

# Grade 4: Module 1A

## Overview



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## GRADE 4: MODULE 1A: OVERVIEW

### Becoming a Close Reader and Writing to Learn: Oral Tradition, Symbolism, Building Community

Module 1A focuses on building community by making connections between visual imagery, oral accounts, poetry, and written texts of various cultures, with a focus on the Haudenosaunee (Iroquois) culture. Students will determine a central idea and demonstrate how gathering information from a variety of sources can help us understand a central idea more fully. Module 1 also reinforces reading fluency, close text analysis, explanatory paragraph writing, and presenting to peers. The module reinforces the fact that Native Americans—specifically the Iroquois (Haudenosaunee, People of the Longhouse)—were early inhabitants of the New York region and state, and continue to contribute to the region’s history.

In Unit 1, students will read and listen closely to interpret main ideas and thematic connections between visual imagery (symbols and graphics), oral tradition (Haudenosaunee video), and literary texts (“Birth of the Haudenosaunee”, Two Row Wampum, and Frost’s “A Time to Talk”). Students will demonstrate their understanding by creating symbols and writing explanatory paragraphs about how they connect to the texts (W.4.11, RL.4.11).

In Unit 2, students read *The Iroquois: The Six Nations Confederacy* and view authentic video about the Haudenosaunee, to learn about how the community transcends time. At the end of Unit 2, students write an explanatory piece about how the lives of the Haudenosaunee people have changed and remained the same since the Europeans came to the continent, drawing evidence from two sources to support their claim (W.4.9). Unit 2 will also introduce an optional Independent Reading project that focuses on character development and connects to the other module texts.

Unit 3 consists of a read-aloud of Patricia Polacco’s *The Keeping Quilt* and a close reading of other texts to draw the module together. Students will use these texts, and what they have learned about symbols, culture and community, to create a “quilt” that defines the classroom community. Each student will create a symbol on a quilt square about themselves in the context of the classroom [how they can contribute to the classroom community/ what is required of them in order to make the classroom a peaceful community/ what community means]; write explanatory paragraphs about their quilt square, including how it was influenced by the module texts; and present it to the class as the performance task (W.4.2).

#### Guiding Questions And Big Ideas

- ***How can we use what we have learned about another community to help define what we want for our classroom community?***
- *Peace can be created and sustained through agreements and actions.*
- *Understanding a culture comes from studying stories, oral traditions, and symbols.*

#### Performance Task

##### ***Classroom Community Quilt***

This performance task gives students a chance to learn about each other and apply the knowledge they have gathered from the module to create a classroom community. Students will create a “quilt” that defines the classroom community, where each student creates a symbol on a quilt square about themselves [how they can contribute to the classroom community/ what is required of them in order to make the classroom a peaceful community/ what community means], write explanatory paragraphs about their quilt square, and present it to the class as the performance task. **The three-part performance task centers on NYSP12 ELA Standards W.4.2, W.4.5, W.4.9, and L.4.3.**

**GRADE 4: MODULE 1A: OVERVIEW**  
English Language Arts Outcomes

NYS P12 CCLS Assessed in This Module: READING—LITERATURE	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what a text says using specific details from the text.</li> <li>• I can make inferences using specific details from the text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.4.2. Determine a theme of a story, drama, or poem from details in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the theme of a story or text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (<i>Independent Reading</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe a story’s character or events using specific details from the text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.4.4. Determine the meaning of words and phrases as they are used in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine word meanings in a text.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying how each version reflects specific descriptions and directions in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make connections between symbols, images, texts, and oral presentations.</li> </ul>
<ul style="list-style-type: none"> <li>• RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare different versions of the same story.</li> </ul>
NYS P12 CCLS Assessed in This Module: READING—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use details and examples to explain explicit information and inferences in informational text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the main idea using specific details from the text.</li> <li>• I can summarize informational or persuasive text.</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the main points in a nonfiction text accurately.</li> <li>• I can support my explanation using specific details in the text.</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of academic words or phrases in an informational text.</li> <li>• I can determine the meaning of content words or phrases in an informational text.</li> </ul>

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English Language Arts Outcomes

NYSP12 CCLS Assessed in This Module: Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the organizational structure in informational or persuasive text</li> </ul>
<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>I can interpret information presented through charts, graphs, timelines, or websites.</li> </ul>
NYSP12 CCLS Assessed in This Module: Writing	Long-Term Learning Targets
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Provide a concluding statement or section related to the information or explanation presented.</p>	<p>I can write an informative/explanatory text.</p> <p>I can write an informative/explanatory text that has a clear topic.</p> <p>I can group supporting facts together about a topic in an informative/explanatory text.</p> <p>I can develop the topic with facts, definitions, details, and quotations.</p> <p>I can use linking words and phrases (e.g., another, for example, also, because) to connect ideas within categories of information.</p> <p>I can use contextually specific language/vocabulary to inform about or explain a topic.</p> <p>I can construct a concluding statement or section of an informative/explanatory text.</p>
<ul style="list-style-type: none"> <li>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the writing process to produce clear and coherent writing (with support).</li> </ul>

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English Language Arts Outcomes

NYSP12 CCLS Assessed in This Module: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• 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.”).</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research.</li> <li>• I can explain how an author uses reasons and evidence to support particular points in a text.</li> </ul>
<ul style="list-style-type: none"> <li>• W.4.11 Create and present a poem, narrative, play, artwork or literary view in response to a particular author or theme studied in class</li> </ul>	<ul style="list-style-type: none"> <li>• I can create artwork and explain how it connects to themes studied in class</li> </ul>

NYSP12 CCLS Assessed in This Module: SPEAKING AND LISTENING	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• Choose words and phrases to convey ideas precisely.</li> </ul>	<ul style="list-style-type: none"> <li>• I can express ideas using carefully chosen words.</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a variety of strategies to determine the meaning of words and phrases.</li> <li>• I can use what the text says to help me to determine what a word or phrase means.</li> </ul>

Central Texts
1. “Birth of the Haudenosaunee” By Dehowähda-dih - Bradley Powless, Eel Clan, Onondaga Nation—included in module
2. Haudenosaunee Thanksgiving Address (excerpts)- included in module
3. Two Row Wampum – included in module
4. “A Time to Talk” by Robert Frost- included in module
5. Video: “The Stone Canoe” - <a href="http://www.onondaganation.org/news/video/2008/the-stone-canoe-the-story-of-the-peace-maker-2/">http://www.onondaganation.org/news/video/2008/the-stone-canoe-the-story-of-the-peace-maker-2/</a>
6. Video: Recording our History <i>link to be added</i>
7. Mary Englar, <i>The Iroquois: The Six Nations Confederacy</i> (Mankato, MN: Capstone Press, 2003); ISBN: 978-0-7368-4817-6
8. Video: “Life at Onondaga”- <i>link to be added</i>
9. <i>The Keeping Quilt</i> by Patricia Polacco (for teacher read aloud; only one copy needed); ISBN: 978-0-6898-4447-8
10. Other open-source texts- included in module
11. Optional Independent Reading (see guidance document): Joseph Bruchac, <i>Eagle Song</i> (New York: Puffin Books, 1997); ISBN: 978-0-14-130169-3

## GRADE 4: MODULE 1A: OVERVIEW

### Calendared Curriculum Map:

#### Week at a Glance

Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: Haudenosaunee: Consensus Building in Community</b>			
<b>Weeks 1-3</b>	<ul style="list-style-type: none"> <li>• Mystery Symbols: Gallery Walk of various symbols including those of the Haudenosaunee</li> <li>• Hear and read historical Haudenosaunee texts and video</li> <li>• Use maps for student reference.</li> <li>• Read “Birth of the Haudenosaunee”</li> <li>• View an introduction video from the Onondaga Nation that addresses oral tradition</li> <li>• Read a poem about communication.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what a text says using specific details from the text.</li> <li>• I can explain the main points in a historical text accurately.</li> <li>• I can effectively participate in discussion with my peers and adults.</li> <li>• I can explain oral tradition</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment: Independent reading about the Haudenosaunee Two Row Wampum story; make inferences; use specific details to answer questions about the text. (RI.4.1, RI.4.3, SL.4.1)</li> </ul>
	<ul style="list-style-type: none"> <li>• Learn the structure of an explanatory paragraph.</li> <li>• Write explanatory paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• I can write an informative/explanatory text.</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 1 Assessment: Write explanatory paragraph about student-created wampum belts and how it connects to the texts. (W.4.2 and SL.4.1)</li> </ul>

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### Calendared Curriculum Map:

#### Week at a Glance

Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: Haudenosaunee: A Community that Transcends Time</b>			
<b>Weeks 3-5</b>	<ul style="list-style-type: none"> <li>• Read <i>The Iroquois: The Six Nations Confederacy</i> with a focus on central ideas, supporting details, and context clues</li> <li>• View video of Haudenosaunee today</li> <li>• Read article about contemporary lacrosse players</li> <li>• Write explanatory paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the main idea using specific details from the text.</li> <li>• I can determine the meaning of academic words or phrases in an informational text.</li> <li>• I can write an informative/explanatory text.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 2 Assessment: Independent reading regarding Iroquois and answering text-dependent questions. (RI.4.1, RI.4.2, W.4.8, W.4.2, SL.4.1)</li> <li>• End of Unit 2 Assessment: Using evidence from the texts and videos, describe how the lives of the Haudenosaunee have changed and stayed the same over time. (RI.4.1, RI.4.3, W.4.3)</li> </ul>
<b>Optional Independent Reading Project using <i>Eagle Song</i></b>	<ul style="list-style-type: none"> <li>• Introduce optional Independent Reading Project. Write explanatory paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe a story’s setting using specific details from text.</li> <li>• I can describe a story’s character using specific details from text.</li> <li>• I can determine the theme of a story or text.</li> <li>• I can effectively participate in a conversation with my peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Packet</li> <li>• Students select one scene from <i>Eagle Song</i> in which the main character displays the beliefs of the Peacemaker and explain how the character is upholding traditional values using details from the texts. (RL.4.3, RL.4.11, W.4.9)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 3: Creating A Classroom Community</b>			
<b>Week 6 - 7</b>	<ul style="list-style-type: none"> <li>• Students will listen to a read aloud of Patricia Polacco’s “The Keeping Quilt”</li> <li>• With teacher support, students will close read and discuss other texts about global traditions</li> </ul>	<ul style="list-style-type: none"> <li>• I can answer questions using evidence from the text.</li> <li>• I can determine the main idea using specific details from the text.</li> <li>• I can connect texts from different cultures around central ideas</li> <li>• I can effectively participate in discussions with my peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 3 : none</li> </ul>
	<ul style="list-style-type: none"> <li>• Students will create a symbol that represents themselves on a “quilt square”</li> <li>• Students will write a paragraph to explain their symbol</li> <li>• Students will present their paragraph to the class</li> <li>• The class will build the quilt, react to it individually, and engage in a class discussion about what the quilt means and says about their community</li> <li>• The students will connect aspects of their community (based on the quilt) to texts, visuals, and or videos they have studied in the units</li> </ul>	<ul style="list-style-type: none"> <li>• I can write an informative/explanatory text.</li> <li>• I can express my ideas using carefully chosen words and symbols.</li> <li>• I can use the writing process to produce clear and coherent writing.</li> <li>• I can effectively present to my peers</li> <li>• I can participate in discussions with my peers and adults.</li> <li>• I can make connections between texts, visuals, and oral presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 3/Final Performance Task:</li> <li>• Students will use these texts, and what they have learned about symbols and community to create a “quilt” that defines the classroom community, where each student creates a symbol on a quilt square about themselves in the context of the classroom [how they can contribute to the classroom community/ what is required of them in order to make the classroom a peaceful community/ what community means], writes explanatory paragraphs about their quilt square, and presents it to the class. They will then link the message of their classroom quilt to texts, visuals, or videos they have studied in this module. (RL4.11, RI4.9, SL4.4, W4.2)</li> </ul>