



EXPEDITIONARY  
LEARNING

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

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"><li><i>If You Lived in Colonial Times</i> (book; one per student; pages 32-33)</li><li>John Allen anchor chart (from Lessons 2 and 3)</li><li>Explicit vs. Inferred anchor chart (from Lesson 4)</li><li>Inferring Three-Column graphic organizer (one per student)</li><li>"Religion in the Colonies" text (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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 <b>John Allen anchor chart</b> from Lessons 2 and 3.</li><li>• 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 <b>Explicit vs. Inferred anchor chart</b>, which was created in Lesson 4.</li><li>• 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.</li><li>• Have students give a quick thumbs-up, -sideways, or -down to indicate how well they understand today's learning targets.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing nonlinguistic symbols (e.g., a 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.</li><li>• All students developing academic language will benefit from direct instruction of academic vocabulary.</li><li>• ELLs can record new terms in personal dictionaries or vocabulary logs that they can refer back to throughout the module.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Partner Reading: Explicit Details of Page 32–33 (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to locate their text <i>If You Lived in Colonial Times</i> and their <b>Inferring Three-Column graphic organizer</b> (this graphic organizer looks exactly the same as the one students used in Lesson 4).</li><li>• 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.</li><li>• Ask students to reread the text again silently, thinking about gist.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.</li><li>• Students needing additional support may benefit from partially filled-in graphic organizers.</li></ul>
<p><b>B. Partner Reading: Drawing Inferences about Pages 32–33 (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Draw students' attention once again to the fourth learning target: “I can make inferences using specific details from the text.” Ask students to reread “What Did People Do on Sunday?” while thinking about the explicit details they have already identified.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Partner Reading: Explicit Details of Second Text (15 minutes)</b></p> <ul style="list-style-type: none"><li>Have students look at the right-hand column of the graphic organizer. Read aloud or ask students to read with their partner the text “<b>Religion in the Colonies</b>”. 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.</li></ul>	<ul style="list-style-type: none"><li>For students requiring additional support you may consider limiting the number of words students underline or consider having students focus on a smaller chunk of text in the shared reading.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Synthesis Statements and Debrief (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul> <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"><li>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li></ul>
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>	



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## 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:**

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**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.