart. Across the top write: Who Was John Allen? Under that create a T-chart. On one side write: What We Know, and on the other, What We Infer.

Lesson Vocabulary	Materials
Colonial America, custom, culture, primary source, secondary source, inventory list	<ul style="list-style-type: none"><i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>, by Elizabeth Raum (book; one per student; pages 4-5)Vocabulary notebook (one per student)Inventory of John Allen (one per student)John Allen anchor chart (new; teacher-created)Inferring about John Allen graphic organizer (one per student)



Opening	Meeting Students' Needs
<p>A. Introducing Vocabulary Notebooks (10 minutes)</p> <ul style="list-style-type: none">• Introduce just the first learning target: “I can identify and make meaning of new words.” Have students discuss the meaning of this target with a partner, and all the ways they have been making meanings of new words this year. Invite a few students to share out something their partner said.• Have student take out the text from their homework the night before: pages 4–5 of <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>. Tell students that now they know the topic they will be studying for the next few weeks will be Colonial America. Tell them that they are likely to see unfamiliar words as they read about this time period, and therefore it will be important to learn the meanings of some of these words to understand what they are reading about. Tell them that they encountered a few words like this yesterday when they read from <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>.• Revisit the text on pages 4–5 with students. Ask them to reread the first sentence and turn to a partner and describe what the word <i>colonial</i> means. Next have students share what they recall from yesterday. If they do not recall what you told them about the root of this word (colony), remind them that it means “a group of people who settle in a land distant from their homeland but still remain tied to it.” Let students know that they are likely to encounter this root a lot as they continue to read in the next few weeks. Have them “read on” to the second sentence of the first paragraph to see if they can learn more about what the word <i>colonial</i> means. Remind them that sometimes they will have to infer about words that are new to them using the text. Ask students: “Now what do you think the words ‘Colonial America’ mean together?” A correct response to this question might be: “A time when America was filled with colonies or settlements of people from different countries.”• Distribute Vocabulary Notebooks. Guide students through filling out the first box under “Important to Know” in their Vocabulary Notebooks with the words <i>Colonial America</i>, their meaning, and how they know this (meaning of the root word, and inferring from the text).	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a magnifying glass for <i>details</i>, a lightbulb for <i>main idea</i>, a picture of two images with arrows underneath them pointing to one image for <i>synthesize</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.• Reviewing academic vocabulary words benefits all students developing academic language.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Next ask students to look at the word <i>cultures</i> in the title of the chapter. Ask them to add this word to their notebooks as well. Read the paragraph on page 5 aloud to students as they follow along. Tell them to listen for clues about what this word could mean. Ask them: “Does it say right there in the text? Okay, so we will have to infer. Tell a different partner what you infer it might mean. Be sure to use evidence from the text.” Have a few partners share what they infer. Ask students: “What is a way we could check our inferences about this word?” After receiving suggestions, tell students that you decided to use the dictionary to help you understand this word. Display where you found it using a document camera or online dictionary or write the definition on the board. Have students add this word to their notebooks (dictionary definition or in their own words) and indicate how they know (inferring from text, dictionary).• Finally, have students add the word <i>custom</i> to their notebooks. Tell them to use the text features they noticed yesterday to find the meaning of this word. Check to be sure students indicate how they found it (defined in text or defined with text feature). Tell students that they will need to keep their notebooks handy, because the text they will read today will have some unfamiliar vocabulary that the class may decide to add to their notebooks.• Note the Criteria for Adding Vocabulary at the top of the Vocabulary Notebook. Emphasize to students that their notebook will just be for the most important words: words that really help them understand the topic, or words they will probably see a lot in other texts. Tell students that they also should continue figuring out many new words in context, as they have been doing all year.	



Opening (continued)	Meeting Students' Needs
<p>B. Introducing Vocabulary Notebooks (10 minutes)</p> <ul style="list-style-type: none">• Invite the class to read the next learning target aloud with you: “I can make inferences about colonial life supported by details from text.” Review from the previous lesson. Circle the word <i>inferences</i> and ask: “What does it mean to make inferences from details in text?”• Ask students to Think-Pair-Share about what is important to understand about inferences. Focus on understanding that in order to make an inference you must take what you know and merge it with new information. Tell students that they will be drawing inferences about what life was like in Colonial America based on their background knowledge and on details from the text.• Ask students to look at the next two targets: “I can identify what I know and what I don’t know when reading the Inventory of John Allen,” and “I can notice what I understand and what is still confusing when reading a primary source document.” Ask students what these two targets have in common. Circle the words <i>primary sources</i>. Ask students to talk with a partner about what a primary source document is. (Hopefully they will make connections back to the Great Law of Peace, in Module 1.) The focus at this point should be to have students understand it is a rich way to understand the time, place, and people of a given historical time period.• Ask if any students can distinguish between a <i>primary</i> and <i>secondary</i> source. If not, explain:<ul style="list-style-type: none">* “A primary source is an original work such as a photograph, drawing, letter, diary, or document that was recorded at the time of an event.”* “A secondary source is created by someone either not present when the event took place or removed by time from the event. Examples of secondary sources include textbooks, journal articles, histories, and encyclopedias.”• Tell them that the text they read yesterday, <i>The Scoop...</i>, is a secondary source. Tell them that for this lesson, they will be working with a primary source. Display the definition for primary source on the board or document camera and have students add the words <i>primary source</i> to their Vocabulary Notebook.	



Work Time	Meeting Students' Needs
<p>A. First Read of Inventory of John Allen: What Is the Gist? (10 minutes)</p> <ul style="list-style-type: none">• Tell students that they are about to read a challenging text. It will probably be unlike any text they have seen this year, and will have lots of unfamiliar words. Reassure them that just like when they read the Great Law of Peace, they are not expected to understand it fully the first time they read it. Remind them that one key to being a strong reader of difficult text is being willing to struggle.• Tell them that today they will practice several strategies to help them make sense of this text. One is inferring, which they have talked a lot about. The other is just to be paying attention to what you understand and what you don't.• Remind them that they will get to talk with their peers in order to clarify confusions and deepen understanding.• Write this guiding question on the board: "When you read this text for the first time, what makes sense? What doesn't?"• Direct students to put a check mark by anything that makes sense, and to circle anything that is confusing or unclear.• Distribute the Inventory of John Allen. Give students 6–8 minutes to read independently.• Circulate to support as needed, but don't answer too many of students' questions at this point: They will figure out a lot as they reread. Simply probe, asking: "What's making sense?" and "What is confusing?" and encourage them to persist.	<ul style="list-style-type: none">• For students needing additional support, consider allowing students to draw their observations, ideas, or notes when appropriate.• Use thoughtful grouping: Consider partnering an ELL student with a student who speaks the same L1 for discussion of complex content, or partner an ELL with a native speaker of English. Interacting with the content in English can facilitate ELL language acquisition.



Work Time (continued)	Meeting Students' Needs
<p>B. Partner Reading: Second-Read Inventory of John Allen: What Do I Understand and What Is Confusing? (10 minutes)</p> <ul style="list-style-type: none">• Ask students to find a partner. Remind students that partner work serves as a powerful way for them to try to make sense of difficult text.• Ask pairs to share initial thinking: “What makes sense?” “What is confusing?”• Then ask them to reread the text together and share any new thinking: “What are you figuring out?” “What remains unclear?” Encourage students to go back and write questions next to the some of the items they circled. Circulate and listen in as formative assessment. Reassure students that it is okay not to know, just like in the previous lesson with the Mystery Documents.• Post the John Allen anchor chart. Tell students that you would like to take a moment to record what they understand about the document. Tell students to look at the checks they made. Say something like: “Let’s record things we know because we can see it right in the text.” Ask the group: “What do we know about John Allen from this inventory?” Record what is shared in the What We Know column of the anchor chart.• Use the following questions to prompt students to dig back into the text:<ul style="list-style-type: none">* “What do you notice about the dates in this document? (He lived from 1659–1704, during the colonial period.)”* “How old was John Allen when he died? How do you know?”* “What do you notice about the animals? (He owned 21 animals.)”	<ul style="list-style-type: none">• During all partner work, the teacher can support Special Education students or ELLs as needed. Just be sure to let them struggle with text, too, as this builds both stamina and confidence.



Work Time (continued)	Meeting Students' Needs
<p>C. Inferring from the Text: What Do We Infer about Colonial Life? (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they are probably still confused about some things in the text. Tell them that now is the time for them to make some inferences. Remind them that what they infer should be based on their background knowledge and details from the text.• Ask students to find a new partner. Have them share:<ul style="list-style-type: none">* “What did you infer about John Allen? What details from the text did you base your inference on?” Tell students to use what they circled and wrote questions about to guide their discussion.• Once students have had some time to discuss some inferences, ask a few partners to share an inference. Tell students to use the sentence frame: “We infer _____ because the text says _____.” Record what students share in the What We Infer column of the anchor chart.• Ask students: “What else struck you or confused you about the document?”• Students may ask about the three columns, labeled £, S, and P. Let students know that these represent the values of each coin in the English money system: £ = pound, S = shilling, and P = pence (with a pound worth the most, and a pence worth the least).• Tell students that they will revisit this text in the next lesson and will continue to figure out more.	<ul style="list-style-type: none">• Depending on the needs of your students, they may either reread on their own or read with a buddy, taking turns on paragraphs.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Sum up this initial discussion by asking:<ul style="list-style-type: none">* “How did looking at primary source documents help you understand colonial life?” Tell students that primary source documents are a powerful way to learn about the people from a specific time and place in history. They will continue to learn more about John Allen, and about the daily life of colonists, as they keep studying this inventory and reading other texts.Refer back to the learning targets. Ask students to use a thumbs-up, thumbs-sideways, or thumbs-down to evaluate if they feel they met the targets. Tell students that they will continue to work on meeting these learning targets in the next lesson.	<ul style="list-style-type: none">Students needing additional support may need to share in a triad with someone from their small group in order to help them articulate their thinking.
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">Introduce the Inferring about John Allen graphic organizer (using a document camera or by creating a model on the board or on chart paper.) Show students how to begin the graphic organizer.Tell students that they will work with this graphic organizer much more in the following lesson. For now, ask them to simply add two of their own inferences to the graphic organizer that were not captured on the John Allen anchor chart.Collect students' partially completed Inferring about John Allen graphic organizers.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read pages 8–10 in <i>If You Lived in Colonial Times</i> and answer the following question: What is the main idea from this text? <p><i>Note: Review students' Inferring about John Allen graphic organizers. Highlight phrases to share out at the beginning of Lesson 3, as the class continues to add to the John Allen anchor chart.</i></p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Vocabulary Notebook:
Reading and Writing about Colonial America

.....
Name:
.....

.....
Date:
.....

Is this word worthy? Criteria for adding new vocabulary:

- * This word is a little difficult to understand.
- * I am likely to hear or read this word again.
- * I will likely need to use this word in my future writing.
- * This word seems really important for the topic we are studying.

If your word meets any of these criteria, it may be a word to record in your notebook.

Important to Know

Word	What It Means...	How I Know...



Vocabulary Notebook:
Craftspeople and Trades

Word	What It Means...	How I Know...



Vocabulary Notebook:
My Expert Group Trade

Word	What It Means...	How I Know...



Inferring about John Allen Graphic Organizer

.....
Name:

.....
Date:

First Read

Inference	Details from Text to Support Inference



Inferring about John Allen Graphic Organizer

.....
Name:

.....
Date:

Second Read

Inference	Details from Text to Support Inference



Inferring about John Allen Graphic Organizer

.....
Name:

.....
Date:

Third Read

Inference	Details from Text to Support Inference



Inferring about John Allen Graphic Organizer

.....
Name:

.....
Date:

Fourth Read

Inference	Details from Text to Support Inference

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

INVENTORY OF JOHN ALLEN (1659-1704)
Hampshire Probate Records, Volume III, p. 132

An Inventory of John Allen's Estate Taken June the 5, 1704

	L	Sh	d
To money in Mr. Porter Hands	3	9	3
Cloathes of his own Wareing	1	5	
Beds and Bedding	2	10	
1 horse	2		
1 Heifer	1		
1 Heifer	1		
1 Steer Calfe		17	
1 Heifer	1	15	
1 Steer	2	10	
1 Cow	2	15	
1 Cow	2	17	
8 Sheep	2	8	
5 Swine	2	15	
2 Guns	1	8	
To Halfe a Barrel of Pork	1	15	
To 1 Hundred & 37 pound of Beeffe	1	2	10
To 16 Bushels of Indian Corn	1	1	4
To 8 Bushels of Rye		16	
To 10 Bushels of Malt	1		
To 1 Sive		1	6
To 1 wheel		3	
To 1 Pail and Tubb		1	8

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

(John Allen continued)

	L	Sh	d
To Part of a Cart and Wheels		14	6
To 1 pr of Plow Irons		7	
To WoodenWare		14	
To 1 Iron Pott		16	
To Iron Pott 5/		5	
To 1 Iron Kettle		2	
To 1 Pewter Platter		2	
To 2 Pewter Perringers and a Qut. Pit		3	6
To 1 frying Pan		3	6
To 1 Smoothing Iron			8
To 2 cans and 3 Dishes		2	4
To 2 Old Axes and 3 Wedges		7	
To Part of a Hatchel		5	
To Books		6	
To 1 Glass Bottle			6
To Horse Tackling		6	6
To 1 Lining Wheel		3	
To 4 four baggs		6	
To Linnen Yarn		11	
To 1 Sieth and Tacklin		5	
To 1 fork and Hoe		2	
To 1 yd and Halfe of New Cloath		2	3
To a Plow Chain and Clevy		6	6
To 1 bed Cord		1	

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

(John Allen Continued)

	L	Sh	d
To 12 pounds of hops		6	
To 1 Cart Clevy and Yoch Iron		4	6
The Lands not Inventoried by Reason of Troubles not Knowing What to Value Them — Capt. Jonathan Wells, Sergt Eleazur Hawks — Apprizers			

INVENTORY OF JOHN ALLEN
Hampshire Probate Records, Volume III, p. 199
John Allen's Inventory

	L	Sh	d
To money in Mr. Porters hand	3	9	3
To Cloaths of his own Wareing	1	5	
Beds and Bedding	2	10	
1 horse	2		
1 Heifer	1		
1 Heifer	1		
1 Steer Calfe		17	
1 Heifer	1	15	
1 Steer	2	10	
1 Cow	2	15	
1 Cow	2	17	
8 Sheep	2	8	
5 Swine	2	15	
2 Guns	1	8	
To Halfe a Barrel of Pork	1	15	

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

(John Allen Continued)

	L	Sh	d
To 1 Hundred & 37 pound of Beeffe	1	2	10
To 16 Bushels of Indian Corn	1	1	4
To 8 Bushels of Rye		16	
To 10 Bushels of Malt	1		
To 1 Sive		1	6
To 1 wheel		3	
To 1 Pail and Tubb		1	8
To part of a Cart & Wheels		14	
To 1 pr of Plow Irons		7	
To Wooden Ware		14	
To 1 Iron Pot		16	
To 1 Iron Pot		5	
To 1 Iron Kettle		2	
To 1 Pewter Platter		2	
To 2 Pewter Perringers and a Qut. Pit		3	6
To 1 frying Pan		3	6
To 1 Smoothing Iron			8
To 2 cans and 3 Dishes		2	4
To 2 Old Axes and 3 Wedges		7	
To Part of a Hatchell		5	
To Books		6	
To 1 Glass Bottle			6
To Horse Tacklin		6	6
To 1 Linen Wheel		3	



Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

(John Allin Continued)

	L	Sh	d
To 1 Tramell		3	6
To 4 Baggs		6	
To Linen Yarn		11	
To 1 Sythe & Tacklin		5	
To 1 yd & a Halfe of New Cloath		2	3
To 1 fork and 1 Hoe		2	
To 1 Plow Chain & Clevy		6	
To 1 Bed Cord		1	
To 12 Pound of Hops		6	
To 1 Cart Clevy and Yoak Irons		4	6
3 Acres of Land at 10sh (per) Acre wth a Part od a Barn upon it	7	10	
An old Sword		3	
22 acres of meadow land	16	10	
4 acres & a halfe of Land at 15sh (per) acre	3	7	
8 acres of Land in ye New fort	<u>16</u>		
Total	86	8	10
Debts due from ye Estate	<u>47</u>	<u>13</u>	<u>9</u>
free Estate	38	15	1

(filed January 11, 1708/9)



EXPEDITIONARY
LEARNING

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

Inferring: Who was John Allen?



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

I can determine the meaning of content words or phrases in an informational text. (RI.4.4)
I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1)
I can compare and contrast a first-hand and second-hand account of the same event or topic. (RI.4.6)

Supporting Learning Targets

- I can identify and make meaning of new words.
- I can give examples of how the English language of colonial times was different than today.
- I can make inferences about colonial life supported by details from text.
- I can identify what I know and what I don't know when reading the Inventory of John Allen.

Ongoing Assessment

- Inferring about John Allen graphic organizer
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Homework (3 minutes)Introduce Equity Sticks (2 minutes)Review Exit Ticket from Lesson 2 (5 minutes)Work Time<ol style="list-style-type: none">Exploring Colonial Vocabulary (25 minutes)Rereading and Inferring about the Inventory of John Allen (15 min)Closing and Assessment<ol style="list-style-type: none">Sharing (8 minutes)Debrief (2 minutes)Homework	<ul style="list-style-type: none">Prepare in advance: equity sticks (popsicle sticks: one stick for each student, with the student's name)In this lesson students learn domain-specific (history) vocabulary found in the primary source Inventory of John Allen. The main purpose of this lesson is not to teach and assess these rare words; rather, the purpose is to help students understand the language from the time period in order to draw inferences about this primary source document. This vocabulary work also gives students an opportunity to notice how the English language has evolved over time.Students have already read and coded the Inventory of John Allen (in Lesson 2). Therefore, in Lesson 3, students specifically are asked to use a highlighter in order to focus on vocabulary.



Lesson Vocabulary	Materials
<p>primary source, identify, inferences, explicit; pudding (p. 8), linen (p. 9), card (p. 9), weave (p. 10)</p> <p>See also the glossary of domain-specific vocabulary from the Inventory of John Allen.</p>	<ul style="list-style-type: none">• Pages 8–10 of <i>If You Lived in Colonial Times</i> (one per student)• Equity sticks (one per student)• Inventory of John Allen (from Lesson 2)• Inferring about John Allen graphic organizer (from Lesson 2)• John Allen anchor chart (from Lesson 2)• Vocabulary Strategies anchor chart (new; teacher created; see Work Time A)• Highlighters (one per student)• Colonial Word Pictures (one per group of students)• Colonial Word Pictures (Answers, for Teacher Reference)• Colonial Words Glossary (one per student)• Homework Assignment: Personal Inventory (one per student)



Opening	Meeting Students' Needs
<p>A. Review Homework (3 minutes)</p> <ul style="list-style-type: none">• For homework, students were asked to do the following:• Read pages 8–10 of <i>If You Lived in Colonial Times</i> and answer the following question: What is the main idea of this text?• Have students get out the text and discuss the question with a partner. Ask a few students to share their answers. Listen for responses such as: “Colonists dressed differently than we do today and they had to make their clothes.” As a class, look for a three details to in the text to support their main idea. (This serves as helpful review regarding the main idea, which students learned during Module 1.)	<ul style="list-style-type: none">• This homework should be considered reading for the gist. Not all students will comprehend this grade-level text fully.



Opening (continued)	Meeting Students' Needs
<p>B. Introduce Equity Sticks (2 minutes)</p> <ul style="list-style-type: none">• Tell students that before you begin today's lesson you would like to share a new strategy they will be using to help them with their learning. Show students the equity sticks. Tell them that each student has a popsicle stick with his or her name on it. Tell them that the class will use these sticks as a way to call on students to participate during class. This will help you check their understanding during lessons. Tell them that the reason they are called equity sticks is because everyone has one and will get a chance to think about questions asked in class and share their thinking. Remind students that all learners, including adults, must be willing to take risks to learn something new. They may not always be confident of their thinking, but sharing their thinking is important in order to learn new things. Discuss the importance of being respectful of everyone's learning by asking: "How can the class be respectful when others are sharing their thinking about questions?"	<ul style="list-style-type: none">• Research indicates that cold calling improves student engagement and critical thinking. Be sure to prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions.
<p>C. Review Exit Ticket from Lesson 2 (5 minutes)</p> <ul style="list-style-type: none">• Be sure students have their John Allen Inventory. Return students' Inferring about John Allen graphic organizers (turned in as an exit ticket in the previous lesson) with the highlighted phrases students had in common. Invite students to share with a partner the inferences that are highlighted.• Point students to the John Allen anchor chart (from Lesson 2). Ask students to share their inferences aloud with supporting details from the text. Record several more inferences on the anchor chart in the following way: "We infer _____ because the text says _____."	



Work Time	Meeting Students' Needs
<p>A. Exploring Colonial Vocabulary (25 minutes)</p> <ul style="list-style-type: none">• Introduce the first two learning targets: “I can identify and make meaning of new words,” and “I can give examples of how the English language of colonial times was different than today.” Tell students that the first target should be familiar since it was used in the previous lesson. Ask students to turn to a partner and explain what it means to “make meaning of new words.” Have a few share with the class until the target is clear.• Ask students to read the next target and ask them if they have had any experience reading language from colonial times. They should recall reading the Inventory of John Allen from the previous lesson. Remind them that since the Inventory is a <i>primary source</i> written during colonial times, it is an example of English language during that time period. Explain that today they will learn some more about the unfamiliar words in this primary source.• Tell students that you also noticed some unfamiliar words from the pages they read for homework: <i>pudding</i> (p. 8), <i>linen</i>, <i>card</i> (p. 9), <i>weave</i> (p. 10).• Tell students that they have learned a lot about how to figure out new words. Now they get to practice using the equity sticks to share some of what they know about how to figure out words.• Begin a new Vocabulary Strategies anchor chart. Underneath the title, write: “The ways we make meaning of new words . . .”• Ask students a question:<ul style="list-style-type: none">* “What strategies have we used to figure out new words in the past?” Give students a moment to think. Then use the equity sticks to select a student to share his/her thinking. Repeat, pulling equity sticks and asking each student whose name is drawn to offer an additional vocabulary strategy. Record students’ thinking and add your own as necessary. (Some students may say: “Ask my mom,” or “Ask the teacher.” If they do, tell them that this is one good approach, but should not be the first or only strategy they use.)• The chart should contain strategies such as:<ul style="list-style-type: none">* Reading on in the text and infer* Look in the glossary* Look for a text feature that defines the word* Look in a dictionary	<ul style="list-style-type: none">• The definitions of words such as <i>identify</i> and <i>examples</i> may need to be provided for ELLs in their home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* Think about parts of the word that you know (like word roots)* Discuss a word with another (after attempting some of the above strategies)• For the suggestion about word <i>roots</i>, provide a brief example from a previous lesson, such as: “The word <i>colonial</i> has the word root <i>colony</i> in it, which helps us figure out that the word means about the time in history when the colonies existed.”• Tell students that they now are going to try some of these strategies to figure out some of colonial words that are unfamiliar to them in Inventory of John Allen. Ask them to locate their text.• Organize students in pairs or groups of three. Give each student a highlighter. Ask groups to take 2 to 3 minutes to do the following:<ul style="list-style-type: none">* Reread the text.* With your highlighter, CIRCLE unfamiliar words.* With your highlighter, UNDERLINE words that are familiar but are spelled differently from how we spell the word today.• Next distribute a set of Colonial Word Pictures to each group. Tell them that these pictures show some of the words in the Inventory of John Allen or some words from their homework reading. Ask students to look at the pictures. “Can you make an inference and identify one of the unfamiliar words you have read recently?”• Give students about 5 minutes to do this. Using equity sticks, call on students from a few groups to share inferences they have about a given picture.• Next distribute the Colonial Words Glossary (one per student). Give students 5 minutes to read the glossary, reexamine the pictures, and then check or revise their inferences. Remind them that they need to be able to use details from the text to support what they infer.• Using equity sticks, have a few groups share. Share the answers from the answer key at the bottom of the Colonial Words Pictures.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols on an anchor chart (e.g., eyes + book = thought bubble for <i>infer</i>, open book with an arrow pointing to the back page for <i>glossary</i>, an example of a root word with its variations [colony, colonists, colonial] next to the word <i>root</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.



Work Time (continued)	Meeting Students' Needs
<p>B. Rereading and Inferring about the Inventory of John Allen (15 minutes)</p> <ul style="list-style-type: none">Review the third and fourth learning targets: “I can make inferences about colonial life supported by details from text,” and “I can identify what I know and what I don’t know when reading the Inventory of John Allen.” Remind students that these are the same learning targets they had from yesterday’s lesson.Ask students to look at the words in the Inventory of John Allen that they underlined with their highlighter that were somewhat familiar to them, but perhaps spelled a little different. Have students share some of these words. (Some words students may point out could include: cloaths, wareing, halfe, beefe, tubb, hatchell, and bags.)As a whole group discuss:<ul style="list-style-type: none">* “What about these words is familiar?”* “Why do you think these words were spelled differently during the colonial period?”Discuss how some of the words like <i>heifer</i>, <i>steer</i>, and <i>swine</i> are words that are not used very often today. Ask can they think of someone today who might use these types of words. (They may say farmers, but do not comment on inferences at this point.)Ask students to locate their Inferring about John Allen graphic organizer. Tell students that they now have more background knowledge about these colonial words. Invite them to take 5 to 10 minutes to reread the inventory and then record any new inferences they have. Remind students to give details from the texts (the inventory and the glossary) to support what they infer. Ask students to do this on their own so that you can assess whether they are making inferences based on details in the text.	<ul style="list-style-type: none">Use thoughtful grouping: Consider partnering an ELL with a native speaker of English. ELLs’ language acquisition can be facilitated by interacting with the content in English.



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (8 minutes)</p> <ul style="list-style-type: none"> Gather students in front of the John Allen anchor chart. Read the question at the top of the anchor chart: “Who was John Allen?” Ask: “Now that we have analyzed this primary source again, based on new learning, how can we answer this question?” Ask them to turn to a partner they have not worked with today and share their thinking about this question. Use equity sticks to call on students. Record what they share in the appropriate categories of the anchor chart. In the What We Know column, write anything that was explicitly in the Inventory or glossary. In the What We Infer column, write students’ new inferences (which will likely be about John Allen’s occupation or social class). Continue to use the sentence frame: “We infer ____ because the text said ____.” At this point if the students have not inferred that John Allen was a farmer, prompt them with the following questions: <ul style="list-style-type: none"> * “What do you think John Allen’s job was? What makes you think this?” Tell them that the Inventory does not tell them directly; it must be inferred. Next to the What We Know column, write the phrase <i>explicit information</i>. Tell students that explicit is a word that means “information that can be seen by anyone.” Explain that it is “right there” in the text. Tell them that tomorrow they will be historical researchers to see if they can confirm their inference about John Allen being a farmer. Tell them that researchers have to be very good readers, and have to use both explicit information and information that they infer to learn more about a topic. 	
<p>B. Debrief (2 minutes)</p> <ul style="list-style-type: none"> Ask students to reflect on the learning targets. Ask them to share with a partner the target they feel they made the most progress on today. Distribute the Homework Assignment: Personal Inventory. Explain to students that they will create their own inventory, like John Allen’s. 	
Homework	Meeting Students' Needs
Create a personal inventory for your belongings in one room of your house. Use the Homework assignment sheet, which explains this task more fully.	



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

Supporting Materials

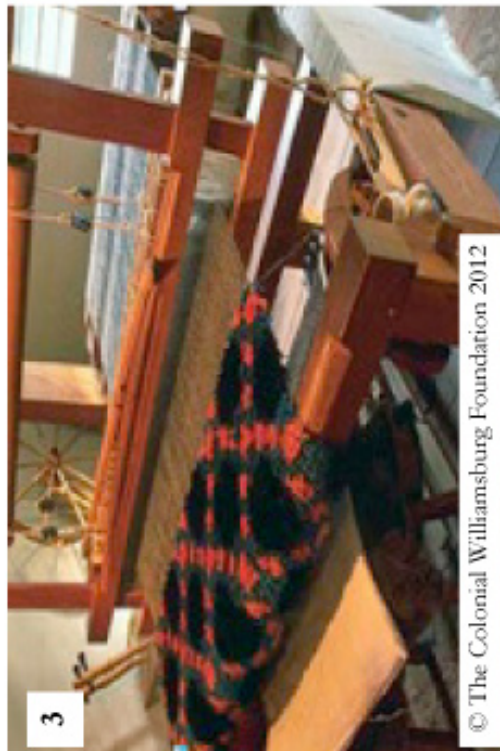


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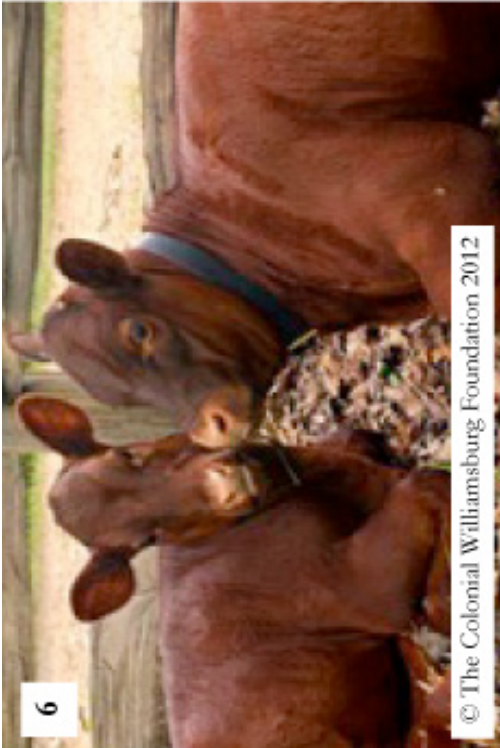


Colonial Word Pictures





Colonial Word Pictures





Colonial Word Pictures





Colonial Word Pictures
(Answers, for Teacher Reference)

- 1) tacklin
- 2) yoak
- 3) weaving
- 4) spinning wheel
- 5) swine
- 6) heifer and steer
- 7) hatchell (and smoothing iron)
- 8) barley
- 9) brass or copper pails
- 10) pudding cap



Colonial Words Glossary

card	to comb fibers of wool, cotton, or flax so they can be spun into yarn or thread
hatchell	a tool used to chop wood
heifer	a young female cow
hops	a plant that is use to brew beer and make medicine
kettle	a metal pot for cooking and boiling liquids
knit	to make clothing using needles and loops of yarn
linen	a fabric made from the fibers of flax plants
malt	a fermented beverage like beer
pewter	a combination of metals like tin or lead often used to make dishes
pudding	soft-pillowed clothes worn by babies to keep them from getting hurt when falling
spin	the process by which wool, cotton, or flax is made into yarn or thread
steer	a male cow raised for beef
swine	also known as a hog or pig; generally raised for pork
sythe	a long curved blade used to cut grass or grain
tacklin	equipment used to work with a horse (saddles, stirrups, reins, and halters, etc.)
weave	to lace thread or yarn together to form fabric, often done on a tool called a loom
yoak	used to join together a pair of animals, like horses or oxen, together for plowing fields or dragging heavy material like logs



Homework Assignment:
Personal Inventory

.....
Name:
.....

.....
Date:
.....

Directions: Choose a few items for your personal inventory. When choosing your items to include in your inventory, think about the following:

- * Which items best represent me?
- * Which items would I want to pass down to a loved one?
- * Which items do I need for everyday life?

Personal Items	Quantity (Number of Items)



EXPEDITIONARY
LEARNING

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

Learning about Farms in Colonial America: Explicit vs. Inferred Information



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

I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1)

I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)

I can effectively participate in a conversation with my peers. (SL.4.1)

Supporting Learning Targets

- I can determine whether the information I need is explicit in the text or must be inferred.
- I can confirm my inferences about colonial farmers using details and examples from text.

Ongoing Assessment

- Recording form
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (3 minutes)Review Learning Targets (7 minutes)Work Time<ol style="list-style-type: none">Inferring about Colonial Farmers (10 minutes)First Read of the Text: Gathering Explicit Information (15 minutes)Second Read: Confirming Inferences with Informational Text (15 minutes)Closing and Assessment<ol style="list-style-type: none">Share and Debrief (5 minutes)Exit Ticket (5 minutes)Homework	<ul style="list-style-type: none">Focus on the difference between explicit and inferred information and how the two support one another. Readers need explicit information in order to infer; they then can use additional explicit information to confirm what they infer.The purpose of this lesson is to help students learn how to keep going back to the text, and to think about how the words and images go together. It is important that students do not over-rely on images when they make an inference.In this lesson students work in the same groups as they did when examining the Mystery Documents in Lesson 1. Remember those groups, or form new groups of four or five.

Lesson Vocabulary	Materials
determine, explicit, infer, inferences	<ul style="list-style-type: none">Equity sticksExplicit versus Inferred anchor chart (new; teacher-created)Inferring Three-Column graphic organizer (one per student)Document cameraColonial Farmer Picture (one to display)“Farming in Colonial America” (one per student)Exit Ticket (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (3 minutes)</p> <ul style="list-style-type: none">Have students get out their homework assignment (personal inventory) from Lesson 3. Ask students to find a partner and discuss the following question: “How does your inventory represent you?” Afterward, ask the whole group: “How did you select items for your inventory?” Have a few volunteers share their selection process.	<ul style="list-style-type: none">Consider giving the following sentence frame to further support students: “I think my inventory represents me because _____.”
Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Targets (7 minutes)</p> <ul style="list-style-type: none">Post the following learning targets and ask students: “I can determine whether the information I need is explicit in the text or must be inferred,” and “I can confirm my inferences about colonial farmers using details and examples from text.” Ask them to turn to a partner to identify a few words they know.Use equity sticks to call on a few students to share out key words from the targets. Students should now be familiar with the words <i>infer</i>, <i>colonial</i>, <i>details</i>, and <i>examples</i>.Be sure to spend time clarifying the word explicit, which students may recognize from the previous lesson. Draw a key distinction: Explicit information or details are found directly in the text; inferred information is new thinking based on combining what you know with the explicit information from the text. Create an Explicit vs. Inferred anchor chart. At the top write “Explicit vs. Inferred,” with a T-chart under it. Ask students to help you write an explanation of each term on either column of the chart. Have them suggest some visual cues or drawings as a “helpful reminder.”Next, focus on the word <i>determine</i> in the first learning target. Let students know that they will be acting as historical researchers today in order to find out more about life in Colonial America. It will be important for them to <i>determine</i> or “figure out” what information they are gathering directly from the text (explicit information) and what information they are inferring.	<ul style="list-style-type: none">Co-constructed anchor charts help students to understand abstract concepts.To further support students, you can add visual cues to your anchor chart or provide copies of the chart for certain students to use at their desk.



Work Time	Meeting Students' Needs
<p>A. Inferring about Colonial Farmers (10 minutes)</p> <ul style="list-style-type: none">• Have students reform the groups of four to five students who worked together examining the Mystery Documents in Lesson 1.• Remind them that the focus of today's lesson is to research more information about farming in Colonial America. Tell students that like any good readers, researchers know that the information that is explicit or "right there" and the information they infer are both important to learning more about a topic. Taking this next step to read an additional text on the same topic is a strategy that researchers, including historians, use in order to confirm their inferences about the topic they are studying.• Introduce the Inferring Three-Column graphic organizer to students. Using the document camera, project a copy to model with (or create a replica with chart paper or on the board). Explain to students that they will be using this form of record to help them keep track of what they are learning about farming in colonial times. Tell them that they will need to record both explicit and inferred information on this topic.• Tell students that before they begin to work in groups they will practice using the recording form together as a class.• Project the Colonial Farmer picture. This will work best if the picture can be projected onto a larger screen using a document camera. Point out the first step listed on the Inferring Three-Column graphic organizer:<ol style="list-style-type: none">1. Record Explicit Information: Look at the picture of the colonial farmer and record details about what you see right in the first column. As a group, record the explicit details you see.• Ask students:<ul style="list-style-type: none">* "What can we see in the picture? What is explicit?"• Refer to the Explicit versus Inferred anchor chart as a reference. Use equity sticks to call on two or three students to share what they see. Use a student (or teacher) example of explicit information in the picture and record this in the first column of the recording form. Something like: "There are ditches in the dirt."• Next, point out Step 2 on the Inferring Three-Column graphic organizer. Refer to Explicit versus Inferred anchor chart if further clarification is needed:<ol style="list-style-type: none">2. Record What You Infer: Look at each piece of explicit information recorded below. What can you infer about farming in Colonial America based on this information? Discuss with your group and record what you infer about each piece of explicit information in second column.	<ul style="list-style-type: none">• Consider using a partially filled-in graphic organizer to further support students. See Module 1, Unit 1, Lesson 1 for an example.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Using the example you recorded, ask students the following:<ul style="list-style-type: none">* “What can we infer about farming in Colonial America based on this detail in the picture (this explicit information)?”Have students discuss with their group. Then continue to use equity sticks to call on students to share their group’s inferences. There may be several different inferences, but choose one to record in the second column. (For example, if you recorded: “There are ditches in the dirt” as explicit information, they might infer: “We think farmers used horses to help them dig the dirt up.”)Tell students that now it is their turn. Have students work in groups to complete Steps 1 and 2 only on their Inferring Three-Column graphic organizer. Circulate as groups are discussing and recording, and support students in listing only explicit information in the first column and what they infer about what they have listed in second column.	<ul style="list-style-type: none">To further support students, consider providing nonlinguistic symbols on your anchor chart (eyes on text/picture + brain = thought bubble for <i>infer</i>, and an arrow pointing to the text/picture for <i>explicit</i>) or provide copies of the chart for certain students to use at their desk.
<p>B. First Read of the Text: Gathering Explicit Information (15 minutes)</p> <ul style="list-style-type: none">Distribute “Farming in Colonial America” to students. Post the question: “What is this article mostly about?”Have students read the article once on their own to get the gist.Ask groups to share their gist with each other. Then call on a few groups to share using the equity sticks. Students should say something like: “Farming in Colonial America was hard work.” Tell students that this gist statement is an inference. But there is also explicit information about farming in colonial times. Ask students to find a detail in the first paragraph that states something explicitly about farming. A student reply might be something like “children had to help.”Tell them that now they are going to see what other explicit information they can find about farming that might help them to confirm some of the earlier inferences they made based on the picture. Remember, the purpose of the lesson is to help students learn how to keep going back to the text, and to think about how the words and images go together, so they DON’T over-rely on the images. “What do you notice about the animals? (He owned 21 animals.)”	<ul style="list-style-type: none">Depending on the needs of students in your class, this first reading may be done aloud or with partners. This will support students who struggle to read grade-level texts independently.



Work Time (continued)	Meeting Students' Needs
<p>C. Second Read: Confirming Inferences with Informational Text (15 minutes)</p> <ul style="list-style-type: none">Have students read Steps 3 and 4 in the Inferring Three-Column graphic organizer:<ol style="list-style-type: none">Reread Text:<ul style="list-style-type: none">*Each person in your group should choose inference. Make sure all of the recorded inferences are selected.*Reread the text and look for details that might help to confirm your selected inference. Underline any you find.Share and Confirm:<ul style="list-style-type: none">*Share any details you found to support your inference. It is possible you did not find any. As a group, choose three inferences about the picture that you feel sure can be confirmed with the text. Record details from the text that support what you inferred about the picture.Point out the third column of the Inferring Three-Column graphic organizer titled “Details in the Text.” Use your previous example of explicit and inferred information from the picture to illustrate how to fill out this portion. Invite students to help with this guided practice. (For example, if “We see ditches in the dirt” was recorded in Column 1 and “We think farmers used horses to help them dig the dirt up” was recorded in Column 2, then you could model rereading the third paragraph of the text, underlining the second sentence: “They used yokes and plows, which were hooked to horses or oxen to make turning up the soil easier.”) Record this in the Details in the Text column (Column 3) of the Inferring Three-Column graphic organizer.After this guided practice or modeling, have students look through their inferences and decide on the following:<ul style="list-style-type: none">* Thumbs-up if they think they know where they can find details in the text to confirm at least some inferences* Thumbs-sideways if they think they can, but have to search for the details* Thumbs-down if they think that they won’t find any details to support any of their inferencesUse students’ self-assessment to decide which groups to confer with during the remaining work time.After 10 minutes, ask students to gather back together as a class for closing. Tell them to bring their Inferring Three-Column graphic organizer with them.	<ul style="list-style-type: none">You may choose to have ELLs or students who need extra support work with a partner to confirm their inferences.



Closing and Assessment	Meeting Students' Needs
<p>A. Share and Debrief (10 minutes)</p> <ul style="list-style-type: none">• Have students find a partner who was not a part of their original group. With this partner, ask them to do the following:<ul style="list-style-type: none">* Share one inference their group was able to confirm with explicit information from the text.* Share how well they think they are doing progressing toward the learning targets. (Have them use the following sentence frames: “I think I met the target because ...” or “I am still working on it because ...”)• Remind students that they will get to “show what they know” about inferring during their mid-unit assessment.	<ul style="list-style-type: none">• Using sentence frames can help ELLs articulate their learning. Using the word because in the sentence frame helps all students support their thinking with evidence.
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Exit Ticket. Give students 3-4 minutes to complete their response.• Collect students' Exit Tickets and their graphic organizers to informally assess.	<ul style="list-style-type: none">• Exit tickets can be used as a formative assessment to determine whether students need additional clarification or instruction before the mid-unit assessment in Lesson 5.
Homework	Meeting Students' Needs
<p>Reread “Farming in Colonial America.” List two or three words we might want to add to our Vocabulary Notebook. Be sure to use the criteria listed at the top of the first page in your notebook.</p>	



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

Supporting Materials



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Colonial Farmer Picture



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Farming in Colonial America:

Farmers in Colonial America had a lot to do. There were fields to be tilled, planted, and weeded. There were livestock to be tended, fences to be mended, and often tools to be fixed or made. They often worked from sun up to sundown with help from everyone in the family, including children.

When the colonists first arrived they had a lot to learn about farming in America. They relied on Native Americans to teach them how to grow crops like corn, beans, and squash. However, they did bring seeds for wheat, barley, and oats. They also brought livestock like pigs, cows, horses, and chickens from Europe. And most importantly they brought tools, which they traded to the Native Americans.

Colonial farmers had many tools, many of which they made themselves. They used yokes and plows, which were hooked to horses or oxen, to make turning up the soil easier. They used hoes to dig and weed and scythes to harvest or cut down crops like wheat. If a tool broke they couldn't go to the store to buy a new one, so they either fixed it or made a new tool.

Depending on the geography, the size of a farm and the crops that it grew varied. In some colonies, it was easier to farm than in others. If farmers lived in the northern colonies, they had to contend with long winters and rocky soil. They often had to hunt and fish to have enough for their families to eat. If they lived in the southern colonies, farming was a bit easier. The winters were shorter and warmer and the soil was better. They often had larger farms, called plantations, and grew crops like tobacco to sell to Europe. These kinds of farms were too much work for a single family so they used the money they earned growing tobacco to buy slaves from Africa. Slaves did much of the work on farms in the South. Overall, working on a colonial farm was no easy job no matter where you lived.

Lexile: 950



Inferring Three-Column Graphic Organizer
(Front)

1. Record Explicit Information: Look at the picture of the colonial farmer and record details about what you see right in the picture in the first column. As a group, record the explicit details you see.
2. Record What You Infer: Look at each piece of explicit information recorded below. What can you infer about farming in Colonial America based on this information? Discuss with your group and record what you infer about each piece of explicit information in second column.
3. Reread Text: Each person in your group should choose an inference. Make sure all of the recorded inferences are selected. Reread the text and look for details that might help to confirm your selected inference. Underline any you find.
4. Share and Confirm: Share any details you found to support your inference. (It is possible you did not find any.) As a group, choose three inferences about the picture that you feel sure can be confirmed with the text. Record details from the text that support what you inferred about the picture.

Details from the Picture (Explicit information)	My Inferences (What this makes me think about colonial farms)	Details in the Text (Confirmed with explicit information?)



Inferring Three-Column Graphic Organizer
(Back)

Details from the Picture (Explicit information)	My Inferences (What this makes me think about colonial farms)	Details in the Text (Confirmed with explicit information?)



Who do you think worked harder: northern colonial farmers or southern colonial farmers? Support your inference with explicit information from the text.



EXPEDITIONARY
LEARNING

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

Mid-Unit 1 Assessment: Inferring with Pictures and Text



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

- I can make inferences using specific details from the text. (RI.4.1)
- I can determine the meaning of content words or phrases in an informational text. (RI.4.4)
- I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)

Supporting Learning Targets

- I can make inferences based on details in a picture.
- I can confirm my inferences about a picture using details from the text.
- I can self-assess my progress toward the learning targets.

Ongoing Assessment

- Mid-Unit 1 Assessment: Inferring with Pictures and Text

Agenda

- Opening
 - Review Homework (5 minutes)
 - Review Learning Targets (5 minutes)
- Work Time
 - Mid-Unit Assessment (35 minutes)
- Closing and Assessment
 - Reflection (15 minutes)
- Homework

Teaching Notes

- Over the course of this unit, students have helped to create several anchor charts (I Notice/I Wonder charts in Lesson 1, John Allen anchor chart in Lesson 2, Vocabulary Strategies chart in Lesson 3, and Explicit vs. Inferred anchor chart in Lesson 4). Decide whether or not to keep these charts displayed during this assessment. Displaying anchor charts during an assessment can aid students in solidifying their learning.



Lesson Vocabulary	Materials
confirm, inference, text, self-assessment	<ul style="list-style-type: none">• Vocabulary Notebook (from Lesson 2)• “Farming in Colonial America” (from Lesson 4)• Mid-Unit 1 Assessment: Inferring with Pictures and Text (one per student)• Mid-Unit 1 Assessment: Inferring with Pictures and Text (Answers, for Teacher Reference)• Tracking My Progress Mid Unit 1 recording form (one per student)• <i>The Scoop on Clothes, Games, and Daily Life in Colonial America</i> (book; one per student; pages 12-15) (for independent reading for students who finish their assessments early)

Opening	Meeting Students’ Needs
<p>A. Review Homework (5 minutes)</p> <ul style="list-style-type: none">• Homework from Lesson 4: Reread the Farming in Colonial America handout. Suggest a word that would be good to add to the Vocabulary Notebook. Remind students to use the criteria listed at the top of the first page in their notebooks. Have students name some of the words they selected. List them on the board. Check them against the criteria listed at the top of the Vocabulary Notebook and decide as class whether they should be added to the notebook.• Collect homework.	<ul style="list-style-type: none">• Words added to the vocabulary notebook should represent academic vocabulary like <i>mended</i>, <i>relied</i>, <i>geography</i>, or content-related vocabulary they are likely to see again in this module or in other contexts (e.g., <i>livestock</i>, <i>soil</i>, <i>plantations</i>).
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite the class to read the first two learning targets: “I can make inferences using specific details from the text,” and “I can determine the meaning of content words or phrases in an informational text.”• Explain that they will be taking a mid-unit assessment that will show what they have learned about drawing inferences from different types of text. Invite students to identify key words in the learning targets that help them know what they need to focus on as they take the assessment (e.g., <i>confirm</i>, <i>inference</i>, <i>text</i>, etc.). As the students share their thinking, underline the key words/phrases.	<ul style="list-style-type: none">•



Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment (35 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 1 Assessment: Inferring with Pictures and Text. Answer any clarifying questions. Emphasize to students that they should take their time and be sure to base their inferences on details from the picture and text.• Give students approximately 30 minutes to independently complete the on-demand mid-unit assessment.• If students finish early, they have the option to engage in independent reading of pages 12–15 in <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>.	



Closing and Assessment	Meeting Students' Needs
<p>A. Reflection (15 minutes)</p> <ul style="list-style-type: none">• Discuss the third learning target: “I can self-assess my progress toward the learning targets.” Have students talk to a partner about what they think the term <i>self-assess</i> means. Have students share their thinking and clarify as necessary.• Distribute the Tracking My Progress, Mid-Unit 1 recording form to students. Have students circle the word <i>self-assessment</i> and ask:<ul style="list-style-type: none">* “What does the word <i>self-assessment</i> mean?” Point out the root words <i>self</i> and <i>assess</i>. Emphasize that good students keep track and reflect on their own learning. Point out that students have been doing this informally all year, during debriefs when they consider how well they are doing making progress toward the learning targets.• Point out Step 1 in the self-assessment and tell students that this is where you would like them to explain what the target means to them. For example, the first target uses the word <i>inferences</i>. They should write what the target means “in their own words” by explaining what the word <i>inferences</i> means when looking at pictures in a text. Point out the second step and explain that this is similar to the thumbs-up, -sideways, or -down, that they have been using. Finally, point out Step 3 and explain the picture they circled in Step 2. Here they should explain why they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as: “I circled that I need more help because I can’t remember what the word <i>inferences</i> means.”• Once students have independently completed their self-assessment, collect and use for formative assessment for the next half of this unit.• If time permits, consider having students share their reflections with a partner.	<ul style="list-style-type: none">• 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.• For example:• To me this learning target means _____.• I circled _____ in Step 2 because _____.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None.	



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

Supporting Materials



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Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 1

Name: _____

Date: _____

Directions:

- 1) Look at the image.
- 2) In the first column of the graphic organizer below, record three details you see in the picture.
- 3) In the second column of the graphic organizer, record the inferences you make based on these details.

NOTE: Do NOT complete the third column of the graphic organizer until you have done Steps 1–3 and have read the text in Part 2.



Source: Puck. Christmas Marketing before the Days of “High Cost of Living.” ca. 1913. Public Domain.



Mid-Unit 1 Assessment: Inferring with Pictures and Text
Part 1

Details from the Picture (Explicit information)	My Inferences (What this makes me think about colonial farms)	Details in the Text (Confirmed with explicit information?)

Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 2

Directions:

- 1) Read the text.
- 2) Reread the text and search for details to confirm your inferences about the picture.
- 3) Record your answers in Column 3.

The Colonists and Native Americans

Written by Expeditionary Learning for Instructional Purposes © 2012

When the colonists first arrived in America, they expected to live just like they did in their homeland. The houses they built, the food they grew and ate, and the clothes that they wore were better suited to the climate of the country they came from than for their new one. When the colonists began to freeze and starve, they soon learned to change some of their ways. They began to hunt and grow vegetables like the Native Americans. They also began to build homes and to wear clothes that better suited the climate. Slowly, they learned to survive in their new homeland.

When the colonists arrived in America, there were people already living there. These were the Native Americans. The colonists would not have learned to survive without the help of the Native Americans, who knew how to best hunt animals and grow crops in America. They taught the colonists to hunt animals like turkeys and deer, and also taught them how to grow crops like corn, beans, and squash. The colonists and the Native Americans also traded for things that helped the colonists survive. The colonists traded metal tools and cloth for furs and food from the Native Americans.

Unfortunately, the colonists and the Native American tribes did not always get along. The colonists began to take over more and more land. This caused fighting, which killed people from both sides and eventually pushed most tribes west. The colonists also brought diseases, like smallpox, which killed thousands of Native Americans. By the end of the colonial time period, very few Native Americans remained on the East Coast.

Adapted from *Colonial Life* by Brendan January (Children's Press, 2000).



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 3

Directions:

1.) Answer the following questions.

In your answers, make sure to use evidence from both the text and the image to support your answer.

1. What does the word *climate* mean as it is used on Line 3 in the first paragraph?

- a. The general weather and temperature of a region
- b. The geography of a region
- c. The beauty of a region
- d. The time of day

2. What phrase in the text helps you infer the meaning of *climate*?

- a. “they learned to change”
- b. “they learned to survive”
- c. “they expected to live just like they did in their homeland”
- d. “the colonists began to freeze and starve”

3. Part I:

How did the Native Americans help the colonists the most?

- a. They had fun with them.
- b. They shared knowledge and traded.
- c. They fought with them.
- d. They left them alone.

Part II:

Which detail from the text best supports the answer to Part I above?

- a. “the colonists and Native Americans tribes did not always get along”
- b. “when the colonist arrived in America, there were people already living there”
- c. “they taught the colonists to hunt”
- d. “the colonists began to take over more and more land”



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 3

4. Why was trade important to the colonists and The Native Americans? Give at least one detail from the picture and two details from the text to support your answer.



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
(Answers for Teacher Reference)

Directions:

- 1) Look at the image.
- 2) In the first column of the graphic organizer below, record three details you see in the picture.
- 3) In the second column of the graphic organizer, record the inferences you make based on these details.

NOTE: Do NOT complete the third column of the graphic organizer until you have done Steps 1–3 and have read the text in Part 2.



Image Source: Keppler & Schwarzmann. Christmas Marketing before the Days of "High Cost of Living." ca. 1913. Prints and Photographs Division, Library of Congress. www.loc.gov/pictures/item/2011649650/



Mid-Unit 1 Assessment: Inferring with Pictures and Texts

Part 1

(Answers for Teacher Reference)

Details from the Picture (Explicit information)	My Inferences (What this makes me think about colonial farms)	Details in the Text (Confirmed with explicit information?)
Possible answer: animals on the ground	Possible inference: I think the Native Americans hunted those animals.	Possible detail from text: The text says they knew how to hunt.
Possible answer: colonist holding out some cloth	Possible inference: I think the colonist wants to trade it for the animals.	Possible detail from text: It says the colonists and the Native Americans traded.
Possible answer: The ground is white.	Possible inference: It is winter and the colonist is hungry.	Possible detail from text: The text says the colonists starved.



Mid-Unit 1 Assessment: Inferring with Pictures and Texts

Part 2

(Answers for Teacher Reference)

Directions:

- 1) Read the text.
- 2) Reread the text and search for details to confirm your inferences about the picture.
- 3) Record your answers in Column 3.

The Colonists and Native Americans

Written by Expeditionary Learning for Instructional Purposes © 2012

When the colonists first arrived in America, they expected to live just like they did in their homeland. The houses they built, the food they grew and ate, and the clothes that they wore were better suited to the climate of the country they came from than for their new one. When the colonists began to freeze and starve, they soon learned to change some of their ways. They began to hunt and grow vegetables like the Native Americans. They also began to build homes and to wear clothes that better suited the climate. Slowly, they learned to survive in their new homeland.

When the colonists arrived in America, there were people already living there. These were the Native Americans. The colonists would not have learned to survive without the help of the Native Americans, who knew how to best hunt animals and grow crops in America. They taught the colonists to hunt animals like turkeys and deer, and also taught them how to grow crops like corn, beans, and squash. The colonists and the Native Americans also traded for things that helped the colonists survive. The colonists traded metal tools and cloth for furs and food from the Native Americans.

Unfortunately, the colonists and the Native American tribes did not always get along. The colonists began to take over more and more land. This caused fighting, which killed people from both sides and eventually pushed most tribes west. The colonists also brought diseases, like smallpox, which killed thousands of Native Americans. By the end of the colonial time period, very few Native Americans remained on the East Coast.

Adapted from *Colonial Life* by Brendan January (Children's Press, 2000).

Mid-Unit 1 Assessment: Inferring with Pictures and Texts

Part 3

(Answer for Teacher Reference)

Directions:

1.) Answer the following questions.

In your answers, make sure to use evidence from both the text and the image to support your answer.

1. What does the word *climate* mean as it is used on Line 3 in the first paragraph?

a. The general weather and temperature of a region

b. The geography of a region

c. The beauty of a region

d. The time of day

2. What phrase in the text helps you infer the meaning of *climate*?

a. “they learned to change”

b. “they learned to survive”

c. “they expected to live just like they did in their homeland”

d. “the colonists began to freeze and starve”

3. Part I:

How did the Native Americans help the colonists the most?

a. They had fun with them.

b. They shared knowledge and traded.

c. They fought with them.

d. They left them alone.

Part II:

Which detail from the text best supports the answer to Part I above?

a. “the colonists and Native Americans tribes did not always get along”

b. “when the colonist arrived in America, there were people already living there”

c. “they taught the colonists to hunt”

d. “the colonists began to take over more and more land”



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 3

4. Why was trade important to the colonists and The Native Americans? Give at least one detail from the picture and two details from the text to support your answer.

Example 1: Trade was important because they needed things from each other. In the picture it shows a colonist and Native Americans trying to trade animals for cloth. The text says that the colonist and Native Americans traded for things that helped them survive.



2-Point Rubric:

Writing from Sources/Short Response
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2 Point Response	<p>The features of a 2 point response are:</p> <ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability.
1 Point Response	<p>The features of a 1 point response are:</p> <ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt.• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.• Incomplete sentences or bullets
0 Point Response	<p>The features of a 0 point response are:</p> <ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate.• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable.

¹From New York State Department of Education, October 6, 2012.

Tracking My Progress, Mid-Unit 1

.....
Name:

.....
Date:

Learning Target: I can make inferences based on details in a picture.

1. The target in my own words is:

.....

.....

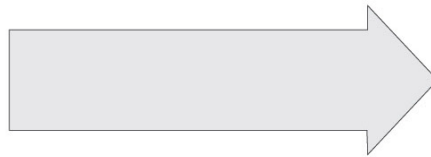
.....

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:

.....

.....

.....

Tracking My Progress, Mid-Unit 1

.....
Name:

.....
Date:

Learning Target: I can confirm my inferences about a picture using details from the text.

1. The target in my own words is:

.....

.....

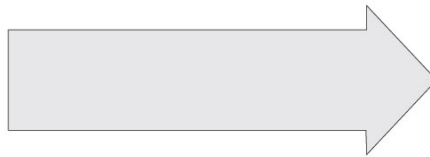
.....

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:

.....

.....

.....



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

Taking Notes Using a Graphic Organizer: Inferring About the Importance of Religion in Colonial America



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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 text. (RI.4.1)
I can make inferences using specific details from the text. (RI.4.1)
I can synthesize information from two texts on the same topic. (RI.4.9)
I can take notes and categorize information. (W.4.8)
I can write routinely for a variety of purposes. (W.4.10)

Supporting Learning Targets

- I can identify details that support the main ideas of a section of *If You Lived in Colonial Times*.
- I can document what I learn about life in a Colonial American village by taking notes.
- I can make inferences using specific details from the text.
- I can synthesize information I learn about religion in Colonial America from two different texts.

Ongoing Assessment

- Inferring Three-Column graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Partner Reading: Explicit Details from Pages 32–33 (15 minutes)Partner Reading: Drawing Inferences about Pages 32–33 (15 minutes)Partner Reading: Explicit Details of Second Text (15 minutes)Closing and Assessment<ol style="list-style-type: none">Synthesis Statements and Debrief (10 minutes)Homework	<ul style="list-style-type: none">For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support.This lesson involves chunking text. If appropriate, explicitly name this strategy for students.This lesson is structured to include a gradual release of responsibility to students. Beginning with clear modeling prepares students to continue the task independently.Be sure to hold on to students’ completed graphic organizers, since they will need them for their paragraph writing in Lessons 7 and 9.

Lesson Vocabulary	Materials
record, main idea, supporting details, notes, inference, explicit, synthesize; meetinghouse, wriggle, hymns, sermons, settle, communities, represented, diverse	<ul style="list-style-type: none"><i>If You Lived in Colonial Times</i> (book; one per student; pages 32-33)John Allen anchor chart (from Lessons 2 and 3)Explicit vs. Inferred anchor chart (from Lesson 4)Inferring Three-Column graphic organizer (one per student)“Religion in the Colonies” text (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Remind students that they have been reading from <i>If You Lived in Colonial Times</i> in order to understand the way people lived in Colonial America. Review information learned so far about life in a colonial village by revisiting the John Allen anchor chart from Lessons 2 and 3.• Review the first two 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 two learning targets: “I can make inferences using specific details from the text,” and “I can synthesize information I learn about religion in colonial America from two different texts.” Explain that today students will become detectives just like they did in Module 1 when they were learning about the Iroquois. They will use the information they read to help them continue to draw conclusions or form opinions about what life was like for the colonists. Remind them that this is called making an <i>inference</i> 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 life was like for the colonists. Refer to the class Explicit vs. Inferred anchor chart, which was created in Lesson 4.• Tell students that after they have read two texts, they will <i>synthesize</i> their learning with a partner by creating a synthesis statement about the importance of religion in Colonial America. Review this term as needed: <i>Synthesize</i> means to combine learning from several sources together into a new general statement about the topic.• Have students give a quick thumbs-up, -sideways, or -down to indicate how well they understand today’s learning targets.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a lightbulb for <i>main idea</i>, a magnifying glass for <i>inference</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.• All students developing academic language will benefit from direct instruction of academic vocabulary.• ELLs can record new terms in personal dictionaries or vocabulary logs that they can refer back to throughout the module.



Work Time	Meeting Students' Needs
<p>A. Partner Reading: Explicit Details of Page 32–33 (15 minutes)</p> <ul style="list-style-type: none"> Ask students to locate their text <i>If You Lived in Colonial Times</i> and their Inferring Three-Column graphic organizer (this graphic organizer looks exactly the same as the one students used in Lesson 4). Place students in pairs. Determine how much support students need with this text. If some pairs are strong enough that they can read the text aloud with support, ask them to read with their partner: “What Did People Do on Sunday?” from pages 32–33. (Students should alternate paragraphs so both students have a chance to practice reading aloud.) If some students need more support, pull aside another group of students and read aloud to them. If all students need support, read aloud to the class. Remember that this read-aloud is to promote fluency; simply read slowly, fluently, and without interruption. Do not discuss the text with students at this point. Ask students to reread the text again silently, thinking about gist. Then invite them to talk with their partner about the gist; this should be fairly obvious, based on the heading of the section. Next, ask students to work with their partner to identify details from the text that help them understand what colonists did on Sundays. Then have them list the important details in the left-hand column of their graphic organizers. Circulate around the room to read students’ detail lists and to support as needed. 	<ul style="list-style-type: none"> 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. Students needing additional support may benefit from partially filled-in graphic organizers.
<p>B. Partner Reading: Drawing Inferences about Pages 32–33 (15 minutes)</p> <ul style="list-style-type: none"> Draw students’ attention once again to the fourth learning target: “I can make inferences using specific details from the text.” Ask students to reread “What Did People Do on Sunday?” while thinking about the explicit details they have already identified. As in Lessons 2 and 3, ask students to infer what those details make them think about in regard to Sunday activities in a colonial village and record these in the center column of the graphic organizer. Remind students to write inferences in the form of notes. 	<ul style="list-style-type: none"> Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs.



Work Time (continued)	Meeting Students' Needs
<p>C. Partner Reading: Explicit Details of Second Text (15 minutes)</p> <ul style="list-style-type: none">Have students look at the right-hand column of the graphic organizer. Read aloud or ask students to read with their partner the text “Religion in the Colonies”. When they have read the text, they should identify details in the new text that support their inferences from the first text. Circulate around the room to read students' explicit details.	<ul style="list-style-type: none">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.



Closing and Assessment	Meeting Students' Needs
<p>A. Synthesis Statements and Debrief (10 minutes)</p> <ul style="list-style-type: none">Remind students of the learning target: "I can make inferences using specific details from the text." Tell them 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 role religion played in Colonial America. Make sure students understand that to make an inference, they use what they already know about a topic and combine it with the text they read (and their notes) to figure out something that the author does not specifically tell the reader.Explain to students that the two texts they read today ("What Did People Do on Sunday?" from the <i>If You Lived in Colonial Times</i> book and the Religion in the Colonies handout) helped readers know the importance of religion to the colonists without ever specifically saying, "This is what religion meant to the colonists." The author does not always tell the reader what is important to the colonists, but students can use clues and hints.Explain to students that they will work with a partner to create a synthesis statement about the role religion played in Colonial America. Remind students that to <i>synthesize</i> means to combine information from several sources and make a general statement about the key learning.Tell students to first reread the notes on their graphic organizer from the two texts they read. Encourage them to think about the different things they learned about religion from the texts and the inferences they were able to make about the role religion played for the colonists. Give them a few minutes to talk with their partners.Then ask students to write a synthesis statement at the bottom of the Inferring Three-Column graphic organizer. Encourage them to cite evidence from their reading/notes in order to justify their ideas about what was important to the colonists.Ask a few partners to share out. Do not worry if students' synthesis statements are incorrect or incomplete at this point; their understanding of what life was like for the colonists long ago will evolve during future lessons. <p><i>Note: Collect students' graphic organizers to informally assess. Hold on to these graphic organizers; students will need them for their paragraph writing during Lesson 7.</i></p>	<ul style="list-style-type: none">ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
Homework	Meeting Students' Needs
<p>Read pages 13-14 in <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> and answer the following questions: What materials were used to build colonial homes? Was this information explicit or inferred from the text?</p>	



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

Supporting Materials



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Inferring Three-Column Graphic Organizer

Details from the Text (Explicit information)	My Inferences (What this makes me think about the role of religion)	Details in the Second Text (Confirmed with explicit information?)

Synthesis statement regarding the role religion played in Colonial America:

Taking Notes Using a Graphic Organizer:
Inferring About the Importance of Religion in Colonial America

Religion in the Colonies

Written by Expeditionary Learning for Instructional Purposes

During colonial times, people came from all over Europe to settle in America. They came for many reasons, but religious freedom brought many colonists to start new communities. These colonists felt that they could not practice their religion freely in their home countries and wanted the freedom to worship their god in their own way.

Some of the first colonists to move to America for this reason were the Pilgrims. They came from England and landed in Plymouth, Massachusetts, in 1620. Soon more colonists came with the hopes to practice their religion freely. By the 1700s there were many different religions represented in the American colonies. America was on its way to becoming a diverse country with many religions. Today religious freedom remains important to Americans.



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

Paragraph Writing: The Role of Religion in Colonial America



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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 text. (RI.4.1)
I can make inferences using specific details from the text. (RI.4.1)
I can synthesize information from two texts on the same topic. (RI.4.9)
I can use context to help me to determine what a word or phrase means. (L.4.4)
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 and determine the meaning of new words using the context of what I'm reading to help me.
- I can document what I learn about Colonial America by taking notes.
- I can make inferences using specific details from the text.
- I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion.
- I can synthesize information I learn about religion in Colonial America from two different texts.

Ongoing Assessment

- Paragraph writing



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Homework (5 minutes)Review of Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Vocabulary Notebooks (15 minutes)Review of Paragraph Writing (10 minutes)Partner Paragraph Writing (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework	<ul style="list-style-type: none">This lesson builds on students' background knowledge of writing strong paragraphs that they developed during Module 1. For their writing in this unit, students use the three-column graphic organizer to organize their new learning. It is helpful to expose students to a variety of planning tools to help them organize their thinking and writing.In this lesson, the teacher will model how to write a paragraph from notes taken in a three-column graphic organizer. The model is about the topic of farming in Colonial America; students then follow a similar process as they write about another topic---religion.In advance: Prepare the Farming in Colonial America model paragraph on chart paper (see supporting materials).In advance: Prepare the stoplight cards used in the debrief, or consider an alternative way of having students self-assess their progress toward mastering the learning targets.



Lesson Vocabulary	Materials
paragraph, topic sentence, indent, supporting details, inference, synthesize; meetinghouse, wriggle, hymns, sermons, settle, communities, represented, diverse	<ul style="list-style-type: none">• <i>The Scoop on Clothes Homes, and Daily Life in Colonial America</i> pages 13-14 (from Lesson 6 homework)• <i>If You Lived in Colonial Times</i> pages 32-33 (from Lesson 6)• “Religion in the Colonies” (from Lesson 6; one per student)• Vocabulary Notebook (add new pages for this lesson; one per student; see supporting materials)• Inferring Three-Column graphic organizers (from Lesson 6)• Four-Square graphic organizer (from Module 1, Unit 3, Lesson 9; optional for students needing more support)• Model Inferring Three Column graphic organizer (about farming) (for Teacher Reference)• Chart paper with paragraph on “Farming in Colonial America” (new; teacher created)• Green, blue, and red markers (for teacher modeling)• Stoplight cards (each with a red, yellow, and green circle on it) (one per student)• Writing prompt (one per student)



Opening	Meeting Students' Needs
<p>A. Review Homework (5 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their homework and text from the day before: “Read pages 13-14 in <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> and answer the following questions: What materials were used to build colonial homes? Was this information explicit or inferred from the text?”• Collect homework for formative assessment of RI.4.1 (explaining what the text says explicitly). Read aloud pages 13-14 of <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> and discuss the homework questions. Ask a few students to share their opinions on colonial homes.	
<p>B. Review the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Talk with students about all of the hard work they have been doing with their reading and note-taking. Review the following learning targets: “I can make inferences using specific details from the text,” “I can synthesize information I learn about religion in Colonial America from two different texts,” and “I can document what I learn about Colonial America by taking notes.”• Ask students to use a Fist to Five or Thumb-O-Meter protocol to self-assess their progress toward meeting these targets.	<ul style="list-style-type: none">• Clarifying the language of the learning targets helps students approach the task with a clearer understanding of the purpose of the lesson. If possible, provide the word <i>synthesize</i> in the ELLs’ L1. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translations.



Work Time	Meeting Students' Needs
<p>A. Vocabulary Notebooks (15 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: “I can identify and determine the meaning of new words.” Have students discuss the meaning of this target with a partner and share out.• Ask the class to take out the text from Lesson 6: “What Did People Do on Sunday?” (from pages 32–33 of <i>If You Lived in Colonial Times</i>). Also ask students to get out their Vocabulary Notebook. Remind them that it is important to learn the meanings of unfamiliar words in order to better understand what they are reading. Also remind them that they identified unfamiliar words when they read from this portion of <i>If You Lived in Colonial Times</i>.• Ask students to get out their copies of <i>If You Lived in Colonial Times</i> and find a reading partner. Revisit the text on pages 32–33 with students. Ask them to reread the first paragraph aloud. Then have them talk with their partners: “What do you think the word <i>meetinghouse</i> means?” Remind them that sometimes they will have to infer about words that are new to them using the text, and sometimes the meaning of a word is stated explicitly in the text. Ask for a definition. Then probe: “How do you know?” Ask the students if the meaning of this word is inferred or is explicit in the text. Remind them that they are using context clues to help them understand what a word means.• Ask students to next add the definition (a church in a colonial village) and how they know this (explicitly stated in the text).• Circulate to support pairs as they continue to work on identifying important new vocabulary words (see lesson vocabulary at the top of this lesson).	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.• All students developing academic language will benefit from direct instruction of academic vocabulary.• Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time (continued)	Meeting Students' Needs
<p>B. Review of Paragraph Writing (10 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text “Religion in the Colonies” (from Lesson 6). Ask students to share their Inferring Three-Column graphic organizers from Lesson 6 with their reading partner.<ul style="list-style-type: none">* “What was the main idea of each text?”* “What synthesis statement did you write?”• Gather students’ attention whole group. Ask for a volunteer to talk through his or her partner’s graphic organizer. Ask the student to verbally put into full sentences the synthesis and how the main idea, supporting details, and inferences support it. (For example: “My partner’s synthesis statement said that religion was at the heart of a colonial village. One text said that they went to church most of the day on Sundays and had to pay attention the whole time. Another text said that religious freedom was the main reason people came to the colonies. Because of these two reasons, it’s clear that religion was really important to the colonists.”)• Point out that what the student has just done is to make a spoken paragraph out of the notes on the Inferring Three-Column graphic organizer.• Invite the class to read the last learning target aloud with you: “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 they might not remember from Module 1 or 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">* <i>informative/explanatory</i> = for the purpose of telling or explaining* <i>paragraph</i> = a group of sentences that have the same main idea* <i>topic sentence</i> = the sentence that contains the main idea* <i>body</i> = several sentences that contain supporting details and tell more about the main idea* <i>conclusion</i> = a sentence that ends the paragraph• Reread the learning target using the clarifying words and check for understanding with students.	<ul style="list-style-type: none">• During all partner work, the teacher can support Special Education students or ELLs as needed. Just be sure to let them, too, struggle with text, as this builds both stamina and confidence.• 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.• 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.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Post the Model Inferring Three-Column graphic organizer (about farming) that you have written on chart paper to illustrate turning that topic of the reading into notes, then into a paragraph. Read aloud or ask a student to read your sample paragraph to the class. Remind students that they practiced writing paragraphs during Module 1; they used several different graphic organizers to help them develop a main idea with details.• Tell students you want them to see how the paragraph about farmers is based on the notes from the Inferring graphic organizer. As they did in Module 1, they will code the paragraph with different colored markers to see the different parts.• Using a green marker, underline the topic sentence in the paragraph. Ask students to find the sentence in the paragraph that corresponds to this part of the Three-Column graphic organizer. This could be the synthesis statement or one of the inferences. Underline topic sentence in the learning target in green as well. Point out to students that the first sentence of a paragraph is indented on the page.• Using a blue marker, underline each of the details in the paragraph. Ask students to find the sentences in the paragraph that correspond to this part of the Three-Column graphic organizer. 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.• Using a red marker, underline the statement in the paragraph that tells what role religion played in Colonial America. Ask students to find the sentence in the paragraph that corresponds to this part of the Three-Column graphic organizer (could be the synthesis or one of the inferences). Underline the last sentence in red and tell students that it is the conclusion of the paragraph. Underline conclusion in the learning target in red as well.	



Work Time (continued)	Meeting Students' Needs
<p>C. Partner Paragraph Writing (20 minutes)</p> <ul style="list-style-type: none">• Introduce the writing prompt: “After researching informational texts about religion in Colonial America, write a complete paragraph that explains the role religion played in the colonists’ lives. What conclusions or implications can you draw? Cite at least two sources, pointing out key elements from each source.”• Invite students to identify any words that they might not know or are unsure about. As students point out words, ask for clarification and annotate the task description with clarifying words or synonyms. For example:<ul style="list-style-type: none">* Conclusions = summing up of points* Implications = things that are suggested or inferred without being explicitly stated* Cite = identify* Source = the place the information came from• Direct students’ attention to their Inferring Three-Column graphic organizers.• Give students 15 minutes to write independently. Circulate to assist students as they write.• Then ask students to work with a partner:<ul style="list-style-type: none">* “Read your paragraph to your writing partner.”* “As you read each paragraph, work together to identify the topic sentence; underline it in green.”* “Then identify the detail sentences; underline them in blue.”* “Finally, identify the conclusion sentence; underline it in red.”	<ul style="list-style-type: none">• Clarifying the language of the learning targets helps students approach the task with a clearer understanding of the purpose of the lesson.• For students needing additional support in writing a paragraph, consider providing the Four-Square Graphic Organizer from Module 1 (see Unit 3, Lesson 9). They could use this familiar format to design their paragraph.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to talk briefly with a partner:<ul style="list-style-type: none">* “What challenges did you face in turning your notes into clear and complete sentences? What strategies did you use to overcome those challenges?”• Ask students to locate their stoplight cards. Check how students feel they are doing moving toward the learning target: “I can write an explanatory/informative text.” Students should place their fingers on the color that indicates how they are feeling when they display their stoplight cards.<ul style="list-style-type: none">* Red = I’m not feeling good at all.* Yellow = I’m feeling OK but know I need more practice.* Green = I’m feeling really confident.	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
Homework	Meeting Students' Needs
<p>Reread the Religion in Colonies handout and add words to your Vocabulary Notebook. Be sure to use the criteria at the top of the notebook.</p>	



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

Supporting Materials



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Vocabulary Notebook:

Reading and Writing about Colonial America

Name:

Date:

Is this word worthy? Criteria for adding new vocabulary:

- * This word is a little difficult to understand.
- * I am likely to hear or read this word again.
- * I will likely need to use this word in my future writing.
- * This word seems really important for the topic we are studying.

If your word meets any of these criteria, it may be a word to record in your notebook.

Important to Know

Word	What It Means...	How I Know...



Vocabulary Notebook:
Daily Life

Word	What It Means...	How I Know...



Vocabulary Notebook:
Farming

Word	What It Means...	How I Know...



Vocabulary Notebook:
Religion

Word	What It Means...	How I Know...



Vocabulary Notebook:
Work and Play

Word	What It Means...	How I Know...



Vocabulary Notebook:
Roles in Colonial America

Word	What It Means...	How I Know...



Vocabulary Notebook:
My Character's Role

Word	What It Means...	How I Know...



Model Inferring 3-Column Graphic Organizer (about Farming):
(Answers for Teacher Reference)

Details from Text 1 (Explicit information)	My Inferences (What I infer about colonial farms)	Details from Text 2 That Support My Inferences (Can you confirm it with explicit information?)
Horse is pulling the plow.	The horse needs to be big and strong to pull a plow.	They used yokes and plows, which were hooked to horses or oxen to make turning up the soil easier.
Man is walking behind the horse holding the plow.	The farmers must have been strong to be able to do such hard work.	Farmers in Colonial America worked hard. They often worked from sun up to sundown. Fields to be tilled, planted, and weeded Livestock to be tended, fences to be mended, and often tools to be fixed or made
Ground looks dry and rocky.	The weather sometimes made farming hard, especially if there wasn't enough rain.	If farmers lived in the northern colonies they had to contend with long winters and rocky soil.
The tools look simple and handmade out of wood and leather.	With the rocks and hard dirt, the tools broke or wore out easily.	Colonial farmers had many tools, many of which they made themselves. If a tool broke they couldn't go to the store to buy a new one, so they either fixed it or made a new tool.



Modeling Paragraph on Farming in Colonial America:
(for Teacher Reference: Copy onto Chart Paper)

Farming in the Colonial America was really hard work. Farmers had to be strong to be able to do all the work that needed to be done with the animals and crops. Farmers used horses or oxen to pull plows to help turn up the rocky soil so they could plant the crops. They had lots of tools that they made themselves. If tools broke, the farmer had to fix them or make new ones. It was not easy being a colonial farmer.



Writing Prompt

After researching informational texts about religion in Colonial America, write a complete paragraph that explains the role religion played in the colonists' lives. What conclusions or implications can you draw? Cite at least two sources, pointing out key elements from each source.



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

Taking Notes Using a Graphic Organizer:

Inferring about Work and Play in Colonial America



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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 text. (RI.4.1)
I can make inferences using specific details from the text. (RI.4.1)
I can synthesize information from two texts on the same topic. (RI.4.9)
I can take notes and categorize information. (W.4.8)

Supporting Learning Targets

- I can identify details that support the main ideas of a section of *The Scoop on Clothes, Homes, and Daily Life in Colonial America* and *If You Lived in Colonial Times*.
- I can document what I learn about life in a Colonial American village by taking notes.
- I can make inferences using specific details from the text.
- I can synthesize information I learn about work and play in Colonial America from two different texts.

Ongoing Assessment

- Inferring T-chart



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Explicit Details and Inferences of Text 1: Work in the Colonies (15 minutes)Explicit Details and Inferences of Text 2: Play in the Colonies (15 minutes)Synthesizing: This or That (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Write-Pair-Share (10 minutes)Homework	<ul style="list-style-type: none">For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support.This lesson involves chunking text. If appropriate, explicitly name this strategy for students.Review Part C of Work Time (This or That) carefully before the lesson, in order to visualize the activity, which involves students moving to two corners of the room. Choose which questions are most important to ask, since there may not be enough time to have students discuss all four questions.

Lesson Vocabulary	Materials
record, main idea, supporting details, notes, inference, explicit, synthesize; spinning, weaving, knitting, churn, trenchers, quilting, barn raisings, harvest, festivals, plantation, dress ball	<ul style="list-style-type: none">John Allen anchor chart (from Lessons 2 and 3)Inferring Three-Column graphic organizers (from Lessons 4 and 6)Explicit versus Inferred anchor chart (from Lesson 4)<i>If You Lived in Colonial Times</i> (book; one per student; pages 48-49)<i>The Scoop on Clothes, Homes, and Daily Life in Colonial Times</i> (book; one per student; Chapter 4)Inferring T-chart (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Remind students that they have been reading several texts in order to understand the way people lived during the Colonial America. Review information learned so far about life in a colonial village by revisiting the John Allen anchor chart from Lessons 2 and 3 as well as students' Inferring Three-Column graphic organizers from Lessons 4 and 6. Ask students to identify at least one new thing they've learned about life in Colonial America and turn and tell a partner.• Review the last two targets: "I can make inferences using specific details from the text," and "I can synthesize information I learn about religion in Colonial America from two different texts." Ask students to explain to a partner what it means to <i>infer</i> about what they've read and what it means to <i>synthesize</i>. Point out that in some respects, synthesizing is putting a bunch of little inferences together in order to create new learning.• Explain that today students will continue to be detectives in learning about life in Colonial America. They will use the information they read to help them continue to draw conclusions or form opinions about what life was like for the colonists. As detectives they will need to pay close attention to details as they read in order to help them determine what life was like for the colonists.• Remind students of their previous work; point to the Explicit versus Inferred anchor chart, which was created in Lesson 3.• Have students give a quick thumbs-up, -sideways, or -down to indicate how well they understand today's learning targets.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a lightbulb for <i>main idea</i>, a magnifying glass for <i>inference</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.• All students developing academic language will benefit from direct instruction of academic vocabulary.• ELLs can record new terms in personal dictionaries or their vocabulary notebooks that they can refer back to throughout the module.



Work Time	Meeting Students' Needs
<p>A. Explicit Details and Inferences of Text 1: Work in the Colonies (15 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their text <i>If You Lived in Colonial Times</i>. Orient them to pages 48–49.• Determine how much support students need with this text. If some students are strong enough that they can read the text aloud with support, ask them to read with a partner the section “Did People Work Hard in Colonial Days?” on pages 48–49 (students should alternate paragraphs so both have a chance to practice reading aloud). If some students need more support, pull aside this group of students and read aloud to them. If all students need support, read aloud to the class. Remember that this read-aloud is to promote fluency; simply read slowly, fluently, and without interruption. Do not discuss the text with students at this point.• Ask students to reread the text again silently on their own, thinking about gist. As they reread this text, also ask them to circle any words that they are unfamiliar with or that confuse them.• Then invite students to talk with their partner about the gist; this should be fairly obvious based on the heading of the section.• Next, distribute the Inferring T-chart and ask students to work with their partner to identify details from the text that help them understand what kind of work colonists had to do to survive.• Ask students to list those details in the left-hand column on their Inferring T-chart.• As before in Lesson 6, ask students to make some inferences:<ul style="list-style-type: none">* “What do those details help you figure out about what life was like in Colonial America?” Ask students to record their inferences in the right-hand column of their Inferring T-chart. Remind students to write inferences in the form of notes, not complete sentences.• Circulate to read students’ detail lists and inferences and to support as needed.	<ul style="list-style-type: none">• 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.• Students needing additional support may benefit from partially filled-in graphic organizers.



Work Time (continued)	Meeting Students' Needs
<p>B. Explicit Details and Inferences of Text 2: Play in the Colonies (15 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their text <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>. Focus them on Chapter 4, “Fun and Games.”• Ask them to repeat the same process they just did (with <i>If You Lived in Colonial Times</i>). Tell them that their purpose is to continue to identify details and make inferences, but ALSO to think about how the information is the same and different in the two texts.• As before, determine how much support students need with this text. If some students need more support, pull aside that group of students and read aloud to them. If all students need support, read aloud to the class. Remember that this read-aloud is to promote fluency; do not discuss the text with students at this point.• As before, have students do the following:<ul style="list-style-type: none">* Reread the text again silently, thinking about gist and circling unfamiliar words.* Talk with their partner to figure out the gist of the passage.* Identify details from the text that help them understand how the colonists enjoyed themselves (and list on left-hand column of T-chart).* Infer what these details help them understand about life in the colonies (record on right-hand column of T-chart).• Circulate around the room to read students’ detail lists and inferences and to support as needed.	<ul style="list-style-type: none">• Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs.• 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.



Work Time (continued)	Meeting Students' Needs
<p>C. Synthesizing: This or That (15 minutes)</p> <ul style="list-style-type: none">• Identify two corners or sides of the room where the students will gather in groups based on their answer to a series of synthesis questions.• Explain the process to students:<ul style="list-style-type: none">* They will be asked a question.* They will have a minute to think about their answer, based on what they've learned about work and play in Colonial America from the texts they've read.* They will then move to the corner of the room that is designated for their answer.* Once in their spot, they will discuss their opinion with the other students in their spot: Why did you choose this answer?* They will need to have their T-charts and texts with them so they can support their opinion with evidence.* The group will then create a one-sentence synthesis statement to share with the rest of the class.* A spokesperson from each group will share the group's synthesis.* They will repeat the process with a new question.• Possible questions (choose, as time permits):<ul style="list-style-type: none">* What did the colonists feel was most important to their lives in the new world—work or play?* Where was the hardest work done—inside or outside?* Who contributed more to the survival of the family—men or women?* Colonists believed that only the children should play—true or false?	<ul style="list-style-type: none">• During the This or That activity, be sure to give students adequate think/wait time before asking them to move to the new spot. Giving students 20 to 30 seconds to think about their answers is helpful to all students, especially ELLs and struggling learners.• A possible extension would be hold a caucus: Allow students to “not know” and gather in a third group in the middle. Then each of the other two groups will need to convince the “undecideds” that their “corner” is the best answer based on the texts.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Write-Pair-Share (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take a few minutes to write a synthesis statement (at the bottom of their Inferring T-chart) about the roles work and play had in a colonial village.• Then invite them to share this synthesis statement with their reading partner.• Remind students of the learning targets: “I can make inferences using specific details from the text,” and “I can synthesize information I learn about work and play in Colonial America from two different texts.” While reading today they acted as “detectives” by recording details about what they read in order to help them make an inference about work and play in Colonial America. And through active conversations with their peers, they synthesized their thinking about several questions about work and play in colonial times.• Collect students’ graphic organizers to informally assess their synthesis statements. (Check to see if students are beginning to get to the bigger synthesis that life in Colonial America was very challenging, and that colonists had to not only work hard, but cooperate with others and be emotionally strong).	<p>ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</p>
Homework	Meeting Students' Needs
<p>Add new words to your Vocabulary Notebook. Choose at least five words that you think are really important from the “Fun and Games” chapter of The Scoop on Clothes, Homes, and Daily Life in Colonial America and pages 48–49 of <i>If You Lived in Colonial Times</i>.</p>	



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

Supporting Materials



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Inferring T-Chart

Details from Text 1 (Explicit information)	My Inferences (What this makes me think about work in colonial times)
Details from Text 2 (Explicit information)	My Inferences (What this makes me think about play in colonial times)

Synthesis statement regarding the role work and play played in Colonial America:



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

End of Unit 1 Assessment: Inferring and Synthesizing (from two texts) about Life in Colonial America



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

I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1)

I can determine the meaning of content words or phrases in an informational text. (RI.4.4)

I can accurately synthesize information from two texts on the same topic. (RI.4.9)

Supporting Learning Targets

- I can support my inferences with details from the text.
- I can synthesize information from two or more documents on the same topic.

Ongoing Assessment

- End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America

Agenda

1. Opening
 - A. Engaging the Reader (5 minutes)
2. Work Time
 - A. On-Demand Assessment (40 minutes)
3. Closing and Assessment
 - A. Reflection (15 minutes)
4. Homework

Teaching Notes

- In advance: Prepare a chart with this lesson's two long-term learning targets on it.



Lesson Vocabulary	Materials
(incorporated in the End of Unit 1 Assessment)	<ul style="list-style-type: none">• Long Term Learning Targets chart (new; teacher created; see Opening A)• <i>The Scoop on Clothes, Homes, and Daily Life in Colonial Times</i> (book; one per student; pages 18-21)• End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America (one per student)• Tracking My Progress, End of Unit 1 recording form (one per student)• End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America (Answers, for Teacher Reference)• 2-point Rubric: Writing from Sources/Short Response (for Teacher Reference; use this to score students' assessments)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Display the Long-Term Learning Targets chart with the two targets on it:<ul style="list-style-type: none">* I can use details and examples to explain explicit information and inferences in informational text.* I can accurately synthesize information from two texts on the same topic.• Invite a student volunteer to read each target aloud. Remind students that for the last several days they have been working toward these two targets.• Ask them to think about how they've learned to <i>make inferences</i> and <i>synthesize</i> their learning and the different ways they have practiced these reading strategies, as they've become experts on life in Colonial America. Add students' comments to the long-term learning targets chart.• Tell students that today, they will have a chance to share what they know on the end of unit assessment.	



Work Time	Meeting Students' Needs
<p>A. On-Demand Assessment (40 minutes)</p> <ul style="list-style-type: none">• Distribute <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> (one per student). Focus students on pages 18-21.• Distribute the End of Unit 1 Assessment. Address any clarifying questions.• Give students 35 minutes to independently complete this on-demand assessment.	<ul style="list-style-type: none">• 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.• Provide ELLs bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. ELLs should be familiar with how to use glossaries or dictionaries. These are an accommodation provided to ELLs on NY State assessments.



Closing and Assessment	Meeting Students' Needs
<p>A. Reflection (15 minutes)</p> <ul style="list-style-type: none">• Ask students to think about how they have worked toward the long-term learning targets. Remind them that at the end of every lesson they have been asked to share the ways they have met the learning targets with a partner or in an exit ticket. Introduce the Tracking My Progress, End of Unit 1 recording form and explain to the class that you would like them all to do this again today. Tell them that a <i>self-assessment</i> means that they will get to think about what they know about the learning targets themselves. It will help them figure out what they need to work on in the future and it will help you, the teacher, to get a peek inside their brains so that you can help them learn even more.• Point out Step 1 in the self-assessment and tell students that this is where you would like them explain what the target means to them. For example, the first target uses the words <i>explicit</i> and <i>inferences</i>. They should write what the target means “in their own words” by explaining what the words explicit and inferences mean when reading informational text. Point out the second step and explain that this is similar to the thumbs-up, -sideways, or -down that they have been using. Finally, point out Step 3 and explain the picture they circled in Step 2. Here they should explain why they think they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as “I circled that I need more help because I can’t remember what the word <i>explicit</i> means.”• Acknowledge the students’ hard work as historians and detectives during this unit. Inform them that their journey toward understanding what life was like in Colonial America will continue in Unit 2. They will learn more about the roles people played in a colonial village and how they all worked together to survive difficult situations.	<ul style="list-style-type: none">• 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.• For example: “This learning target means _____” or “I circled _____ in Step 2 because _____.”
Homework	Meeting Students' Needs
<p>You are becoming experts on a time in our country’s history that your families may not know a lot about. Share with them some of the things you’ve learned about Colonial America. How did people work and play together?</p>	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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End of Unit 1 Assessment:
Inferring and Synthesizing (from two texts) about Life in Colonial America

.....
Name:
.....

Date:
.....

1. What does the word *purified* mean as it is used on Line 4 of page 19?
 - a. Washing clothes
 - b. Making soap
 - c. Making something hot
 - d. Removing unwanted odors or smells

2. What phrase in the text helps you infer the meaning of *purified*?
 - a. Soap was a messy job.
 - b. Soaking ashes in water
 - c. Stinky cooking fat
 - d. Mixing the fat with lye

3. Cite at least two details from the text to support the inference that colonial women were physically strong.

.....

.....

.....

.....

End of Unit 1 Assessment:

Inferring and Synthesizing (from two texts) about Life in Colonial America

4. Part I:

According to the text, when boys in Colonial America became teenagers, many of them did which of the following?

- a. They went to school to learn to read.
- b. They went to visit England.
- c. They moved away from home to find a job.
- d. They became apprentices to learn a trade.

Part II:

The explicit information from the text that gives the reason for what they did above is:

- a. They were “expected to help from young age/”
- b. “They worked with the goal of becoming tradesmen someday.”
- c. They “chopped firewood.”
- d. They “worked long hours outside the home.”

5. After reading both texts, someone might say the following:

- a. In colonial times, kids had to help with the work.
- b. In colonial times, girls had a lot of fun.
- c. In colonial times, kids got to play a lot.
- d. In colonial times, boys were strong from doing laundry.

6. Paragraph response:

After reading the texts on women’s work and men’s work from *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, write a paragraph explaining how work in colonial times was hard. (Use details from both texts to support your reasoning.)



End of Unit 1 Assessment:

Inferring and Synthesizing (from two texts) about Life in Colonial America
(Answers for Teacher Reference)

This assessment assesses RI.4.1 (Questions 3 and 4), RI.4.4 (Questions 1 and 2), and RI.4.9 (Question 5 and 6).

1. What does the word *purified* mean as it is used on Line 4 of page 19?
 - a. Washing clothes
 - b. Making soap
 - c. Making something hot
 - d. Removing unwanted odors or smells**

2. What phrase in the text helps you infer the meaning of *purified*?
 - a. Soap was a messy job.
 - b. Soaking ashes in water
 - c. Stinky cooking fat**
 - d. Mixing the fat with lye

3. Cite at least two details from the text to support the inference that colonial women were physically strong.

Possible answers:

They did laundry by hand. They worked in the garden. They made candles and soap by hand. They prepared and preserved food. They took care of children. They knitted and mended clothes.



End of Unit 1 Assessment:

Inferring and Synthesizing (from two texts) about Life in Colonial America
(Answers for Teacher Reference)

This assessment assesses R.I. 4.1 (Questions 3 and 4), R.I. 4.4 (Questions 1 and 2), and R.I. 4.9 (Question 5 and 6).

4. Part I:

According to the text, when boys in Colonial America became teenagers, many of them did which of the following?

- a. They went to school to learn to read.
- b. They went to visit England.
- c. They moved away from home to find a job.
- d. They became apprentices to learn a trade.**

Part II:

The explicit information from the text that gives the reason for what they did above is:

- a. They were “expected to help from young age/”
- b. “They worked with the goal of becoming tradesmen someday.”**
- c. They “chopped firewood.”
- d. They “worked long hours outside the home.”

5. After reading both texts, someone might say the following:

- a. In colonial times, kids had to help with the work.**
- b. In colonial times, girls had a lot of fun.
- c. In colonial times, kids got to play a lot.
- d. In colonial times, boys were strong from doing laundry.

6. Paragraph response:

After reading the texts on women’s work and men’s work from *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, write a paragraph explaining how work in colonial times was hard. (Use details from both texts to support your reasoning.)



Possible Answer: Work in colonial times was hard because people had to make and do a lot of things. The text said that women made food, made soap, and did laundry by hand. The other text said that men built homes, took care of animals, grew crops, and worked at a trade. Both texts said that girls and boys had to help with the all the work.



2-Point rubric:

Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2 Point Response	<p>The features of a 2 point response are:</p> <ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability.
1 Point Response	<p>The features of a 1 point response are:</p> <ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt.• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.• Incomplete sentences or bullets
0 Point Response	<p>The features of a 0 point response are:</p> <ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate.• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable.

¹From New York State Department of Education, October 6, 2012.



Tracking My Progress, End of Unit 1

Name: _____

Date: _____

Learning Target: I can use details and examples to explain explicit information and inferences in informational text.

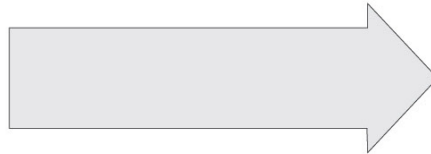
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, End of Unit 1

Name: _____

Date: _____

Learning Target: I can accurately synthesize information from two texts on the same topic.

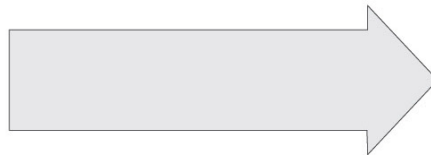
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:
