# Grade 4, Module 1, Unit 3

## Table of Contents

1. **Module 4.1 Module Overview**  
   *Becoming a Close Reader and Writing to Learn: Native Americans in New York*  
   See separate stand-alone document on EngageNY

2. **Module 4.1: Assessments**  
   See separate stand-alone document on EngageNY

3. **Module 4.1: Performance Task**  
   *A Constitution for Our School Community*  
   See separate stand-alone document on EngageNY

4. **Module 4.1 Unit Overview**  
   *Unit 3: Culminating Project: A Constitution for Our School Community*

5. **Module 4.1: Recommended Texts**

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## Module 4.1: Unit 3 Lessons

A. **Lesson 1:** *Analyzing Data: Conflict in Schools*

B. **Lesson 2:** *Written Conversation: The Need for School Constitutions*

C. **Lesson 3:** *Close Read: Communication and Conflict Resolution Strategies*

D. **Lesson 4:** *Mid-Unit Assessment: Reading About Conflict Resolution to Determine Main Idea and Supporting Details*

E. **Lesson 5:** *Creating Our Parts of the Constitution*

F. **Lesson 6:** *Revising Our Constitution Using Powerful Words*

G. **Lesson 7:** *Organizing the Sections of Our Constitution*
### Module 4.1: Unit 3 Lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.</td>
<td>Lesson 8: <em>Our Constitution: Linking Words and Phrases</em></td>
</tr>
<tr>
<td>I.</td>
<td>Lesson 9: <em>Examining Models: Criteria for Success for Our Explanator Paragraphs</em></td>
</tr>
<tr>
<td>J.</td>
<td>Lesson 10: <em>Planning and Drafting Explanatory Paragraphs</em></td>
</tr>
<tr>
<td>K.</td>
<td>Lesson 11: <em>Critiquing and Polishing Our Explanatory Paragraphs</em></td>
</tr>
<tr>
<td>L.</td>
<td>Lesson 12: <em>End of Unit Assessment: On-Demand Paragraph Writing</em></td>
</tr>
</tbody>
</table>
In the third unit, students will build on the themes from Unit 2’s *Eagle Song*. They will read and interpret data related to conflict and bullying in school, and study magazine articles related to bullying and conflict resolution. Students will discuss what is going well in their school as well as imagine how the learning environment might change if a document such as the Iroquois Constitution were put into place and upheld by all members of the school community. Working with a partner, students will reflect on the conflict resolution strategies they read about and develop a section for a constitution that would help to resolve the issues presented in the data. Students will revise their sections so that their writing can have a powerful impact on those who read or hear it. The class will then work together to combine their sections into a cohesive document. Then students will use the writing skills they have developed throughout the module to independently compose a paragraph explaining the purpose of their constitution. Finally, as an end of unit on-demand assessment, students will reread the data they initially studied and write a paragraph in which they explain how their class constitution will address one of these issues.
### END OF UNIT ASSESSMENT

**Writing to Explain How the Constitution Addresses Issues in the Data**

This assessment centers on NYSP12 CCLS Standards W.4.2, W.4.4, and W.4.10. Students independently review the data they examined earlier in the unit. They then write a paragraph, using a problem/solution structure, to explain how their class constitution with help prevent or resolve issues illuminated by the data.

### 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.

#### NYS SOCIAL STUDIES CORE CURRICULUM

**Native Americans in New York State:**

- 4.5c. Native American groups developed political practices that included a consensus model of decision making, and these practices influenced the development of United States democracy.
- 4.5d. Native American communities made significant contributions to the development of the United States and New York.
- Government:
  - 4.12. Systems of government exist, at the local, county, state, and federal level within the United States, to create and enforce laws to protect the people and general interests of the community, state, and nation.

### CENTRAL TEXTS

1. The Great Law of Peace, or Iroquois Constitution
# Grade 4, Module 1: Unit 3 Overview

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

This unit is approximately 2 weeks or 12 sessions of instruction.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| Lesson 1 | Analyzing Data: Conflict in Schools              | • I can interpret information presented through charts, graphs, timelines, or Web sites. (RI.4.7)  
• I can effectively participate in a conversation with my peers and adults. (SL.4.1) | • I can document what I learn about a topic by taking notes on what I have read.  
• I can read and analyze data to identify problems in schools.  
• I can discuss problems I identified with my peers. | • Teacher Observations  
• Student Notes |
| Lesson 2 | Written Conversation: The Need for School Constitutions | • I can effectively participate in a conversation with my peers and adults. (SL.4.1)  
• I can document what I learn about a topic by taking notes. (W.4.8) | • I can use what I have learned about the Iroquois Constitution and conflict resolution strategies to discuss the need for a constitution in all schools.  
• I can use notes to write down my ideas and share them with a peer. | • Teacher Observations  
• Student Notes |
| Lesson 3 | Close Read: Communication and Conflict Resolution Strategies | • I can answer questions using evidence from text (RI.4.1)  
• I can determine the main idea using specific details from the text. (RI.4.2) | • I can identify details from the article to support my answers to questions.  
• I can group details from the article to identify the main idea. | • Teacher Observations  
• Close-Read Annotations and Margin Notes |
# Lesson Overview

## CALENDARED CURRICULUM MAP: Unit-at-a-Glance

This unit is approximately 2 weeks or 12 sessions of instruction.

<table>
<thead>
<tr>
<th>LESSON</th>
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<th>LONG-TERM TARGETS</th>
<th>SUPPORTING TARGETS</th>
<th>ONGOING ASSESSMENT</th>
</tr>
</thead>
</table>
| Lesson 4 | Mid-Unit Assessment: On-Demand Reading about Conflict Resolution to Determine Main Idea and Supporting Details | • I can explain what a text says using specific details from a text. (RI.4.1)  
• I can determine the main idea using specific details from the text. (RI.4.2) | • I can answer questions about bullying using specific details from a text | • On-demand Mid-Unit Assessment  
• Teacher observations  
• Close read annotations and margin notes |
| Lesson 5 | Creating Our Parts of the Constitution | • I can write an informative/explanatory text (W.4.2) | • I can create a rule or law that will improve our school community. | • Teacher observations  
• Constitution Drafts |
| Lesson 6 | Revising our Constitution Using Powerful Words | • 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)  
• I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)  
• I can express my ideas using carefully chosen words. (L.4.3) | • I can explain how choosing powerful words helps make my writing interesting to read.  
• I can find powerful words in a thesaurus and other texts.  
• I can revise my part of the constitution using powerful words. | • Constitution drafts |
### GRADE 4, MODULE 1: UNIT 3 OVERVIEW

**CALENDARED CURRICULUM MAP:** Unit-at-a-Glance

This unit is approximately 2 weeks or 12 sessions of instruction.

<table>
<thead>
<tr>
<th>LESSON</th>
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<th>SUPPORTING TARGETS</th>
<th>ONGOING ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 7</td>
<td>Organizing the Sections of Our Constitution</td>
<td>• I can write an informative/explanatory text. (W.4.2)</td>
<td>• I can read my section of the Great Law of Peace aloud with fluency and accuracy. • I can explain how the Great Law of Peace was organized. • I can group sections of our constitution together into topics.</td>
<td>• Constitution drafts</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Our Constitution: Linking Words and Phrases</td>
<td>• I can use linking words and phrases to connect ideas within categories of information. (W.4.2.c.)</td>
<td>• I can connect the sections of our school constitution using linking words or phrases.</td>
<td>• Teacher Observations • Polished Constitution</td>
</tr>
<tr>
<td>Lesson 9</td>
<td>Examining Models: Criteria for Success for Our Explanatory Paragraphs</td>
<td>• I can describe the organizational structure in informational or persuasive text (RI.4.5)</td>
<td>• I can explain the purpose of our school constitution in an organized paragraph.</td>
<td>• Topic Expansion graphic organizers or Four-Square graphic organizers • Explanatory Paragraph Drafts</td>
</tr>
<tr>
<td>Lesson 10</td>
<td>Planning and Drafting Explanatory Paragraphs</td>
<td>• 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)</td>
<td>• I can write an informative/explanatory text that has a clear topic. • I can develop the topic with facts, definitions, details, and quotations. • I can use linking words and phrases to connect ideas within categories of information. • I can develop a concluding statement.</td>
<td>• Explanatory rubric • Topic Expansion and Four-Square graphic organizers • School constitution paragraph drafts</td>
</tr>
</tbody>
</table>
### LESSON 11
**Critiquing and Polishing Our Explanatory Paragraphs**
- 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)
- I can identify ways to improve my explanatory paragraph.
- I can use correct writing conventions in my explanatory paragraph.
- Topic Expansion graphic organizers or Four-Square graphic organizers
- Constitution Paragraph Drafts

### LESSON 12
**End-of-Unit Assessment: On-Demand Paragraph Writing**
- I can write routinely for a variety of reasons (W.4.10)
- I can write an informative/explanatory text (W.4.2)
- I can effectively participate in a conversation with my peers and adults. (SL 4.1)
- I can independently write an explanatory paragraph.
- I can follow our class norms when I participate in a conversation.
- I can ask questions so I’m clear about what is being discussed.
- I can answer questions about the topic being discussed.
- Polished Constitution Paragraphs (Homework from Lesson 11)
- End-Of-Unit Assessment: On-Demand Paragraph Writing to Explain How the Constitution Addresses Issues in the Data
### Grade 4, Module 1: Unit 3 Overview

#### Optional: Experts, Fieldwork, and Service

- **Experts:** Invite mediators, life coaches, school counselors, or others in the field of communication and conflict resolution to talk with the class about their work.
- **Fieldwork:** Visit local schools to observe peer mediation in action; visit local newspaper businesses to observe real writers at work.
- **Service:** Offer mediation workshops to teach peers, schools, the PTA what they have learned about conflict resolution or anti-bullying.
- Develop or administer a survey in your own school to determine how students feel or perceive bullying. Discuss school-specific data with your students.

#### Optional: Extensions

- Teach what has been learned to younger students.
- With an art teacher, students design mediation posters to be displayed around the school campus.
- With a technology teacher, create brochures to be displayed in the main office or delivered to local recreation centers, schools, businesses, etc.
- With a music teacher, students write a song or chant that highlights the recommendations shared in the students’ writing pieces with the school community.
In Unit 3, students build knowledge about conflict in schools, bullying, and conflict resolution in order to write their own class constitution. The list below contains works with a range of Lexile text measures on this topic, including literature about youth getting along with each other and some informational texts about the U.S. Constitution. This provides appropriate independent reading for each student to help build content knowledge.

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

Where possible, materials in languages other than English are also provided. Texts are categorized into three Lexile levels 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)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR AND ILLUSTRATOR</th>
<th>TEXT TYPE</th>
<th>LEXILE MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td>Elizabeth Raum (author)</td>
<td>Informational text</td>
<td>450</td>
</tr>
<tr>
<td>Pinky and Rex and the Bully</td>
<td>James Howe (author), Melissa Sweet (illustrator)</td>
<td>Literature</td>
<td>480</td>
</tr>
<tr>
<td>What Does Peace Feel Like?</td>
<td>Vladimir Radunsky (author/illustrator)</td>
<td>Informational text</td>
<td>480*</td>
</tr>
<tr>
<td>14 Cows to America</td>
<td>Carmen Agra Deedy (author), Thomas Gonzalez (illustrator)</td>
<td>Informational text</td>
<td>540</td>
</tr>
<tr>
<td>14 vaca para America</td>
<td>Carmen Agra Deedy (author), Thomas Gonzalez (illustrator)</td>
<td>Informational text</td>
<td>540</td>
</tr>
</tbody>
</table>

1 Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Copyright © 2012 MetaMetrics.

* Lexile based on conversion from Accelerated Reader level.
### Grade 4, Module 1: Unit 3 Recommended Texts

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR AND ILLUSTRATOR</th>
<th>TEXT TYPE</th>
<th>LEXILE MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking to School: A Story from Northern Ireland</td>
<td>Eve Bunting (author), Michael Dooling (illustrator)</td>
<td>Literature</td>
<td>560</td>
</tr>
<tr>
<td>Stand Tall, Molly Lou Melon</td>
<td>Patty Lovell (author), David Catrow (illustrator)</td>
<td>Literature</td>
<td>560</td>
</tr>
<tr>
<td>Crash</td>
<td>Jerry Spinelli (author)</td>
<td>Literature</td>
<td>560</td>
</tr>
<tr>
<td>Bobby vs. Girls (Accidentally)</td>
<td>Lisa Yee (author), Dan Santat (illustrator)</td>
<td>Literature</td>
<td>650</td>
</tr>
<tr>
<td>Wangari’s Tree of Peace: A True Story from Africa</td>
<td>Jeannette Winters (author)</td>
<td>Literature</td>
<td>730</td>
</tr>
<tr>
<td>Can We Get Along?: Dealing with Differences</td>
<td>John Burstein (author)</td>
<td>Informational text</td>
<td>730</td>
</tr>
</tbody>
</table>

Lexile text measures within band level (740–1010L)

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR AND ILLUSTRATOR</th>
<th>TEXT TYPE</th>
<th>LEXILE MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying and Me: Schoolyard Stories</td>
<td>Ouisie Shapiro (author), Steven Vote (photographer)</td>
<td>Informational text</td>
<td>740</td>
</tr>
<tr>
<td>Sweet Land of Liberty</td>
<td>Deborah Hopkinson (author), Leonard Jenkins (illustrator)</td>
<td>Informational text</td>
<td>750</td>
</tr>
<tr>
<td>Fighting for Equal Rights: A Story about Susan B. Anthony</td>
<td>Maryann N. Weidt (author), Amanda Sartor (illustrator)</td>
<td>Informational text</td>
<td>810</td>
</tr>
<tr>
<td>The Hundred Dresses</td>
<td>Eleanor Estes (author), Louis Slobodkin (illustrator)</td>
<td>Literature</td>
<td>870</td>
</tr>
</tbody>
</table>
### GRADE 4, MODULE 1: UNIT 3 RECOMMENDED TEXTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR AND ILLUSTRATOR</th>
<th>TEXT TYPE</th>
<th>LEXILE MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Shiloh</em></td>
<td>Phyllis Reynolds Naylor (author)</td>
<td>Literature</td>
<td>890</td>
</tr>
<tr>
<td><em>Children of the Longhouse</em></td>
<td>Joseph Bruchac (author)</td>
<td>Informational text</td>
<td>950</td>
</tr>
<tr>
<td><em>Shh! We’re Writing the Constitution</em></td>
<td>Jean Fritz (author), Tomie dePaola (illustrator)</td>
<td>Informational text</td>
<td>950</td>
</tr>
<tr>
<td><em>The United States Constitution</em></td>
<td>Karen Price Hosell (author)</td>
<td>Informational text</td>
<td>1030</td>
</tr>
<tr>
<td><em>Cyber Bullying</em></td>
<td>Nick Hunter (author)</td>
<td>Informational text</td>
<td>1050</td>
</tr>
<tr>
<td><em>Elijah of Buxton</em></td>
<td>Christopher Paul Curtis (author)</td>
<td>Literature</td>
<td>1070</td>
</tr>
<tr>
<td><em>Give Me Liberty!: The Story of the Declaration of Independence</em></td>
<td>Russell Freedman (author)</td>
<td>Informational text</td>
<td>1070</td>
</tr>
</tbody>
</table>

Lexile text measures above band level (over 1010L)
# Grade 4, Module 1: Unit 3, Lesson 1

## Analyzing Data: Conflict in Schools

### 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 effectively participate in a conversation with my peers and adults. (SL.4.1)

### Supporting Learning Targets

- I can document what I learn about a topic by taking notes on what I have read.
- I can read and analyze data to identify problems in schools.
- I can discuss problems I identified with my peers.

### Ongoing Assessment

- Teacher Observations
- Student Notes

### Agenda

1. Opening
   A. Engaging the Reader (10 minutes)
2. Work Time
   A. Jigsaw Protocol Part 1: Analyzing the Survey Data (15 minutes)
   B. Jigsaw Part 2: Sharing Their Expertise with Peers (20 minutes)
   C. Jigsaw Part 3: Debrief (5 minutes)
3. Closing and Assessment
   A. Exit Ticket (10 minutes)

### Teaching Notes

- Review: Jigsaw protocol (see Appendix 1)
- Preview the school survey data. Arrange the students into 5 small groups and identify the data each group will analyze.
- Make a copy of the group’s data for every student.
- Prepare the Analyzing Data note-catcher that students use to document information.

### Lesson Vocabulary

- interpret, document, data, analyze, note-taking, conflict, summarize, survey

### Materials

- Chart paper for anchor chart: How Do Constitutions Help a Community?
- School survey data
- Analyzing Data note-catchers
- Chart paper for anchor chart (to prepare for Lesson 3): Possible Rules to Strengthen Our School Community
### OPENING

#### A. Opening: Engaging the Readers (10 minutes)

- Ask the students: “Why did the Iroquois create their constitution?” Invite the students to turn and talk with a partner for a minute. Ask for a few students to share their discussions with the whole class. (Listen for comments such as: “The purpose of the constitution was to avoid conflicts or peacefully solve any conflicts between the 5 nations.”)

- Share the learning targets: “I can read and analyze data to identify problems in schools. I can document what I learn about a topic by taking notes on what I have read. I can discuss problems I identified with my peers.” Invite the students to discuss what these targets mean for their work today. Focus students on their understanding of the phrase, “analyze data.” Ask: “What is data? When we analyze data, what are we doing?” (Listen for comments such as: “Data can be graphs, notes, surveys or anything that gives us information about a topic.” “We analyze data by reading it, looking for similarities, and discussing what the data tells us about a topic.”) Point out to students that data really is just a fancy word for factual information. Today, the information they will be looking at is numbers.

### MEETING STUDENTS’ NEEDS

- Clarifying vocabulary meets the needs of ELLs and other students developing academic language.

- For ELLs, consider posting a nonlinguistic symbol for some of the key vocabulary terms in the targets (e.g. a chart with numbers for “data”).
### A. Jigsaw Part 1: Analyzing the Data (15 minutes)

- Share with the students that the data they will be reading and analyzing is information collected from schools in New York and New Jersey. Explain that the surveys asked students from the fifth grade to ninth grade if they have been involved in a conflict at school.
- Groups will be looking at School Survey Data broken into one of five groups.
- Tell students that they will be using the Jigsaw protocol. Briefly explain the process to students:
  * Students first work independently.
  * They then share insights with a small “expert” group.
  * Finally they regroup to share their expertise with peers who looked at different data.
- Reinforce for students that a Jigsaw only works if everyone learns their part of the materials, since they will then have to apply all pieces of information gathered from each expert.
- Tell students that they will be reading and analyzing the data to draw conclusions about the following questions:
  * “What types of conflicts happen in schools?”
  * “Where do those conflicts happen?”
- They will use the Analyzing Data Note-catchers to document their analysis and create a rule or law that would eliminate the conflict based on their analysis.
- Provide an example, if needed: “Students might identify that pushing, shoving, or hitting is a conflict that often occurs, and a rule or law to eliminate this might be: ‘Be respectful to each other by keeping your hands to yourself.”
- Arrange students in groups of four to five:
  * Group 1: Types and Frequency of Bullying
  * Group 2: Bullying by Location and Gender
  * Group 3: Types of Bullying by Location
  * Group 4: Feeling Unsafe at School
  * Group 5: Behavior Problems in the Classroom
- Distribute the data to each small group. Invite the students to briefly look at the data. Ask them to notice how the data is presented. (Listen for responses like: “The data is presented in bar graphs except Behavior Problems in the Classroom, which is organized with bullet points.”) Remind the students that it is important to pay close attention to the titles and labels when analyzing graphs.

### MEETING STUDENTS’ NEEDS

- Use thoughtful grouping: to support students still developing literacy skills, group them with students who are on-grade-level or above.
- Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.
- The principles of Universal Design for Learning include “multiple means of representation.” Students make sense of charts and graphs differently than written text; this may help some learners process information.
**GRADE 4, MODULE 1: UNIT 3, LESSON 1**  
**ANALYZING DATA: CONFLICT IN SCHOOLS**

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
</table>
| **A. Jigsaw Part 1: Analyzing Survey Data (15 minutes)**  
- Ask students to first analyze the data on their own. They should document notes and summaries in their Analyzing Data note-catchers in order to be prepared for their expert group discussion.  
- After about 5 minutes, ask students to talk in their expert groups. Students then take turns sharing their important points or summaries with each member of their group.  
- After the discussion, have students independently write/reflect on their own understanding on their Analyzing Data Note-catchers. | • Students still developing literacy skills can share their findings with a partner or have a spokesperson for their group.  
*Note: This portion of the lesson where students analyze data on their own presumes that students are familiar with analyzing charts and graphs from previous grades. If your students need more support with this, allow them to try analyzing the data, then model using another data set. Remember to let them try it first.* |
| **B. Jigsaw Part 2: Sharing Their Expertise with Peers (20 minutes)**  
- Ask students to leave their expert group and form a new group that now has a representative from each of the five data groups in it. Students then take turns sharing their analysis and summaries with each other (e.g., the student from Group 1 will share what he or she learned about types and frequency of bullying, directing peers’ attention to that data. Then the student from Group 2 will share, etc.).  
- Ask students to stay with this same small group and discuss patterns in the data:  
  * What types of conflicts did you discover?  
  * In what areas of schools was there more conflict?  
  * What else did you notice?  
  * What questions do you still have? | • For enrichment, group above-grade-level students together during Session 2 and invite them to summarize which survey group appears to be treated most unfairly and predict why that might be. |
| **C. Jigsaw Part 3: Debrief (5 minutes)**  
- After the Jigsaw, ask students to debrief in their small groups. Encourage them to share their thoughts and discoveries:  
  * “Did the group process help members gain an understanding of all of the data?”  
  * “What worked well for the group?”  
  * “Are there discussion skills the group could improve?”  
- Remind them how important it is to learn to collaborate with their peers, and that this is one of the big skills they will be working on all year. Point out to them how much they learn about a hard text (including data) by reading, re-reading, talking, and writing. |
GRADE 4, MODULE 1: UNIT 3, LESSON 1

ANALYZING DATA: CONFLICT IN SCHOOLS

<table>
<thead>
<tr>
<th>CLOSING AND ASSESSMENT</th>
<th>MEETING STUDENTS’ NEEDS</th>
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</thead>
<tbody>
<tr>
<td><strong>A. 1. Thumbs-Up, Thumbs-Down (5 minutes)</strong></td>
<td></td>
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<tr>
<td>• Ask the students, “Based on the analysis of the survey data, would constitutions be helpful for schools?” Students do thumbs-up or thumbs-down. Ask the students, “In what ways would a constitution help a school community?” Begin an anchor chart: “How do Constitutions Help a Community?” Jot students’ responses on the chart. Hold on to this chart to refer back to in future lessons.</td>
<td></td>
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<table>
<thead>
<tr>
<th>HOMEWORK</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tbody>
<tr>
<td>• Reflect on a conflict you have encountered outside of school (e.g., playground, friend’s house, with a sibling, etc.). Describe the conflict on paper and create a rule that would eliminate this conflict.</td>
<td></td>
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</tbody>
</table>

Note: Review students’ Analyzing Data note-catchers. Write all of the students’ rules on a new anchor chart: Possible Rules to Strengthen Our School Community. You will use this new anchor chart in Lesson 3.
Types and Frequency of Bullying in the Last 30 Days

**Bullying by Location and Gender**

*Victimization includes any of 1) teased in an unfriendly way, 2) called hurtful names, 3) unkind rumors spread, 4) made to do something that you didn’t want to do, 5) belongings taken or damaged, 6) threatened to be hurt, or 7) pushed, shoved, hit, kicked, hair pulled, or tripped.

---

Types of Bullying by Location

Feeling Unsafe at School
(on a scale from 1 “very safe” to 10 “very threatened”)

Anonymous online surveys were conducted to assess the prevalence of being bullied and location of victimization in school contexts among youth in 20 middle schools (grades 5 to 9) from 2006 to 2008 in New Jersey and New York.

School Survey Data

Behavior Problems in the American Classroom

By Amber Webb, eHow Contributor

Statistics: Taken by the US Department of Education

Teachers were asked to share behavior problems that happen in the classroom. Below are the findings:

• disrespect toward the teacher (30% of classrooms)
• verbal abuse of the teacher
• student bullying
• physical acts among students
• widespread disorder (9% of classrooms)
• the percentage of problems was higher in urban areas
• the percentage of problems was lower in rural areas

Taken from: Behavior Problems in the American Classroom | eHow.com
http://www.ehow.com/info_7957349_behavior-problems-american-classroom.html#ixzz21U3rz8tm

For Conflict-Resolution lesson: http://www.kidscape.org.uk/childreenteens/whatif/whatif.shtml
Notes:

Based on the survey data, what conflicts exist in the schools of New York and New Jersey?

Create a rule or law that would eliminate the conflict based on your analysis.
Analyzing Data Note-catcher
Analyzing Data: Group 2-Bullying by Location and Gender

Notes:

Based on the survey data, what conflicts exist in the schools of New York and New Jersey?

Create a rule or law that would eliminate the conflict based on your analysis.
Notes:

Based on the survey data, what conflicts exist in the schools of New York and New Jersey?

Create a rule or law that would eliminate the conflict based on your analysis.
GRADE 4, MODULE 1: UNIT 3, LESSON 1

Analyzing Data Note-catcher
Analyzing Data: Group 4-Feeling Unsafe at School

Notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Based on the survey data, what conflicts exist in the schools of New York and New Jersey?

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Create a rule or law that would eliminate the conflict based on your analysis.

________________________________________________________________________
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GRADE 4, MODULE 1: UNIT 3, LESSON 1

Analyzing Data Note-catcher
Analyzing Data: Group 5-Behavior Problems in the Classroom

Notes:

Based on the survey data, what conflicts exist in the schools of New York and New Jersey?

Create a rule or law that would eliminate the conflict based on your analysis.
# Grade 4, Module 1: Unit 3, Lesson 2

## Written Conversation: The Need for School Constitutions

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

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

I can document what I learn about a topic by taking notes. (W.4.8)

### Supporting Learning Targets

- I can use what I have learned about the Iroquois Constitution, problems in schools, and conflict resolution strategies to discuss the need for a constitution in all schools.
- I can use notes to write down my ideas and share them with a peer.

### Ongoing Assessment

- Teacher Observations
- Student Notes

### Agenda

1. **Opening**
   - A. Engaging the Writer (10 minutes)
2. **Work Time**
   - A. Written Conversation (30 minutes)
   - B. Debrief (15 minutes)
3. **Closing and Assessment**
   - A. Exit Ticket (5 minutes)

### Teaching Notes

- In advance: Prepare prompts for the written conversations (on sentence strips; see supporting materials).
- In advance: Gather relevant texts that may give students additional information about how problems in their school are currently solved. Such text may include a school handbook, list of school rules, or another written policy. Choose excerpts that may be particularly relevant to the questions in Part A of Work Time.
- Review: Written Conversations (Appendix 1)

### Lesson Vocabulary

- problem, solution, resolution, note-taking

### Materials

- Chart paper
- Large index cards or sheets of lined paper (1 per student)
- Document camera or interactive whiteboard
- Sentence strips (if interactive equipment is unavailable)
- Texts that may give students additional information about how problems in their school are currently solved (e.g. school handbook, list of school rules, or another written policy)
- Chart paper: Problems in Schools T-chart (heading for left column: Other Schools; heading for right column: Our School)
- How Do Constitutions Help a Community? anchor chart
### OPENING

#### A. Engaging the Writer (10 minutes)
- Ask the students: “Why did the Iroquois create their constitution?” Invite the students to turn and talk for a minute. Ask for a few students to share their discussions with the whole class. (Listen for comments such as: “The Iroquois created their constitution to avoid fights or peacefully solve any problems the tribes were having with one another.”)
- Remind the students of the school data they analyzed in Lesson 1. Ask the students to share some of the problems they identified as occurring in schools today. Make sure students are referring back to the School Survey Data (from Lesson 1) and encourage students to use examples from their Jigsaw conversation.
- Record these problems on the Problems in Schools anchor chart under the left-hand column titled: Other Schools.
- Then give each student a sticky note or index card. Invite the students to write down any similar problems or other problems they see happening in their school. Give the students time to record their thinking.
- Then invite the students to stick their sticky note on the Problems in Schools anchor chart under the right-hand column titled: Our School.
- Read the sticky notes to the class. If any problems are mentioned more than once, remove the repeats, leaving only one mention of the problem on the anchor chart.
- Explain to the students that while they have spent most of their time analyzing problems occurring in schools today, there are great things happening in schools too. Ask the students to turn and talk, discussing issues that once were a problem but now have been resolved in their school. Ask: “Why do you think these things are going well in our school? How could a constitution ensure these great things continue to happen at your school?” Allow a few students to share what’s going well at school.
- Say to the students: “Based on what you have shared, we have some great things happening at our school; however, our school also has some problems similar to other schools in the USA. Using the thumb-o-meter, who would like to see these problems resolved? Show a thumbs-up if you would like to see these problems resolved or a thumbs-down if you would not like to see these problems resolved.”
- Survey the students’ votes. (Most likely, students will vote thumbs-up wanting to see the problems resolved.) There may be some students who vote that they would not like to see problems resolved in their school. For these students, ask them to explain their reason for voting thumbs-down. Students might mention that they think these problems can’t be resolved or that there aren’t any problems in their school. Invite students to discuss whether or not these problems actually do exist in their school with examples. Ask students to share possible pros and cons of not solving school problems. What might happen if a school allows problems to continue?
- Say to the students: “According to your votes, you would like to see these problems resolved! Let’s discuss how we can resolve these problems.”

<table>
<thead>
<tr>
<th>MEETING STUDENTS’ NEEDS</th>
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<tbody>
<tr>
<td>Clarifying vocabulary meets the needs of ELLs and other students developing academic language.</td>
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<td>For ELLs, consider posting a nonlinguistic symbol for some of the key vocabulary terms in the targets.</td>
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<td>Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.</td>
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</table>
GRADE 4, MODULE 1: UNIT 3, LESSON 2
WRITTEN CONVERSATION: THE NEED FOR SCHOOL CONSTITUTIONS

A. Written Conversations (30 minutes)

- Share with the students that they will be discussing possible ways to resolve problems in their school using the Written Conversations protocol.
- Explain to the students that you will display a question on sentence strips (use the interactive whiteboard or document camera, if available). Students will respond to the strip on their index cards. They will then swap the index card with a peer, read that index card, and respond again. Make sure the students know they are to share silently the entire time.
- Give each student an index card or sheet of lined paper. (Have more index cards or paper available in case students run out of room)
- Share the first prompt with the students:
  * “How do problems in our school get solved now?”
- If appropriate, share relevant texts: a school handbook, list of school rules, or another written policy. Give students a few minutes to skim these texts, and address any clarifying questions.
- Invite the students to write for 3 minutes on their index card or paper.
- After 3 minutes, invite the students to exchange their written responses with a peer. Students then read their peer’s opinion and comment on it on the same card.
- Share the second prompt with the students:
  * “Do you think the solutions used today at school are helpful? Why or why not?”
- Again, if appropriate, share relevant texts: a school handbook, list of school rules, or another written policy. Consider focusing students on particular excerpts that are relevant.
- Invite the students to write for 3 minutes on their index card. After 3 minutes, invite the students to exchange their written responses with a peer (could be the same peer as before, or a new person). Students again read their peer’s index card or paper, and comment on it on the same card/paper.
- Continue this process for the remaining 3 prompts.
- Once they have responded to all 5 prompts, ask students: “Have you discovered any new ways to solve problems in our school?”
- Take all comments, but listen specifically for students to say something about using a constitution like the Great Law of Peace to help resolve problems in their school just as it did for the Iroquois. Use this as a transition to the debrief.
- Orient students to the anchor chart: How Do Constitutions Help a Community? (from Lesson 1) Invite students to turn and talk about whether or not their discussions today confirmed or denied their thinking about how a constitution could help a school community (recorded in Lesson 1), specifically their school community? Ask students to share with their partner specific ways a constitution might help their school community. Invite several students to share whole group.

MEETING STUDENTS’ NEEDS

- To support students still developing literacy skills, group them with on-grade-level or above students.
- Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.
- For enrichment, group above-grade-level students together during Session 2 and invite them to summarize which survey group appears to be treated most unfairly and predict why that might be (document in learning log).
- Students still developing literacy skills can share their findings with a partner or have a spokesperson for their group.
### GRADE 4, MODULE 1: UNIT 3, LESSON 2

**WRITTEN CONVERSATION: THE NEED FOR SCHOOL CONSTITUTIONS**

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tr>
<td><strong>B. Debrief (15 minutes)</strong></td>
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<tr>
<td>• Invite the students to share the favorites of their peers’ responses. Ask the students: “Did most students think that how we solve school problems now could be improved? Did we all agree that a constitution, which helped the Iroquois solve problems, could help our school?”</td>
<td></td>
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<tr>
<td>• Share with the students: “Today we decided that a constitution would help solve our school’s problems. Remember from your reading that the Great Law of Peace was a list of more than 100 rules that the 5 tribes needed to follow. Just like the Iroquois, we need to identify specific ways to solve our school problems so that we can create fair rules that everybody can follow. In our next class, we will begin to research ways to solve problems in school.”</td>
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<tr>
<th>CLOSING AND ASSESSMENT</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tr>
<td><strong>A. Exit Ticket (5 minutes)</strong></td>
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<tr>
<td>• Hand each student an index card. Ask students, “In what ways would a constitution help a school community?”</td>
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<tr>
<td>• Give students time to rewrite the statements.</td>
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<tr>
<td>• Collect students’ Exit Tickets to review as a quick assessment and to help you with planning for next learning needs.</td>
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### HOMEWORK | MEETING STUDENTS’ NEEDS

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<td>• In addition, the site novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.</td>
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### Problems in Schools

<table>
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<tr>
<th>PROBLEMS IN OTHER SCHOOLS</th>
<th>PROBLEMS IN OUR SCHOOL</th>
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#### Written Conversation Prompts

Prompt #1: How do problems in your school get solved now?

Prompt #2: Do you think the solutions used today at school are helpful? Why or why not?

Prompt #3: How did the Iroquois solve problems between the 5 nations?

Prompt #4: Do you think the solutions the Iroquois used were helpful? Why or why not?

Prompt #5: Do you think the Iroquois’ solutions to problems could help our school problems. Why or why not?
# Grade 4, Module 1: Unit 3, Lesson 3

## Close Read: Communication and Conflict Resolution Strategies

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

- I can answer questions using evidence from text (RI.4.1)
- I can determine the main idea using specific details from the text. (RI.4.2)

### Supporting Learning Targets

- I can identify details from the article “Smart Speak” to support my answers to questions.
- I can group details from the article to identify the main idea.

### Ongoing Assessment

- Teacher Observations
- Close-Read Annotations and Margin Notes

### Agenda

1. **Opening**
   - A. Engaging the Reader (5 minutes)
2. **Work Time**
   - A. Reviewing Close Reading (15 minutes)
   - B. Close Reading of “Smart Speak” (30 minutes)
3. **Closing and Assessment**
   - A. Debrief (5 minutes)
   - B. Exit Ticket (5 minutes)

### Teaching Notes

- Preview the article “Smart Speak” by Marilyn Cram Donahue
- Review: Helping Students Read Closely (Appendix 1)
- Review the Possible Rules to Strengthen Our School Community (Model). This will guide you when the students offer suggestions of rules after reading the article.

### Lesson Vocabulary

- main idea, supporting details, gist, solution(s), conflict resolution, resolve, scowled, specialist, unproductive, encouraging, body language, jiggle, tug, snapped (verb), dialogue

### Materials

- Index cards
- Close Readers Do These Things anchor chart (created in Unit 1)
- Chart paper
- “Smart-Speak” handout by Marilyn Cram Donahue (one per student)
- Anchor chart: Possible Rules to Strengthen Our School Community (created by teacher between Lessons 1 and 2, based on students’ analysis of the data)
**A. Opening: Engaging the Reader (5 minutes)**

- Invite the class to read the first learning target aloud with you, “I can identify details from the article to support my answers to questions.”
- Circle the phrase *support my answers*. Ask the students to define *support* in this context. How would they *support* their answers to questions? Listen for comments such as: “I can back up my answer with information from what I read,” or I can find the answer in the book or find a sentence in the book that proves my answer is right.”
- Remind the students of their work so far with identifying the main idea and how details support the main idea in Units 1 and 2. Ask the students: “How do you determine the main idea in a text?” “What are supporting details?” Invite students to think, then share with a partner, about these questions. “How does determining the main idea and explaining how it is *supported* with details help us as readers?” Invite students to think, then share with a partner, about this question.
- Tell students that today they will be practicing these reading skills with peers when reading the article “Smart Speak.” Explain that this article shares rules for solving conflicts in a peaceful way that are similar to rules the Iroquois created. Suggest to the class that these strategies might help create rules for conflict resolution just as it did the Iroquois, which might make school a nicer place.

<table>
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<td>A. Opening: Engaging the Reader (5 minutes)</td>
<td>• Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.</td>
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</table>
GRADE 4, MODULE 1: UNIT 3, LESSON 3

CLOSE READ: COMMUNICATION AND CONFLICT RESOLUTION STRATEGIES

A. Reviewing Close Reading (15 minutes)

- Remind the students of the Close-reading they did of the Great Law of Peace (Iroquois Constitution) in Unit 1, and of sections of Eagle Song during Unit 2. Explain to students that they will be closely reading a new article today in order to better understand how to solve problems in the school.
- Ask students to find a partner. With this person, they should discuss their process of reading the Great Law of Peace closely. Distribute index cards. Advise the class: “Be sure to explain what you did first, next, and any strategies you used while reading. Once you and your partner have shared, write down on the index card the skills you used as close readers.” Give the students 10 minutes to discuss how to close read and record the steps on their index cards.
- When the students have finished their discussions, invite students to share the things they did yesterday when they read closely.
- After the students share ideas, check that all the steps were discussed by re-orienting students to the Close Readers Do These Things anchor chart they created in Unit 1.

Note: This is not a rigid set of steps; at this point students may be realizing that different texts require slightly different approaches, and that close readers can use many strategies. But be sure that students basically describe the following process:
- Read aloud if the text is really hard.
- Read the whole thing slowly and think about the central message or main idea.
- Reread passages one chunk at a time.
- Underline things that you know about.
- Circle words that you do not know.
- Try to figure out words from the context.
- Talk about what you understand and what you don’t.
- State the gist or message of the paragraph in the margin.
- Reread a third time in order to find answers to question and revise and record.

For ELLs, consider posting a nonlinguistic symbol for some of the key vocabulary terms in the targets.

For fluent readers, focus on context clues.

For students still developing reading fluency, focus on word attack strategies, and then move to context clues, if needed.

Consider writing and displaying steps for multistep directions.

ELLs can return to steps to make sure they are on track.
# Close Read: Communication and Conflict Resolution Strategies

## Work Time

### B. Close Reading of “Smart-Speak” (30 minutes)

- **As you distribute the article to students, tell them that now they will work together, with your help, to try reading closely the article “Smart-Speak” by Marilyn Cram Donahue.**
- **Ask the class to read the article silently. Ask students for a thumbs-up if they have something to say about the article. Say: “Good start! Let’s see if we can learn more!”**
- **For the second read, chunk the article into smaller sections. Ask students to chorally reread the section “What Are You Afraid Of?” Ask students to underline anything they know from their previous learning and/or think they understand. Ask them to turn to a partner and say what they think the section says.**
- **Students should each individually write down the gist of the section in their own words. They should write it as a short phrase in the margin. An example might be: “Saying how we feel can be scary sometimes, but it’s important to be honest.”**
- **Say: “We are going to read this section a third time. Let’s see if we can figure out what some new words mean. To do this, we will ask clarifying questions and then try to look in the text to help us figure out the answers. Just as I showed you earlier.”**
- **Model again briefly how to focus on vocabulary during this third read. Draw students’ attention to the word *excuses*. Ask: “What does this word mean?” Invite students to tell their partners what they think it means.**
- **Invite students to continue their third read with a partner. Students should take turns telling the partner what they understand, asking clarifying questions, and then working together to return to the text to try to find answers.**
- **Point out to students that today, they were not asked to answer any specific questions about the text. They have been building their skills as close readers for about six weeks, and today you wanted to just let them try to get all the meaning they could on their own.**
- **Then ask students to revisit and revise their gist statement.**
- **Ask the partnered students to keep working together on each remaining chunk of the article. They should continue to practice the close reading process, asking clarifying questions, focusing on key vocabulary, and referring back to the text with their partner to check that they understand the main ideas.**
- **Monitor students and support their reading of this article as needed. Consider working with a small group if some students need more support.**
GRADE 4, MODULE 1: UNIT 3, LESSON 3

CLOSE READ: COMMUNICATION AND CONFLICT RESOLUTION STRATEGIES

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<th>CLOSING AND ASSESSMENT</th>
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<tr>
<td><strong>A. Debrief (5 minutes)</strong></td>
<td>• Provide ELLs with a sentence starter to aid in language production. For example: One rule from the article is ______.</td>
</tr>
<tr>
<td>• After the students have finished reading the article, invite them to gather whole group. Display the anchor chart: Possible Rules to Strengthen Our School Community (created by teacher between Lessons 1 and 2)</td>
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<tr>
<td>• Ask, “What are some rules from Smart-Speak?” Invite several students to share rules for conflict resolution. List the rules on the anchor chart (see Possible Rules to Strengthen Our School Community Model for suggestions). Ask students if the rules they have read so far have are similar to the rules the Iroquois created. In what ways?</td>
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<tr>
<td>• Debrief the close reading experience. Ask students to turn and talk to a partner answering the following questions, “What parts of today’s lesson helped you learn from your reading?” After they have talked in pairs, share out and celebrate students’ great reading.</td>
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</tr>
<tr>
<td>• Remind students that tomorrow, they will be taking the Mid-Unit 3 Assessment. They will be reading a new text on their own, and practicing close reading. Address any questions students have about close reading.</td>
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| B. Exit Ticket (5 minutes) | |
| • Hand each class member an index card and ask them to reread the Listening to Both Sides box at the end of “Smart-Speak.” Ask the students to rewrite each of the negative “You” statements as positive “I” statements. | |
| • Provide students with enough time to rewrite the statements. | |
| • Glance over them for a quick assessment and to help with planning for the next lesson’s learning needs. | |

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<td>• In addition, the site novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.</td>
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*Note: The students will be taking the mid-unit assessment tomorrow (answering text-dependent questions, including those about main idea).*
The article “Smart-Speak” by Marilyn Cram Donahue is available to New York State educators free at the online resource novelnewyork.org. You will need your driver’s license or library card to access the article. Copyright of Weekly Reader is the property of Scholastic and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder’s express written permission. You may access the material via the website http://connection.ebscohost.com/c/articles/11455089/smart-speak
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Possible Rules to Strengthen Our School Community (Model)

1. Think about what you want to say first
2. Speak with a calm voice and make eye-contact
3. Use “I” statements to say how you feel
4. Listen to what the other person has to say
5. When you are angry or upset, count to 10 then speak again
6. If you can’t solve your problems together ask another person to help
**GRADE 4, MODULE 1: UNIT 3, LESSON 4**

**MID UNIT ASSESSMENT: ON-DEMAND READING TO DETERMINE MAIN IDEA AND SUPPORTING DETAILS**

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

- I can explain what a text says using specific details from a text. (RI.4.1)
- I can determine the main idea using specific details from the text. (RI.4.2)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
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</thead>
<tbody>
<tr>
<td>• I can answer questions about bullying using specific details from a text.</td>
<td>On-Demand Mid-Unit Assessment</td>
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<tr>
<td></td>
<td>Teacher Observations</td>
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<tr>
<td></td>
<td>Close-Read Annotations and Margin Notes</td>
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</table>

### Agenda

1. Opening
   - A. Mid-Unit Assessment (20 minutes)
   - B. Engaging the Writer (5 minutes)
2. Work Time
   - A. Communication Strategies Chalk Talk (25 minutes)
3. Closing and Assessment
   - A. Debrief (5 minutes)
   - B. Exit Ticket (5 minutes)

### Teaching Notes

- Prepare the Chalk Talk charts by writing the important question on each.
- Review the Possible Rules to Strengthen Our School Community Model in preparation for students’ suggestions after the mid-unit assessment.

### Lesson Vocabulary

- Main idea, supporting details, gist, solution(s), conflict, annotation,

### Materials

- Mid-Unit Assessment
- “Speaking Up” by Clarisel Gonzalez (one per student)
- Chart paper
- Index cards
### Grade 4, Module 1: Unit 3, Lesson 4

**Mid Unit Assessment: On-Demand Reading to Determine Main Idea and Supporting Details**

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<td><strong>A. Mid-Unit Assessment (20 minutes)</strong></td>
<td>• 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.</td>
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<tr>
<td>- Students will independently read “Speaking Up,” by Clarisel Gonzalez, on communication strategies and then answer text-dependent questions, including those about main idea.</td>
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</table>
| **B. Engaging the Writer (10 minutes)** | • Clarifying vocabulary meets the needs of ELLs and other students developing academic language.  
  • Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1. |
| - Invite the students to reread the Possible Rules to Strengthen Our School Community anchor chart (from Lessons 1 and 3) and the rules they added to it after yesterday’s reading. Remind the students that these rules can be followed to solve or prevent problems at school. | | | |
|   - Ask the students to choose one of the six rules and explain what it would look like or sound like in school. For example, rule 3: Use “I” statements to say how you feel, might sound like: “I feel hurt when you call me stupid.” Invite students to explain each of the six rules aloud for the class. | | | |
## A. Communication Strategies Chalk Talk (25 minutes)

- Ask the students: “Will these six rules we have written down now solve all of the problems in our school?” Students will most likely respond: “No.” Invite the students to explain why six rules will not solve all the problems their school currently face? Encourage students to use specific details and evidence to support their explanations.

- Remind the students of the “Speaking Up” article they read closely during their mid-unit assessment. Ask the students if what they read might be helpful in solving problems at school? (Listen for comments such as: “The article shared ways to stand up for yourself and others. That could help a lot of students at school.”

- Explain to the students that they will be sharing their thoughts about the article further during a chalk talk activity today. A chalk talk is a simple procedure to promote discussion and awareness of issues and perspectives—silently. A chalk talk is also an excellent way to promote awareness of patterns and problems, and to ensure that all voices are heard. Have plenty of chart paper (enough for every student to be writing at the same time) and colored pencils or markers available to the students. Arrange the chart paper so that the students have plenty of space to write.

- Explain the Chalk Talk protocol. Explain to the class that there will be charts posted around the room (on walls, tables, the floor, etc.). Every chart has the same important question written on it: How do you stop a bully from being a bully?

- The first student at each chart paper responds to the question and then rotates to another chart. Once the students have responded to the question on each chart paper, students who follow will read what their peer wrote and respond to that with a comment or question. The students will take turns reading and responding for 15 minutes.

- Share with the students that the Chalk Talk will only work if all students agree to follow the norms. Share the norms with the students:
  - Every student must write and respond.
  - Read your classmates’ comments and respond to each.
  - There is no talking.
  - Respect others’ opinions.
  - Answer any clarifying questions students may have. Then invite students to find a chart to start with. Give the class 15 minutes to read, write, and rotate to new charts. Students continue this process for 15 minutes.

### Meeting Students’ Needs

- For students needing additional support, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.

- Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.

- Consider writing and displaying steps for multistep directions. ELLs can return to steps to make sure they are on track.

- Vary the methods of response for students who struggle with writing tasks.

- Optimize access to tools and assistive technologies such as tablets.
GRADE 4, MODULE 1: UNIT 3, LESSON 4

MID UNIT ASSESSMENT: ON-DEMAND READING TO DETERMINE MAIN IDEA AND SUPPORTING DETAILS

<table>
<thead>
<tr>
<th>WORK TIME</th>
</tr>
</thead>
</table>
| • During the Chalk Talk, walk around and read, and point participants toward what you consider the more interesting comments. Remember, all writing and responding is done in silence.  
• After the 15 minutes of reading and writing has ended, put students in pairs. Ask them to walk around, looking at each chart. They should read through all the comments and think about what they notice and wonder. Encourage them to think specifically about any patterns or themes they see in their classmates’ comments.  
• After about 5 minutes, gather students whole group. Ask each pair, in turn, to report out patterns and themes, round-robin style.  
• Display the Possible Rules to Strengthen Our School Community anchor chart.  
• Ask: “What are some rules from ‘Speaking Up’ you think we should add to our list?” Invite several students to share rules for conflict resolution. List the rules on the anchor chart. (See Possible Rules to Strengthen Our School Community model for suggestions.) Ask students if the rules they have read so far are like the rules the Iroquois created. If so, in what ways? |

| MEETING STUDENTS’ NEEDS |
### CLOSING AND ASSESSMENT

**A. Debrief (5 minutes)**
- Invite the students to reread the anchor chart: Possible Rules to Strengthen Our School Community (there may be as many as nine rules now). Ask the students to reflect:
  - “How will these rules help address any problems or conflicts in our school?”
  - “Do you think we have enough rules to begin drafting a constitution for our school?”
  - “What other rules do we need to add?” On the anchor chart, record any additional rules that students suggest.

**B. Exit Ticket (5 minutes)**
- Hand each of the students an index card. Tell the students to respond to the question: “Do you have a responsibility to speak up for others being bullied at school? Explain why or why not using specific evidence from today’s reading.”
- Provide students with time to rewrite the statements.
- Glance over students’ exit tickets for a quick assessment and to help plan which students may need more support moving toward the learning targets.

### MEETING STUDENTS’ NEEDS

- For ELLs, consider providing extra time for tasks and answering questions in class discussions.
- For students needing additional supports, offer a sentence frame or starter.

### HOMEWORK

- Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.
- In addition, the site novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.
Directions: After reading “Speaking Up” by Clarisel Gonzalez, answer the questions below. Use examples from the article to support your answers.

1. This article is mostly about which of the following?:
   - Bullying is a constant problem in U.S. schools.
   - Brittany used to be a bully.
   - Programs like CARE provide a safe place where students can talk about problems, which helps stop bullying.
   - Everyone has rights and responsibilities concerning bullying.
   (1 point)

2. In the article, underline 3 details that support the answer you chose in question 1, above.
   (1 point)

3. Which detail supports the topic below?:
   
   Brittany used to be a bully.

   - Bullying other kids made Brittany feel bad.
   - She called other girls names or rolled her eyes at them.
   - Brittany went to Ms. Irani when she wanted to stop being bully.
   - Brittany says talking makes a huge difference.
   (1 point)
4. The article states that students should know their rights and responsibilities. According to the article what are those rights and responsibilities? (1 point)

5. According to the article, bullying occurs in 25% of public schools. What other problem occurs almost as much as bullying? What evidence supports this problem is as serious as bullying? (2 points)
GRADE 4, MODULE 1: UNIT 3, LESSON 4

“Speaking Up” by Clarisel Gonzalez

Expeditionary Learning is seeking permissions to use the article “Speaking Up” by Clarisel Gonzalez. To access content, please use the website:
http://connection.ebscohost.com/c/articles/30001921/speaking-up
Full reprint pending permissions.
Possible Rules to Strengthen Our School Community (Model)

1. Think about what you want to say first
2. Speak with a calm voice and make eye-contact
3. Use “I” statements to say how you feel
4. Listen to what the other person has to say
5. When you are angry or upset, count to 10 then speak again
6. If you can’t solve your problems together ask another person to help, maybe an adult
7. Walk away if you feel unsafe
8. Offer to help a student having a conflict
9. Never give up on trying to solve the problem
# Grade 4, Module 1: Unit 3, Lesson 5

## Creating Our Parts of the Constitution

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

<table>
<thead>
<tr>
<th>Target</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write and informative/explanatory text. (W 4.2)</td>
<td></td>
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</tbody>
</table>

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can create a rule or law for a constitution that will improve our school community.</td>
<td></td>
</tr>
</tbody>
</table>

### Ongoing Assessment

- Teacher observations
- Constitution Drafts

### Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening</td>
<td>A. Engaging the Writer (5 minutes)</td>
</tr>
<tr>
<td>2. Work Time</td>
<td>A. Revisiting the Great Law of Peace (10 minutes)</td>
</tr>
<tr>
<td></td>
<td>B. Comparing the Great Law of Peace to Our School Rules (15 minutes)</td>
</tr>
<tr>
<td></td>
<td>C. Drafting Our Part of the Constitution (20 minutes)</td>
</tr>
<tr>
<td>3. Closing and Assessment</td>
<td>A. Debrief (5 minutes)</td>
</tr>
<tr>
<td></td>
<td>B. Exit Ticket (5 minutes)</td>
</tr>
</tbody>
</table>

### Teaching Notes

- Choose student pairs. Each pair will create a section of the constitution.
- Consider assigning two of your stronger writers to write the introduction, since this task is particularly challenging.
- Display anchor charts: the Great Law of Peace (from Unit 1), Possible Rules to Strengthen Our School Community. (from Lesson 1 of Unit 3)

### Lesson Vocabulary

- conflict resolution, territory, assemble, address, deliberation, peaceful, patient, calm, discuss, respect

### Materials

- Great Law of Peace (sections 1, 4, 7, 24, 93 & 107) (one per student)
- Great Law of Peace and the Conflict Resolution Rules anchor charts
- Constitution writing frame
# Grade 4, Module 1: Unit 3, Lesson 5

## Creating Our Parts of the Constitution

### OPENING

<table>
<thead>
<tr>
<th>A. Engaging the Writer (5 minutes)</th>
</tr>
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<tbody>
<tr>
<td>• Orient students to the learning target: “I can create a rule or law for a constitution that will improve our school community.” Circle the phrase, improve our school community. Ask the students: “From our analysis, what have we discovered needs improvement in schools in general and maybe even in our school?” Listen for responses such as: “Students aren’t getting along with one another,” “There are places in school where students are being hurt,” or “Some students are misbehaving and being disrespectful.” Allow several students to share.</td>
</tr>
<tr>
<td>• Remind the students of the conversation they had the last few days discussing the need for a constitution. Review key concepts from Unit 1. Ask the class: “What is a constitution?” Students should share that a constitution is a document that gives rules and guidelines for people to follow so that conflicts are prevented or resolved in a peaceful way.</td>
</tr>
<tr>
<td>• Ask the students: “What does conflict resolution mean?” Based on the articles students have closely read, they should explain that conflict resolution refers to steps or guidelines people follow to prevent problems from happening or peacefully solve problems already occurring. Invite several students to share examples of how to resolve conflicts at school.</td>
</tr>
<tr>
<td>• Say to the students: “It’s important that we fully understand not only, what a constitution is, but how it this will help improve our school.” Emphasize that it is the people, not the document, that “make things right.” Explain to students that the document provides rules and strategies to prevent or solve problems in our school in a peaceful way.</td>
</tr>
<tr>
<td>• Explain that today they will begin to write parts of the constitution in small groups. Remind students that the parts of the constitution will explain rules for the school community to follow in order to prevent or solve any problems that may occur.</td>
</tr>
</tbody>
</table>

### MEETING STUDENTS’ NEEDS

- 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.
- Clarifying vocabulary meets the needs of ELLs and other students developing academic language.
- Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.
## WORK TIME

**A. Revisiting the Great Law of Peace (10 minutes)**
- Re-orient the students to the *Great Law of Peace* (sections 1, 4, 7, 24, 93 and 107) Invite the students to reread the document independently.
- After rereading, ask students to turn and talk, discussing the following words with a partner: *territory, assemble, address, deliberation*. Ask the students to define each word and discuss how it relates to creating a constitution that will help solve problems at school. (For example, students will define *deliberation* as a careful thought and discussion that is necessary to solving problems at school because hasty decision-making can create bigger or worse problems.)
- Orient students to the *Possible Rules to Strengthen Our School Community* anchor chart. Give the students several minutes to reread the chart independently. Ask the students to discuss with a partner how the rules help improve their school? Invite a few students to share their discussion whole group.

## MEETING STUDENTS’ NEEDS

- For students needing additional support, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.
- Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.
- Consider writing and displaying steps for multistep directions. ELLs can return to steps to make sure they are on track.
- Vary the methods for response for students who struggle with writing tasks.
### WORK TIME

**B. Comparing the Great Law of Peace to Our School Rules (15 minutes)**

- Explain to the students that these two documents already include some of the main ideas they have been reading and talking about. They will be using these two documents to identify important rules or laws to include in their constitution.
- Ask the students to look for similarities between the Great Law of Peace and the Possible Rules to Strengthen Our School Community. Invite them to turn and talk with a partner, then share out.
- If necessary, model: Point out that the Great Law of Peace instructs the people to “not allow the space to become dusty or dirty” and one of the Possible Rules to Strengthen Our School Community instruct students to “keep their work space/school clean.” This is a similarity between the Great Law of Peace and the Possible Rules to Strengthen Our School Community.
- Remind students that they have read and analyzed sections of the Great Law of Peace several times already. Encourage them to skim the document briefly and turn and talk with a partner about what they remember.
- Ask students to write, then talk, about other similarities they notice between the two documents. Arrange the class into groups of three. Explain to the students that they will be recording similarities between the two documents on chart paper. Distribute blank chart paper to students.
- Once the students have identified similarities between the two documents, ask the students: “How can highlighting these similarities help us create a school constitution?” Listen for responses such as: “If they helped the five tribes keep peace and we listed it as a rule to keep peace at school, then it should probably be in our school constitution, too.”
- Remind the students: “Yesterday we added additional rules to make sure all our school problems were being solved. Likewise, the Great Law of Peace listed over 100 rules to solve any conflicts the 5 tribes might encounter. That means we can have as many rules as we need to help solve all our school problems.”
- Explain to the students that each small group will work on writing one of these rules as part of our constitution.

### MEETING STUDENTS’ NEEDS

- Optimize access to tools and assistive technologies such as tablets, AP systems, etc.
- Use thoughtful grouping:
  - Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.
C. Drafting Our Part of the Constitution (20 minutes)

- Introduce students to the Constitution Writing Frame (display on a interactive whiteboard, document camera, or chart paper).
  - Problems that happen at school:
  - Rule/Law:
  - How this rule or law is a solution to help improve our school:
- Give the students 2 to 3 minutes to look closely at the writing frame. Invite the students to share what they notice. (Listen for such statements as: “The frame asks us to name a problem occurring at school. We will write a rule to help prevent or solve the problem. We will explain how this rule helps to solve the problem at school.)
- Say to the students: “Let’s see if we can work together to create a part of our school constitution. What is the first part of the frame asking us to do?”
- Invite one student to share: “The first part of the frame asks us to identify one problem that happens at school.” Call on another student to identify one problem. Prompt the student to answer in complete sentences. For example: “Students make messes and don’t throw garbage away, so our school gets dirty.” Record the students’ responses. Do not make any grammatical errors when recording the student’s response.
- Continue to discuss aloud the process and what information belongs where to complete the sentence frame. Call on several students to explain what the remaining two parts of the frame is and what should be written.
- Make sure the students feel confident in using the writing frame. Then partner students to work together to write a part of the constitution.
- Assign a rule from the class’s list to each pair. This will ensure that each pair creates a different section of the constitution, and that there is no repetition or overlap.
- Note: Remember to assign two of the stronger writers in the class to create the introduction to the constitution, as it is the most challenging part to write.
- Ask students to begin drafting their section with their partner. Remind the students that the Possible Rules to Strengthen Our School Community will also be helpful when writing as it will describe rules and strategies for solving problems. (For example, if students cite arguing in the classroom as a problem, then entry 6 would be a rule to solve this problem.)
- Monitor students during the writing time and offer assistance when needed.
# Grade 4, Module 1: Unit 3, Lesson 5

## Creating Our Parts of the Constitution

### Closing and Assessment

**A. Debrief (5 minutes)**
- Invite students to discuss their writing process today. What went well? Did they feel challenges at times? How did their team work together? Invite a few students to share.

**B. Exit Ticket (5 minutes)**
- Distribute index cards. Ask students to respond to the questions, “Is your part of the constitution, as it’s written today, ready to be presented to our school?” “If so, how do you know?” “If not, what else needs to be done?”
- Give students time to write their response.
- Glance over students’ responses for a quick assessment and to help you with planning for next learning needs.

### Homework

- Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.
- In addition, the site novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.

*Note: Keep the Constitution Writing Frames for students to use in Lesson 6.*
Overview and Background Information: Oral Tradition

Dekanawidah (day-kahn-na-wee-da), The Great Peacemaker, convinced The Seneca, Cayuga, Onondaga, Oneida, and Mohawk nations to join together in peace. They established a Confederacy. This means that each tribe kept its own land, language, and culture, but they all agreed to some rules that would help them make decisions and get along peacefully. The set of rules as called The Great Law of Peace and as the Iroquois Constitution. These rules were not written down at first. Dekanawidah shared these rules out loud at a meeting near present-day Syracuse, NY. He was talking to the leaders of the five nations. He said the words specifically to Adodarhoh, also known as Tadodahoh, the leader of the Onondaga nation, and other leaders who were at the meeting. Others who heard Dekanawidah say the rules of peace retold the rules to their own families. Over the years the rules were told and retold. Someone finally wrote the words down. Because the rules were told out loud for a long time, it is hard to know if the versions that are written down say exactly what Dekanawidah said.

The Great Law of Peace has more than 100 rules that are about everything from making decisions to adopting children to what to say at a funeral. Below are just a few sections of one version of the Great Law of Peace, retrieved from http://www.indigenouspeople.net/iroqcon.htm.¹

---

Section 1 of The Great Law of Peace

1. I am Dekanawidah and with the Five Nations’ Confederate Lords I plant the Tree of Great Peace. I plant it in your territory, Adodarhoh, and the Onondaga Nation, in the territory of you who are Firekeepers.

I name the tree the Tree of the Great Long Leaves. Under the shade of this Tree of the Great Peace we spread the soft white feathery down of the globe thistle as seats for you, Adodarhoh, and your cousin Lords.

We place you upon those seats, spread soft with the feathery down of the globe thistle, there beneath the shade of the spreading branches of the Tree of Peace. There shall you sit and watch the Council Fire of the Confederacy of the Five Nations, and all the affairs of the Five Nations shall be transacted at this place before you, Adodarhoh, and your cousin Lords, by the Confederate Lords of the Five Nations.

---

¹Overview and Background Information written by Expeditionary Learning for instructional purposes. © 2012.
### Section 4 of The Great Law of Peace

4. You, Adodarhoh, and your thirteen cousin Lords, shall faithfully keep the space about the Council Fire clean and you shall allow neither dust nor dirt to accumulate. I lay a Long Wing before you as a broom. As a weapon against a crawling creature I lay a staff with you so that you may thrust it away from the Council Fire. If you fail to cast it out then call the rest of the United Lords to your aid.

### Section 7 of The Great Law of Peace

7. Whenever the Confederate Lords shall assemble for the purpose of holding a council, the Onondaga Lords shall open it by expressing their gratitude to their cousin Lords and greeting them, and they shall make an address and offer thanks to the earth where men dwell, to the streams of water, the pools, the springs and the lakes, to the maize and the fruits, to the medicinal herbs and trees, to the forest trees for their usefulness, to the animals that serve as food and give their pelts for clothing, to the great winds and the lesser winds, to the Thunderers, to the Sun, the mighty warrior, to the moon, to the messengers of the Creator who reveal his wishes and to the Great Creator who dwells in the heavens above, who gives all the things useful to men, and who is the source and the ruler of health and life. Then shall the Onondaga Lords declare the council open.

### Section 24 of The Great Law of Peace

24. The Lords of the Confederacy of the Five Nations shall be mentors of the people for all time. The thickness of their skin shall be seven spans – which is to say that they shall be proof against anger, offensive actions and criticism. Their hearts shall be full of peace and good will and their minds filled with a yearning for the welfare of the people of the Confederacy. With endless patience they shall carry out their duty and their firmness shall be tempered with a tenderness for their people. Neither anger nor fury shall find lodgement in their minds and all their words and actions shall be marked by calm deliberation.

### Section 93 of The Great Law of Peace

93. Whenever a specially important matter or a great emergency is presented before the Confederate Council and the nature of the matter affects the entire body of the Five Nations, threatening their utter ruin, then the Lords of the Confederacy must submit the matter to the decision of their people and the decision of the people shall affect the decision of the Confederate Council. This decision shall be a confirmation of the voice of the people.
CONSTITUTION WRITING FRAME

Title: ____________________________________________

One problem that happens at school: ____________________________________________

________________________________________

________________________________________

Rule/Law: ____________________________________________

________________________________________

________________________________________

How this rule or law is a solution to help improve our school: ____________________________________________

________________________________________

________________________________________
GRADE 4, MODULE 1: UNIT 3, LESSON 6

REVISING OUR CONSTITUTION USING POWERFUL WORDS

<table>
<thead>
<tr>
<th>LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write an informative/explanatory text. (W.4.2)</td>
</tr>
<tr>
<td>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</td>
</tr>
<tr>
<td>I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)</td>
</tr>
<tr>
<td>I can express my ideas using carefully chosen words (L.4.3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPPORTING LEARNING TARGETS</th>
<th>ONGOING ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can explain how choosing powerful words helps make my writing interesting to read.</td>
<td>Constitution drafts</td>
</tr>
<tr>
<td>• I can find powerful words in a thesaurus and other texts.</td>
<td></td>
</tr>
<tr>
<td>• I can revise my part of the constitution using powerful words.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGENDA</th>
<th>TEACHING NOTES</th>
</tr>
</thead>
</table>
| 1. Opening  
   A. Engaging the Writer (5 minutes)  
2. Work Time  
   A. Vocabulary: Using a thesaurus (10 minutes)  
   B. Powerful Words (20 minutes)  
   C. Revising Our Section of the Constitution (15 minutes)  
3. Closing and Assessment  
   A. Debrief (5 minutes)  
   B. Exit Ticket (5 minutes) | • Review: Reread the Great Law of Peace looking for examples of powerful words.  
• On chart paper, prepare the sections of the Law of Peace that exemplify powerful language.  
• This lesson briefly introduces students to using a thesaurus as one strategy for improving word choice in one’s writing. Note that often students’ early work with thesauruses leads them to choose new words that don’t quite fit. Allow for this approximation/experimentation. Alternatively, simply teach students how to brainstorm synonyms. |
### LESSON VOCABULARY

- thesaurus, synonyms

### MATERIALS

- Thesauruses (age appropriate, one per pair of students)
- Markers
- Interactive word wall index cards
- The Great Law of Peace (one per student, from previous lessons)
- Excerpt from section 1 of the Great Law of Peace
- Constitution writing frames (from Lesosn 5)
- Chart paper: Powerful and Precise Words anchor chart

### OPENING

**A. Engaging the Writer (5 minutes)**

- Remind the students of the work they did yesterday in creating parts of their school constitution.
- Invite one or two students to share the process of using the constitution writing frames. Ask students to share any concerns or questions they still have about their writing.
# WORK TIME

**A. Vocabulary: Using a thesaurus (10 minutes)**

- Distribute a thesaurus to each student (or pairs). Invite students to flip through the thesaurus paying close attention to how it is organized and what it might be used for.
- Ask the students to share anything they noticed about the thesaurus. Explain to the students that a *thesaurus* lists a number of ways to say one word differently. It is a tool that authors often use to replace boring words with more powerful and precise words.
- Ask the students to locate the word *nice* in their thesaurus. Invite a few students to share words that could be used instead of *nice* (possible suggestions: enjoyable, agreeable, pleasant, polite, wonderful.)
- Invite the students to practice using the thesaurus to rewrite a sentence so that it uses more powerful and precise words. Hand each student a piece of paper with this sentence on it: Our school will be a better place if we are all kind to each other.
- Ask the students to underline the words *better*, *place*, and *kind*. Tell the students, “Use the thesaurus to replace these underlined words with more powerful and precise words.”
- Give students time to rewrite the sentence.
- Ask students to share a few of their rewritten sentences. Samples might include:
  * Our school will be a nobler dwelling if we are all sympathetic to each other.
  * Our school will be a pleasanter location if we are all considerate to each other.
  * Our school will be a lovelier space if we are all pleasant to each other.
- Ask students: “How might using the thesaurus help you revise your writing frames today?” Allow a few students to share.
- Tell students that a thesaurus is just one tool writers use. They can also just keep rereading their writing and thinking carefully about words they already know that might be more powerful or precise than the words they used in their first draft.

## MEETING STUDENTS’ NEEDS

- For students needing additional supports, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.
- Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.
- Consider writing and displaying steps for multistep directions. ELLs can return to steps to make sure they are on track.
- Vary the methods for response for students who struggle with writing tasks.
- Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.
### B. Powerful Words (20 minutes)

- Begin by reading aloud some of the students’ writing frame drafts from yesterday where students began drafting their section of the constitution with their partner (*Constitution Writing Frames*). While you are reading, ask the students to imagine they were someone hearing this constitution for the first time. Remind students that the Great Law of Peace was originally just shared *orally*, so the speaker had to choose words really carefully so people would want to listen.

- Then read aloud the following excerpt of section 1 of *the Great Law of Peace*:

  > “We place you upon those seats, spread soft with the feathery down of the globe thistle, there beneath the shade of the spreading branches of the Tree of Peace. There shall you sit and watch the Council Fire of the Confederacy of the Five Nations, and all the affairs of the Five Nations shall be transacted at this place before you, Adodarhoh, and your cousin Lords, by the Confederate Lords of the Five Nations.”

- After reading, ask the students: “What strikes you about this section? What makes it engaging to hear or read?” Invite several students to share. Listen for comments such as: “The Great Law of Peace has more specific, vivid details.”

- Explain to the students that the Law of Peace sounds more engaging and lively because of the words that are used. Say, “The Great Law of Peace uses, what writers call powerful and precise words in order to have an impact those who read or hear it. Let’s look again at the section I read earlier (hand students each a copy of the Great Law of Peace and direct them to the section again). Ask the students to reread the section with a partner and circle powerful and precise words they see. Invite students to talk with their partner about why they are powerful and how they impact the reader.

- If students are struggling to find examples of powerful words in section 1, or to articulate how those words impact the reader, model briefly. For example: “In this section instead of just saying ‘sit in those seats,’ the author describes the seats as ‘soft with feathery down.’ ”

- Invite several students to share with the whole group. Record the precise and powerful words the students located and circle in the Great Law of Peace onto the Powerful and Precise Words anchor chart.

- Invite the students to read the rest of the Law of Peace with their partners, circling and discussing additional powerful and precise words from each section. As the students share, record the words or phrases on the Powerful Words anchor chart. Once the students have finished reading and sharing, invite the students to discuss what makes the words they located in the Great Law of Peace powerful and precise? Allow several students to share.
### C. Drafting Our Part of the Constitution (20 minutes)

- Ask the students how the powerful and precise words they located in the Great Law of Peace could improve their own part of the school constitution so that it too has an impact on those who read or hear it? Listen for comments about how using powerful and precise words will improve their writing. Probe: “Why are powerful words so important?” “How will using powerful words impact the people who read our constitution?”
- Explain to the students that they will be working in their small groups again today, but will focus their work on revising their part so that it sounds more powerful and precise similar to how the Great Law of Peace sounds when it is read. Remind kids that the Iroquois Constitution was originally spoken, not written down. But that speakers use many of the same strategies to engage their listeners as writers use to engage their readers.
- Invite students to turn and talk about what they will do to make their draft sound more engaging. Invite two students to share their ideas.
- If students are struggling to understand how they will be revising their drafts today, model briefly. Use the same sentence frame used in Lesson 4:

  * “When students work in their classroom, use the bathroom, or eat in the cafeteria they leave a mess or litter behind that makes our school look dirty. Students will clean up after themselves in every location of the school and make sure that any litter is placed in the trash and materials are put back where they belong. In doing this, our school will look inviting to guests and will be a place where students can learn. Cleaning up after yourself is one way to show respect for your school building and community.”

- Begin with the first sentence: “When students work in their classroom, use the bathroom, or eat in the cafeteria they leave a mess or litter behind that makes our school look dirty.”
- Rewrite the sentence, referring to the **Powerful and Precise Words** anchor chart and the thesaurus: In this place where we read, write, and learn, we often forget to take care of it and keep it clean. Ask students how they could locate a more precise word for “clean”? 
- Students likely will suggest using the thesaurus, and you can show them how to find the word “clean.” Read some of the synonyms aloud. Choose one that fits. For example, write: “In this place where we read, write, and learn, we often forget to take care of it and keep it sparkling.”
- Point out to students that using a thesaurus is just one way to choose more powerful or precise words. Tell them that to use a thesaurus well, they actually have to understand the new word they chose. Encourage them to “have a go.” Note: Do not be surprised if some of their early choices don’t quite fit. When learning a new skill, students need to approximate it before they master it.
- Make sure the students feel confident using their thesaurus to revise their parts then arrange students back into their partnerships small groups to work on revisions.
### WORK TIME

- Monitor students during the writing time and offer assistance when needed. As students work, coach them, and help clarify nuances of meaning for the new words they chose.
  * “What does the word you chose mean?”
  * “You may not know this, but when you use that word, it actually means … Does that fit with what you are trying to say?”

### CLOSING AND ASSESSMENT

**A. Debrief (5 minutes)**
- Invite students to discuss their writing process today. How did using a thesaurus improve their writing? Invite a few students to share.

**B. Exit Ticket (5 minutes)**
- Distribute index cards. Ask students to respond to the question: “How does choosing powerful words help make your writing interesting to read?”
- Give students time to write their response.
- Glance over students’ responses for a quick assessment and to help you with planning for next learning needs.

### HOMEWORK

- Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.
- In addition, the site novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.

*Note: For Lesson 7, small groups (of three or four students) will need a copy of each constitution writing frame written. The students will need these copies to begin categorizing them together and arranging them into an order in Lesson 7.*
GRADE 4, MODULE 1: UNIT 3, LESSON 6
Excerpt from Section 1 of The Great Law of Peace (Iroquois Constitution)

We place you upon those seats, spread soft with the feathery down of the globe thistle, there beneath the shade of the spreading branches of the Tree of Peace. There shall you sit and watch the Council Fire of the Confederacy of the Five Nations, and all the affairs of the Five Nations shall be transacted at this place before you, Adodarhoh, and your cousin Lords, by the Confederate Lords of the Five Nations.
GRADE 4, MODULE 1: UNIT 3, LESSON 7

ORGANIZING THE SECTIONS OF OUR CONSTITUTION

LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)

I can write and informative/explanatory text. (W.4.2)
I can explain how an author uses reasons and evidence to support particular points in a text. (R.4.8)

SUPPORTING LEARNING TARGETS

- I can read my section of the Great Law of Peace aloud with fluency and accuracy.
- I can explain how the Great Law of Peace was organized.
- I can categorize sections of our constitution together into topics.

ONGOING ASSESSMENT

Constitution drafts

AGENDA

1. Opening
   A. Engaging the Writer (5 minutes)
2. Work Time
   A. Analyzing the Categories in the Great Law of Peace (15 minutes)
   B. Categorizing the Sections of Our Constitution (20 minutes)
   C. Explaining How We Categorized the Sections of the Constitution (10 minutes)
3. Closing and Assessment
   A. Debrief (5 minutes)
   B. Exit Ticket (5 minutes)

TEACHING NOTES

- Although students practice fluency when they read their own writing aloud, this does not address an Reading Fluency standard, since students’ own writing likely is not at the fourth-grade reading level.
- In today’s lesson, students think about how to organize the sections of their class constitution. The goal is for students to think through which sections belong together, and why. Review the Think-Pair-Share protocol.
- To prepare for this, identify categories for sorting the sections of the constitution into groups. There will likely be five to seven categories, but the categories will have to be based on your students’ actual sections that they wrote. (Examples include: Rules for Speaking Kindly to Others, Rules for Taking Care of the Environment, Rules for Respecting Each Other’s Property, etc.) On a stack of sticky notes, write one category on each note. Make enough sticky notes so each pair of students can have three; it is fine if multiple groups have some of the same categories.
GRADE 4, MODULE 1: UNIT 3, LESSON 7

ORGANIZING THE SECTIONS OF OUR CONSTITUTION

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>accuracy, fluency, categorize</td>
<td>• Index cards</td>
</tr>
<tr>
<td></td>
<td>• The Great Law of Peace (a copy for each student)</td>
</tr>
<tr>
<td></td>
<td>• Constitution writing frames</td>
</tr>
<tr>
<td></td>
<td>• Constitution categories Sticky notes</td>
</tr>
<tr>
<td></td>
<td>• Paper clips</td>
</tr>
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<td></td>
<td>• Chart paper</td>
</tr>
</tbody>
</table>

A. Engaging the Writer (5 minutes)

• Remind the students of the work they did yesterday in using powerful words to make their writing exciting.
• Invite one or two students to share the process of using the thesaurus. Ask students to share any concerns or questions they still have about their writing.
• Discuss the learning targets and focus on the words “fluency” and “organized.” Talk with students about fluent reading and how it sounds. Also discuss the idea of “organized.” Help students understand that when writing it well organized, it helps the reader understand its message.
GRADE 4, MODULE 1: UNIT 3, LESSON 7

ORGANIZING THE SECTIONS OF OUR CONSTITUTION

**WORK TIME**

A. Analyzing the Categories in the Great Law of Peace (15 minutes)

- Remind them that they will be putting all the sections together into one big document similar to how the Great Law of Peace is organized. Remind the students that the Great Law of Peace was translated orally through history and that the speaker had to list the laws clearly in an organize manner as did the author responsible for writing the sections down.
- Orient students to the learning target: “I can explain how the Great Law of Peace was organized.” Ask students to discuss with a partner what organized means. (Listen for students to explain that organized is a way to order things or arrange into topics.)
- Re-orient students to the Great Law of Peace. Remind students of the close reading they have done of this text throughout this module. Ask students: “How were the sections of the Great Law of Peace grouped or organized? In other words, what went together in one section?”
- Direct students to Section 1 of the Great Law of Peace. Invite students to read this section with a partner. Ask them to Think-Pair-Share: “Why do you think this is the first section? What is so important?” Invite one or two students to share out.
- Direct students to Section 4 of the Great Law of Peace. Invite them to read this section with a partner. Ask them to Think-Pair-Share: “How is Section 4 different than Section 1?” “Why isn’t all of this just in one big section?” Listen for students to make comments about how each section is like its own category -- like a paragraph, with main idea and details.
- Invite the students to read the remaining sections (7, 24, 93, and 107) of the Great Law of Peace with their partner. Remind the students that they are rereading these sections to identify: * “How is the Great Law of Peace organized?”
- Ask students to turn and talk about how the Great Law of Peace is organized. Ask a few students to share their thoughts. Examples might be: “Each section was about its own topic,” “One section had all the rules about how to greet and speak to each other,” or “Another section explained how to keep their meeting place clean.”

**MEETING STUDENTS’ NEEDS**

- For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.
- Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.
- Consider Writing and displaying steps for multi-step directions. ELLs can return to steps to make sure they are on track.
- Vary the methods for response for students who struggle with writing tasks.
### WORK TIME

**B. Categorizing the Sections of Our Constitution (20 minutes)**
- Explain to the students that, just like the Great Law of Peace, the sections of our constitution need to be grouped together in a way that is clear to our audience.
- Orient students to the learning target: “I can categorize sections of our constitution together into topics.” Ask students to discuss the academic vocabulary term *categorize*. What root word do they recognize? (Listen for students to name “category,” and coach them toward understanding that this term means groups.)
- Offer the students your suggestions for how to categorize the sections of the constitution by handing out the [Constitution Categories](#) sticky notes to students.
- Arrange students in groups of three or four. Each group should have three sticky notes with categories written on them (see Teaching Note) and three blank sticky notes. (For example, one pair may have three sticky notes that read: Rules for Speaking Kindly to Others, Rules for Taking Care of the Environment, and Rules for Respecting Each Other’s Property.)
- Ask students to take a moment with their partner to read the three categories they received. Point out to students that these categories are based on their actual writing. Tell them that it is fine if some pairs have some of the same categories.
- Then hand each group of students a copy of all the constitution writing frames. Explain to the students that in their groups they will read all the constitution writing frames and discuss which constitution writing frames belong in each category. If groups would like to create their own categories for grouping the constitution writing frames, they can write these categories on the blank sticky notes. Once the groups have placed every section of the constitution in a category, they can ask the teacher for paper clips and fasten the section together.
- Model with the group to be sure everyone understands the process. Choose one sticky note (e.g., Rules for Speaking Kindly) and read it aloud. Read through several constitution writing frames. Think aloud about whether the frame fits the category on your sticky note.

### MEETING STUDENTS’ NEEDS

- Optimize access to tools and assistive technologies such as tablets.
- Use thoughtful grouping:
- Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.
## Grade 4, Module 1: Unit 3, Lesson 7

### Organizing the Sections of Our Constitution

#### Work Time

**C. Explaining How We Categorized the Sections of the Constitution (10 minutes)**
- Invite groups that created their own categories to present to the class. Ask each group to explain how they categorized the sections of the constitution and read the grouped sections aloud for the class.
- Collect each group’s categorized writing frames. Explain to the students that you will be using their suggestions to select the order in which the sections will be arranged. Tell the students one cohesive constitution will be presented to them tomorrow (in Lesson 8).

#### Closing and Assessment

**A. Debrief (5 minutes)**
- Ask students to turn and talk about how grouping the sections of the constitution will improve how it sounds to the reader. Allow several students to share their thoughts.

**B. Exit Ticket (5 minutes)**
- Distribute index cards. Ask students to respond to the question: “Why does a writer gather related ideas together?”
- Give students time to write their response.
- Glance over students’ responses for a quick assessment and to help you with planning for the next lesson’s learning needs.

#### Homework

- Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.
- In addition, the site novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.
- Type the sections and refer to this document as the Polished Constitution. You may also want to ask a computer-savvy student or group of students to type the constitution for the class. The students will need this document to begin linking the sections together in Lesson 8. Do NOT add transition words or phrases between each section; students will do this during Lesson 8.

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Note: For Lesson 8, students will need their entire class constitution compiled into one document. To do this, begin with the constitution writing frames that students grouped with their sticky note categories. Select the most appropriate arrangement.
Overview and Background Information: Oral Tradition

Dekanawidah (day-kahn-na-wee-da), the Great Peacemaker, convinced The Seneca, Cayuga, Onondaga, Oneida, and Mohawk nations to join together in peace. They established a Confederacy. This means that each tribe kept its own land, language, and culture, but they all agreed to some rules that would help them make decisions and get along peacefully. The set of rules as called The Great Law of Peace and as the Iroquois Constitution. These rules were not written down at first. Dekanawidah shared these rules out loud at a meeting near present-day Syracuse, NY. He was talking to the leaders of the five nations. He said the words specifically to Adodarhoh, also known as Tadodahoh, the leader of the Onondaga nation, and other leaders who were at the meeting. Others who heard Dekanawidah say the rules of peace retold the rules to their own families. Over the years the rules were told and retold. Someone finally wrote the words down. Because the rules were told out loud for a long time, it is hard to know if the versions that are written down say exactly what Dekanawidah said.

The Great Law of Peace has more than 100 rules that are about everything from making decisions to adopting children to what to say at a funeral. Below are just a few sections of one version of the Great Law of Peace, retrieved from http://www.indigenouspeople.net/iroqcon.htm.¹

<table>
<thead>
<tr>
<th>Section 1 of the Great Law of Peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am Dekanawidah and with the Five Nations’ Confederate Lords I plant the Tree of Great Peace. I plant it in your territory, Adodarhoh, and the Onondaga Nation, in the territory of you who are Firekeepers.</td>
</tr>
<tr>
<td>I name the tree the Tree of the Great Long Leaves. Under the shade of this Tree of the Great Peace we spread the soft white feathery down of the globe thistle as seats for you, Adodarhoh, and your cousin Lords.</td>
</tr>
<tr>
<td>We place you upon those seats, spread soft with the feathery down of the globe thistle, there beneath the shade of the spreading branches of the Tree of Peace. There shall you sit and watch the Council Fire of the Confederacy of the Five Nations, and all the affairs of the Five Nations shall be transacted at this place before you, Adodarhoh, and your cousin Lords, by the Confederate Lords of the Five Nations.</td>
</tr>
</tbody>
</table>

¹Overview and Background Information written by Expeditionary Learning for instructional purposes. © 2012.
Section 4 of the Great Law of Peace

4. You, Adodarhoh, and your thirteen cousin Lords, shall faithfully keep the space about the Council Fire clean and you shall allow neither dust nor dirt to accumulate. I lay a Long Wing before you as a broom. As a weapon against a crawling creature I lay a staff with you so that you may thrust it away from the Council Fire. If you fail to cast it out then call the rest of the United Lords to your aid.

Section 7 of the Great Law of Peace

7. Whenever the Confederate Lords shall assemble for the purpose of holding a council, the Onondaga Lords shall open it by expressing their gratitude to their cousin Lords and greeting them, and they shall make an address and offer thanks to the earth where men dwell, to the streams of water, the pools, the springs and the lakes, to the maize and the fruits, to the medicinal herbs and trees, to the forest trees for their usefulness, to the animals that serve as food and give their pelts for clothing, to the great winds and the lesser winds, to the Thunderers, to the Sun, the mighty warrior, to the moon, to the messengers of the Creator who reveal his wishes and to the Great Creator who dwells in the heavens above, who gives all the things useful to men, and who is the source and the ruler of health and life. Then shall the Onondaga Lords declare the council open.

Section 24 of the Great Law of Peace

24. The Lords of the Confederacy of the Five Nations shall be mentors of the people for all time. The thickness of their skin shall be seven spans – which is to say that they shall be proof against anger, offensive actions and criticism. Their hearts shall be full of peace and good will and their minds filled with a yearning for the welfare of the people of the Confederacy. With endless patience they shall carry out their duty and their firmness shall be tempered with a tenderness for their people. Neither anger nor fury shall find lodgement in their minds and all their words and actions shall be marked by calm deliberation.

Section 93 of the Great Law of Peace

93. Whenever a specially important matter or a great emergency is presented before the Confederate Council and the nature of the matter affects the entire body of the Five Nations, threatening their utter ruin, then the Lords of the Confederacy must submit the matter to the decision of their people and the decision of the people shall affect the decision of the Confederate Council. This decision shall be a confirmation of the voice of the people.

Section 107 of The Great Law of Peace

107. A certain sign shall be known to all the people of the Five Nations which shall denote that the owner or occupant of a house is absent. A stick or pole in a slanting or leaning position shall indicate this and be the sign. Every person not entitled to enter the house by right of living within it upon seeing such a sign shall not approach the house either by day or by night but shall keep as far away as his business will permit.
**OUR CONSTITUTION: LINKING WORDS AND PHRASES**

**LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)**

I can use linking words and phrases to connect ideas within categories of information. (W 4.2c.)

**SUPPORTING LEARNING TARGETS**

• I can connect the sections of our school constitution using linking words or phrases.

**ONGOING ASSESSMENT**

Teacher Observations
Polished Constitution

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**AGENDA**

1. Opening
   A. Engaging the Writer (5 minutes)
2. Work Time
   A. Linking Ideas Using Words and Phrases (15 minutes)
   B. Linking Sections of the School Constitution (30 minutes)
3. Closing and Assessment
   A. Debrief (5 minutes)
   B. Exit Ticket (5 minutes)

**TEACHING NOTES**

• In advance: Type up one document that compiles all students’ sections of the constitution called the Polished Constitution. Do NOT include transition words or phrases in the polished constitution; students will add these phrases during this lesson.

• Review: Prepare examples of linking words and phrases on pieces of paper.

*Note: The constitution will need to be retyped into a single final, polished copy today with the linking words or phrases included. This can be done after school by you, the teacher, or possibly by a computer-savvy student.*

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**LESSON VOCABULARY**

linking words, linking phrases, furthermore, in addition, likewise, so that, in order to (see also Linking Words handout in Supporting Materials)

**MATERIALS**

• Tape
• Polished Constitution (teacher-created after Lesson 7)
• List of Linking Words and Phrases
• Chart paper
• Invisible tape
• Sentence strips
# Grade 4, Module 1: Unit 3, Lesson 8

## Our Constitution: Linking Words and Phrases

<table>
<thead>
<tr>
<th>Opening</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Engaging the Writer (5 minutes)</strong>&lt;br&gt;• Hand each student a copy of the <strong>Polished Constitution</strong> (typed by the teacher after Lesson 7). Tell the class that this completed and typed-up version is based on their work during Lesson 7, when the students organized the sections of the constitution together to make an order that made sense to the audience.&lt;br&gt;• Give students a few minutes to read, silently or with their partner, the completed constitution to share what they notice about this compiled version.&lt;br&gt;• Orient students to the learning target: “I can connect the sections of our school constitution using linking words or phrases.” Circle the word <strong>connect</strong>, and invite several students to share what this means in this context. Students should share that the constitution should flow together smoothly as well as make sense to the reader.&lt;br&gt;• Explain to the students that today they while the sections of the constitution have been combined to make one cohesive school constitution, there is something still missing that will make it sound even better to the readers.&lt;br&gt;• Explain to students that when authors connect two ideas in writing they use linking words or phrases. Tell the students: “Linking words and phrases help establish clear connections between ideas and ensure that sentences and paragraphs flow together smoothly, making them easier to read.”&lt;br&gt;</td>
<td>• 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.&lt;br&gt;• Clarifying vocabulary meets the needs of ELLs and other students developing academic language.&lt;br&gt;• Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.</td>
</tr>
</tbody>
</table>
### GRADE 4, MODULE 1: UNIT 3, LESSON 8

**OUR CONSTITUTION: LINKING WORDS AND PHRASES**

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Linking Ideas Using Words and Phrases (15 minutes)</strong></td>
<td>• For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.</td>
</tr>
<tr>
<td>• Invite the students to read the polished constitution silently.</td>
<td>• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.</td>
</tr>
<tr>
<td>• Ask the students, “What do you notice about the first paragraph and second paragraph? How are they connected?”</td>
<td>• Consider Writing and displaying steps for multi-step directions. ELLs can return to steps to make sure they are on track.</td>
</tr>
<tr>
<td>• Invite students to turn and talk. Ask a few students to share out, and focus on the fact that currently, the two paragraphs in the model feel very separate.</td>
<td>• Vary the methods for response for students who struggle with writing tasks.</td>
</tr>
<tr>
<td>• Ask students what might help connect these two paragraphs. Invite students to turn and talk, then share out.</td>
<td></td>
</tr>
<tr>
<td>• Display these linking words and phrases: <strong>Furthermore, in addition, likewise, so that, in order to.</strong></td>
<td></td>
</tr>
<tr>
<td>• Invite students to choose one of the linking words or phrases to connect the two sections of the Sample Constitution. Have them rewrite the Sample Constitution, adding the linking word or phrase.</td>
<td></td>
</tr>
<tr>
<td>• Invite a few students to share their rewritten samples.</td>
<td></td>
</tr>
<tr>
<td>• Display the <strong>List of Linking Words and Phrases.</strong></td>
<td></td>
</tr>
</tbody>
</table>
### GRADE 4, MODULE 1: UNIT 3, LESSON 8

**OUR CONSTITUTION: LINKING WORDS AND PHRASES**

#### WORK TIME

**B. Linking Sections of the School Constitution (30 minutes)**

- Ask each student to locate their section in the Polished Constitution. Have students reread their section with their writing partner.
- Tell students that even though the constitution is typed up in one polished document, it is not done yet. They need to make the sections flow smoothly from one to the next.
- Have the students stand up and arrange them in the order their sections will follow (as arranged by the teacher prior to this lesson). Then have the students read their sections aloud first to rehearse the oral reading of the sections and a second time to listen for how well the sections flow and transition smoothly.
- Ask the students: “What do you notice about the flow of the constitution and how the sections transition?” Invite students to turn and talk. Ask a few students to share out, and focus on the fact that currently the sections feel very separate and choppy.
- Ask students how their section and the section before it connect. What might help connect these two paragraphs so that the transition between them is smooth? Invite students to turn and talk, then share out.
- Explain to the students that they will be deciding which linking word or phrase should start their section with their partner. Orient students again to the List of Linking Words and Phrases.
- Hand each pair of students a sentence strip. Invite each student to identify a linking word or phrase to start their section smoothly. The students will write it on a sentence strip.
- As the students complete their sentence strip, invite them to rehearse reading their section with the new linking word or phrase orally. When all of the students have identified the linking word or phrase to start their section, have them stand up again and arrange them in the order their sections will follow. Then have the students reread their sections aloud—this time with the linking words or phrases—first to rehearse the oral reading of the sections and then a second time to listen for how well the sections flow and transition smoothly.
- Ask the students:
  * “What do you notice about the how the sections transition and the flow of the constitution now?”
- Invite students to turn and talk. Ask a few students to share out, and focus on the fact that now, the sections flow together smoothly, making them easier to read.

#### MEETING STUDENTS’ NEEDS

- Optimize access to tools and assistive technologies such as tablets.
- Use thoughtful grouping:
  - Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.
### CLOSING AND ASSESSMENT

**A. Debrief (5 minutes)**
- Since this is the last day students will be working on the constitution, ask the students to reflect on the process of creating their school constitution. What went well? What challenges did they face? How do they see this changing their school in the future?

**B. Exit Ticket (5 minutes)**
- Hand each of the students an index card. Tell the students to respond to the questions: “How do thinking words and phrases improve the quality of a written or read document?”
- Glance over students’ exit tickets for a quick assessment and to help you with planning for the next lesson’s learning needs.

### MEETING STUDENTS’ NEEDS

- For ELLs, consider providing extra time for tasks and answering questions in class discussions.
- For students needing additional supports, offer a sentence frame or sentence starter.

### HOMEWORK

- Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.
- In addition, the site novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.
In this dwelling where we read, write and learn, too often we forget to take care of it and keep it sparkling. All around us we see trashcans, recycling bins, and brooms. Keep tidy your school so that all will respect the place where we learn.

Linking Word/Phrase

Too often we are afraid to say what we feel,
We are taunted and teased, pushed and pulled. Be sympathetic to one another.
Speak politely to each other and our school a joyful atmosphere for all.

List of Linking Words and Phrases

<table>
<thead>
<tr>
<th>Furthermore</th>
<th>Therefore</th>
<th>Hence</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition</td>
<td>For fear that</td>
<td>So</td>
</tr>
<tr>
<td>Indeed</td>
<td>In the hope that</td>
<td>Thus</td>
</tr>
<tr>
<td>In fact</td>
<td>In order to</td>
<td>During</td>
</tr>
<tr>
<td>Moreover</td>
<td>So</td>
<td>Eventually</td>
</tr>
<tr>
<td>For example</td>
<td>So that</td>
<td>Finally</td>
</tr>
<tr>
<td>For instance</td>
<td>With this in mind</td>
<td>Meanwhile</td>
</tr>
<tr>
<td>In particular</td>
<td>Likewise</td>
<td>Summing up</td>
</tr>
<tr>
<td>Because</td>
<td>Nevertheless</td>
<td>To sum up</td>
</tr>
<tr>
<td>Because of</td>
<td>Yet</td>
<td>In conclusion</td>
</tr>
<tr>
<td>Since</td>
<td>Whereas</td>
<td>Therefore</td>
</tr>
<tr>
<td>For the reason that</td>
<td>On the other hand</td>
<td>Thus</td>
</tr>
<tr>
<td>Before</td>
<td>Similarly</td>
<td>To conclude</td>
</tr>
<tr>
<td>Currently</td>
<td>After</td>
<td>Given these facts</td>
</tr>
</tbody>
</table>
GRADE 4, MODULE 1: UNIT 3, LESSON 9

EXAMINING MODELS: CRITERIA FOR SUCCESS FOR OUR EXPLANATORY PARAGRAPHS

LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)

I can describe the organizational structure in informational or persuasive text (RI.4.5)

SUPPORTING LEARNING TARGETS

• I can explain the purpose of our school constitution in an organized paragraph.

ONGOING ASSESSMENT

Topic Expansions graphic organizers or Four-Square graphic organizers
Explanatory organizers
Explanatory Paragraph Drafts

AGENDA

1. Opening
   A. Engaging the Writer (10 minutes)
2. Work Time
   A. Examining Model Explanatory Paragraphs (20 minutes)
   B. Application: Planning a Paragraph (20 minutes)
3. Closing and Assessment
   A. Debrief (5 minutes)
   B. Exit Ticket (5 minutes)

TEACHING NOTES

• This lesson marks a transition between the two parts of the performance task. During Lessons 1 to 8, students worked in pairs to write sections of the school constitution. Now, they will begin writing an individual paragraph to explain this constitution to others. Throughout this series of lessons, remind students to refer back to the knowledge they have built in this unit, based on both the Great Law of Peace and Eagle Song. When they explain their constitution to others, they will also need to explain how and why the school constitution was influenced by what they read.¹

• In this lesson, students look at models in order to generate criteria for success for their explanatory paragraph. They are not given a formal rubric. For teacher reference, some suggestions of key success criteria are listed in the Supporting Materials. But it is important that students construct their own criteria, in their own language, based on examining the strong and weak models. Do not just hand them the list of criteria. The rationale behind this is to ensure that students actively contribute to and “own” the criteria upon which their writing will be assessed.

• In advance: Look at the Topic Expansion and Four-Square graphic organizers. Students will choose one of these to organize their explanatory paragraph.

¹This coaching point is based on Writing for Understanding: Using Backward Design to Help All Students Write Effectively (Vermont Writing Collaborative, 2008). This book is an excellent resource that can help teachers better understand how to address the Common Core shift regarding “writing from sources.”
GRADE 4, MODULE 1: UNIT 3, LESSON 9

EXAMINING MODELS: CRITERIA FOR SUCCESS FOR OUR EXPLANATORY PARAGRAPHS

LESSON VOCABULARY

explain, explanatory, focus, idea, organization, purpose, topic sentence, supporting details, conclusion, develop, cause, solution

MATERIALS

• Tape
• Polished Constitution (one copy per student)
• Index cards
• Explanatory paragraphs 1 and 2
• Chart paper for anchor chart: Strong Explanatory Paragraphs
• Topic Expansion and Four-Square graphic organizers (Appendix 2)
• Chart: Next Steps for Planning Your Paragraphs

OPENING

A. Engaging the Writer (10 minutes)

• Congratulate students on their work writing their sections of the constitution, and all their thinking about how to put the sections together and adding linking words and phrases so the compiled class constitution makes sense to readers.

• Distribute the Final Polished Constitution. Read it aloud, slowly to students, with them following along. Ask students to turn and talk with a partner about what they notice, and what they are proud of.

• Ask the students: “What is the purpose of our school constitution?” Invite one or two students to explain that the purpose of their school constitution is to improve the culture of their school community, to solve problems peacefully, and to work together to take care of their environment.

• Tell students: “Right now we know how important the school constitution is, but the rest of our school might not. For them to understand the impact the school constitution will have on our community, we will need to explain it to the rest of the school. Does anyone have ideas about how we might do that?” Students will respond with ideas such as making a speech, presenting to each class, and/or writing and explanation. Guide students toward the idea of writing an explanation.

• Say: “Now that we have written our constitution, our next task is to explain it to other people.” Invite students to turn and talk about the word explain; either elicit a definition from a student or define it for the class (e.g., “Explain means to make clear to someone else, to give reasons.”). Elaborate: “In our constitution, why did we include the sections we did?” “How is our constitution based on what we have learned about the Great Law of Peace? That will be the focus for our writing for the next week.”

• Ask students to turn and talk about their writing focus: They will be explaining the purpose of their class constitution. Check for understanding of the task.

MEETING STUDENTS’ NEEDS

• 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.

• Clarifying vocabulary meets the needs of ELLs and other students developing academic language.

• Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1, when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.
GRADE 4, MODULE 1: UNIT 3, LESSON 9

EXAMINING MODELS: CRITERIA FOR SUCCESS FOR OUR EXPLANATORY PARAGRAPHS

A. Examining Model Explanatory Paragraphs (20 minutes)

- Remind students that they have been learning all about how to write strong paragraphs, and yesterday they learned about linking words. Now they are going to write a strong paragraph to explain their class constitution. Tell them that they will be using either the Topic Expansion or Four-square graphic organizers they have used throughout this module, and including linking words and phrases.
- Tell students that one way writers get better is by looking at other writers’ work, and thinking about the techniques or “moves” those writers made. Today, students will look at two examples, or models, of explanatory paragraphs. Tell them that the paragraphs are about different topics; the purpose is to look at what the writer was explaining, and how he or she did it in a way that was clear to the reader. Tell students that by looking at models of weaker and stronger work, they will get clearer about what they are expected to produce.
- Show Explanatory Paragraph Model 1, “The Importance of Zoos,” to the students. Explain to students that another fourth-grader wrote this paragraph. Read the paragraph aloud. Invite the students to turn and talk about the content: “What did you learn from the paragraph? Invite a few students to share.
- Then ask the students to read the paragraph a second time to analyze what moves the writer made.
  - “How did the writer explain?” “What information did the writer include? How does the paragraph flow?” Have the students annotate parts of the paragraph where there is evidence of details, transitional linking words, and powerful and precise word choice. Ask students to turn and talk with a partner about their analysis.
- Begin an anchor chart titled Strong Explanatory Paragraphs. Invite several students to share their analysis of Explanatory Paragraph Model 1, and add their thinking and suggestions to the chart. This list will become the “criteria for success” for students’ own writing. For example, students may notice:
  - The paragraph has a main idea that is maintained throughout the paragraph: zoos help educate people.
  - The sentences are clear and correct.
  - There are details about how zoos take care of animals.
- Distribute the Explanatory Paragraph Model 2, “Playing Soccer.” Have students again read it once to get the flow, then turn and talk about what the paragraph is about.
- Then ask them to reread, paying attention to the moves the writer made. Ask students to talk about what similarities or differences they noticed between the first and second models.
- Students should notice that this model is weaker than Model 1. Ask students to make suggestions: “What needs to be improved?”
- Listen for comments such as: “The author needs to talk either about all sports or soccer.” “There are no linking words/phrases,” “There are no supporting details about what soccer is like,” etc. Record the students’ comments and suggestions on the Strong Explanatory Paragraphs anchor chart.
## EXAMINING MODELS: CRITERIA FOR SUCCESS FOR OUR EXPLANATORY PARAGRAPHS

### WORK TIME

#### B. Application: Planning a Paragraph (20 minutes)
- Explain to the students: “Now that you have looked at models of explanatory paragraphs and the rubric, you will begin planning and drafting your own explanatory paragraphs about the purpose of a school constitution.”
- Display the **Four-Square graphic organizer** on your document camera. Remind students of the Four-Square graphic organizer they used in Unit 1 when they wrote their postcard to Tim. And they tried the Topic Expansion structure, as another option, during Unit 2.
- Remind students that the center rectangle has space for the topic sentence of a paragraph, then the boxes for supporting details, then the box for the conclusion. Review the meaning of topic sentence, supporting details, and conclusion as needed.
- Then display the **Topic Expansion graphic organizer**. Remind students that the rectangle on the far left has space for the topic sentence of a paragraph, then the boxes for supporting details in the center, then the box for the conclusion on the far right.
- Explain to the students that they will have a choice of which graphic organizer to use when they begin planning their paragraphs tomorrow. Share with students the next steps in their writing process:
  - **Next Steps for Planning Your Paragraph**
    1. Choose which graphic organizer you want to use.
    2. Decide on a topic sentence for your paragraph. What’s the purpose?
    3. Identify three reasons our school needs a constitution.
    4. Begin to think about the end of your paragraph.
- Circulate and support students as needed.
- Remind them that today is mostly about articulating what they have learned and starting to gather information that might help them focus their writing. Their goal is to explain their constitution to someone who has not read the Great Law of Peace or Eagle Song.
- Tell students that their task today is to think about their topic, not to write a pretty polished paragraph. Emphasize this throughout, since students often have a misconception that writing in a specific structure will inherently make writing “good.” The first thing that will make writing good is having enough knowledge about a topic that the writer has something to say.
- Collect students’ graphic organizers in order to give students feedback.
# Grade 4, Module 1: Unit 3, Lesson 9

## Examining Models: Criteria for Success for Our Explanatory Paragraphs

### Closing and Assessment

<table>
<thead>
<tr>
<th>A. Debrief (5 minutes)</th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
</table>
| • Have students discuss with a partner:  
  * “How did the graphic organizers help them to figure out what they need to explain to the reader?”  
  • Ask the class: “Can you predict what we are going to do next?” |  
| B. Exit Ticket (5 minutes) |  
| • Hand each of the students an index card. Tell the students to respond to the questions: “What does it mean to explain? Why is it so important to explain the purpose of our school constitution?” |  
| • Collect students’ writing as an informal assessment. |  
|  |  
| **Homework** | **Meeting Students’ Needs** |
| • Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.  
• In addition, the site novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages. |  
| Note: Review students’ graphic organizers and provide specific feedback. Students will use this feedback during Lesson 10. |  
|  |  

GRADE 4, MODULE 1: UNIT 3, LESSON 9
Explanatory Paragraph Models

Explanatory Paragraph Model #1

The importance of zoos

Zoos are places where people can learn about animals and where animals can be taken care of. Children and their families come to zoos to learn about animals from all over the world. That helps them care about wild animals and want to take care of the planet. Zoos also have to follow strict rules to make sure that the animals are well cared for. The animals live in areas in the zoo that are close to their natural habitats and have regular check-ups by a vet. Zoo animals don't have to worry about getting sick, about other predators, or about having enough food or getting injured. Zoos play an important role in many communities.

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Explanatory Paragraph Model #2

Playing Soccer

Most kids like sports. Many children try different sports. My favorite sport is soccer. I have played soccer since first grade. My position in the fullback. The fullback position is part of the defense. Soccer is a game that is played in many countries all over the world.

Written by Expeditionary Learning for instructional purposes. © 2012.
### Explanatory Paragraphs: Criteria for Success
(for teacher reference: students should generate a similar list with teacher support)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>NOT YET</th>
<th>APPROACHES EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlling Idea: maintains a clear purpose throughout the paragraph</td>
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<td></td>
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<tr>
<td>Development: Presents details to support the focus</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization: Maintains and organized structure</td>
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<tr>
<td>Conventions: includes language appropriate to the audience with few conventional errors</td>
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</tbody>
</table>
The first reason our school needs a constitution:

Details

Another reason our school needs a constitution:

Details

A final reason our school needs a constitution:

Details

Topic Sentence:

(For more information about the Four-Square approach see: Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills, Gould, E.J and Gould, J.S., Teaching and Learning Company, 1999).
GRADE 4, MODULE 1: UNIT 3, LESSON 9

Topic Expansion Graphic Organizer

Main Idea

Supporting Detail

Supporting Detail

Supporting Detail

What was important?
# Grade 4, Module 1: Unit 3, Lesson 10

## Planning and Drafting Explanatory Paragraphs

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

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 write an informative/explanatory text that has a clear topic.
- I can develop the topic with facts, definitions, details, and quotations.
- I can use linking words and phrases to connect ideas within categories of information.
- I can develop a concluding statement.

### Ongoing Assessment

- Topic Expansion and Four-Square graphic organizers
- School constitution
- Paragraph drafts

### Agenda

1. Opening
   - A. Engaging the Writer (5 minutes)

2. Work Time
   - A. Review Teacher Feedback on Graphic Organizers (5 minutes)
   - B. Modeling: Drafting From Graphic Organizer (10 minutes)
   - C. Writing Explanatory Paragraphs (30 minutes)

3. Closing and Assessment
   - A. Debrief (5 minutes)
   - B. Exit Ticket (5 minutes)

### Teaching Notes

- In advance: Identify a student whose graphic organizer is strong enough to share as a model. Ask that student for permission to share his/her work with the class.
- Prepare the Next Steps for Your Paragraph chart

### Lesson Vocabulary

- explain, explanatory, linking words and phrases

### Materials

- School constitution (one copy per student)
- Topic Expansion and Four-Square graphic organizers (students’ partially completed copies, from Lesson 8)
- Anchor chart: Strong Explanatory Paragraphs (from Lesson 8)
- Index cards
# Grade 4, Module 1: Unit 3, Lesson 10

## Planning and Drafting Explanatory Paragraphs

<table>
<thead>
<tr>
<th>OPENING</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Opening: Engaging the Writer (5 minutes)</strong></td>
<td>• 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.</td>
</tr>
<tr>
<td>• Remind the students that they are writing explanatory paragraphs. Ask the students: “What is the focus of our explanatory paragraph?” Take suggestions from students. (Listen for: “The focus of our explanatory paragraph is to explain the purpose of our school constitution.”)</td>
<td>• ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., participate, notes, margin, fair, common, record). Clarify vocabulary with students as needed.</td>
</tr>
<tr>
<td>• Read the targets for today’s work. Invite the students to discuss what the target means and what they will be working on today.</td>
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</tr>
<tr>
<td>• Invite the students to turn and talk about how linking words and phrases improve the quality of writing. Ask students to identify other ways writers improve their writing?</td>
<td></td>
</tr>
<tr>
<td>• Allow a few students to share. Listen for comments such as: “Linking words help our writing to flow smoothly from one idea to the next,” and “We can improve our writing by choosing powerful and precise words to engage our readers.”</td>
<td></td>
</tr>
</tbody>
</table>
### A. Review Teacher Feedback on Graphic Organizers (5 minutes)

- Discuss with students how important it is for them to learn from feedback, especially when they are practicing their writing. Ask them to read the comments you have made on their draft graphic organizers. Tell students that during Work Time, they should follow the suggestions made. Remind students that it will be important for them to ask questions about the feedback if they are unclear.
- Remind them that yesterday, they focused more making sure they have good information to share than on having a pretty paragraph. So much of the teacher feedback they received focused on this: “What is the purpose of the school constitution? What should we tell our readers?”
- Today, they will continue to be sure they have enough correct information and details. Their peers can help them. But now they will also focus on taking that information and putting it in the form of an actual paragraph.

### WORK TIME

<table>
<thead>
<tr>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>For students needing additional supports, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required.</td>
</tr>
<tr>
<td>Consider writing and displaying steps for multistep directions. ELLs can return to steps to make sure they are on track.</td>
</tr>
<tr>
<td>Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.</td>
</tr>
<tr>
<td>Vary the methods for response for students who struggle with writing tasks.</td>
</tr>
<tr>
<td>Optimize access to tools and assistive technologies such as tablets.</td>
</tr>
</tbody>
</table>
### B. Modeling: Drafting From Graphic Organizer (10 minutes)

- On a document camera, display a graphic organizer (either Topic Expansion or Four-Square) that a student finished in Lesson 8. Say: “This student has lots of notes for his paragraph now. He has enough information to take the next step of starting an actual paragraph. Let’s see if we can help with this. We need to turn these notes into sentences.”
- Begin with the topic box from the student’s graphic organizer. Invite the class to help think about a possible topic sentence. (For example: “A school constitution will make our school a happier place to be.”)
- Continue modeling as needed, inviting students to do as much of the thinking as possible. Ask them to help you think about how to take the notes from each box and turn them into one or two sentences.
- Ask students to turn and talk to tell each other the steps from moving from the graphic organizer to a written paragraph.
- Point out that some students may still need to find more details before they are ready to draft a paragraph. It is good if they are realizing: “I can’t write a paragraph about something if I don’t actually have enough information.”
- Ask students to check the Next Steps for Your Paragraph anchor chart:
  1. Finish your graphic organizer if needed.
  2. Write your topic sentence on writing paper.
  3. Combine the information in each of your boxes into one or two sentences. Write them on your writing paper.
  4. Begin to think about the end of your paragraph.

### C. Writing Explanatory Paragraphs (30 minutes)

- Tell students that they will be working on writing their explanatory paragraphs today. Remind the students that the focus of their paragraph to explain the purpose of our school constitution: “Why did we write a school constitution? How will it help our community?”
- Review the criteria for success that students began to create during Lesson 9 (on the anchor chart: Strong Explanatory Paragraphs). Answer any clarifying questions the students may have before letting them begin their writing work. Let them know you will be supporting them throughout the work time as needed.
- Consider meeting with struggling students for progress, clarifications, etc.
# Grade 4, Module 1: Unit 3, Lesson 10

**PLANNING AND DRAFTING EXPLANATORY PARAGRAPHS**

## Closing and Assessment

<table>
<thead>
<tr>
<th>CLOSING AND ASSESSMENT</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tr>
<td><strong>A. Debrief (5 minutes)</strong></td>
<td>• For ELLs, consider providing extra time for tasks and answering questions in class discussions.</td>
</tr>
<tr>
<td>• Choose one or two students to read their draft/writing to the class. The students may give warm and cool feedback. Remind students of the norms for feedback and critique. Warm feedback is specific praise; cool feedback is specific suggestions to improve the draft, or questions for the writing team to consider.</td>
<td>• For students needing additional supports, offer a sentence frame or starter.</td>
</tr>
<tr>
<td><strong>B. Exit Ticket (5 minutes)</strong></td>
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</tr>
<tr>
<td>• Hand each of the students a 3” x 5” note cards. Ask the students to exchange explanatory drafts with a partner.</td>
<td></td>
</tr>
<tr>
<td>• Invite the students to read their partner’s draft and then use the index card to write a compliment to the author. Remind students to say something specific (not just “good job”). Model as needed, perhaps using the sentence stem “One thing I really liked is____.”</td>
<td></td>
</tr>
<tr>
<td>• Ask students to return the drafts and index cards to their partner.</td>
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</tr>
<tr>
<td>• Glance over the drafts and index cards for a quick assessment and to determine which students may need more support during Lesson 11.</td>
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</tbody>
</table>

## Homework

<table>
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<td>• For students needing additional supports, offer a sentence frame or starter.</td>
</tr>
<tr>
<td>• If you have not finished your draft, take your graphic organizer and almost-finished draft home and complete it.</td>
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</tbody>
</table>
# Grade 4, Module 1: Unit 3, Lesson 11

## Critiquing and Polishing Our Explanatory Paragraphs

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

- 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 ways to improve my explanatory paragraph.
- I can use correct writing conventions in my explanatory paragraph.

### Ongoing Assessment

- Topic Expansion graphic organizers or Four-Square graphic organizers
- Constitution Paragraphs Drafts

### Agenda

1. Opening
   - A. Engaging the Writer (5 minutes)
2. Work Time
   - A. Critique: Praise, Question, Suggest Protocol (25 minutes)
   - B. Editing/Revising Explanatory Paragraphs (20 minutes)
3. Closing and Assessment
   - A. Debrief (5 minutes)
   - B. Exit Ticket (5 minutes)

### Teaching Notes

- Organize students in pairs to critique each other’s writing.
- Ask a student if s/he would be willing to share his or her writing to help model the Praise-Question- Suggest protocol.
- Review the Praise- Question-Suggest protocol (Appendix 1). Students will have used this protocol before, but will need support today focusing specifically on the Question step in the process.

### Lesson Vocabulary

- critique, praise, revise, edit

### Materials

- School constitution Chart paper
- Index cards
- Explanatory Paragraph Criteria for Success
- Critique protocol anchor chart (from Unit 1, Lesson 7)
- Sticky notes
- Chart paper: Questions for Critique
## CRITIQUING AND POLISHING OUR EXPLANATORY PARAGRAPHS

**GRADE 4, MODULE 1: UNIT 3, LESSON 11**

### OPENING

**A. Engaging the Writer (5 minutes)**
- Begin by asking students: “How can you improve your own writing an audience to read?” Allow students to think and then share comments with the whole group. Say: “Today you will be using my feedback and the Praise-Question-Suggest protocol to critique and help improve everyone’s constitution explanatory paragraphs.”
- Ask students to review the feedback you provided on their draft paragraphs.

### MEETING STUDENTS’ NEEDS

- 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.
- ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., participate, notes, margin, fair, common, record). Clarify vocabulary with students as needed.
### A. Review Teacher Feedback on Graphic Organizers (5 minutes)
- Review the procedures for this protocol with the students. All students will need the **Explanatory Paragraph Criteria for Success** as well as their drafts.
- Tell students that they will be using the **Praise, Question, Suggest protocol**, which they are already familiar with.
- Before the critique begins, review the main components of a successful critique on the **Critique Protocol anchor chart** from Unit 1, Lesson 7. Remind the students that the following four points are crucial for success:
  * **Be Kind**: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
  * **Be Specific**: Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.
  * **Be Helpful**: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.
  * **Participate**: Peer critique is a process to support each other, and your feedback is valued!
- Briefly review the steps of that protocol:
  - Pair students. Tell them they are going to listen to their partners read their draft paragraph. Tell them to give feedback that is specific and kind.
  - Remind students that they can be giving feedback about the actual information their partner included, or about how the draft paragraph sounds.
  - Point out two conversation stems on the Critique protocol anchor chart: “I like how you____,” and “Would you consider________?”
  - The author reads the paragraph. The listener gives one positive comment based on the requested area using the language, “I like how you …” The listener gives feedback based on the requested area: “Would you consider …?” The author responds: “Thank you [for] … My next step will be …” Students then switch roles. Students should make corrections based on the feedback. If time allows, students should continue working or begin to revise their paragraphs.
  - Tell students that today, they are going to focus mostly on the Question step in the protocol. As a whole group, create a list of revision questions based on the criteria for the explanatory paragraph.

### MEETING STUDENTS’ NEEDS
- For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.
- Consider Writing and displaying steps for multi-step instructions. ELLs can return to steps to make sure they are on track.
- Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.
- Vary the methods for response for students who struggle with writing tasks.
- Optimize access to tools and assistive technologies such as iPads, AP systems, etc.
GRADE 4, MODULE 1: UNIT 3, LESSON 11
CRITIQUING AND POLISHING OUR EXPLANATORY PARAGRAPHS

WORK TIME

- Model by sharing a revision question yourself, such as: “Are there enough details to support this topic?” or “This sentence is confusing. Can you explain it differently?” and add it to the Questions for Critique anchor chart. Then invite students to share more questions they might ask.
- As a whole group, model the protocol process with a sample paragraph. (Use a student’s actual draft writing if possible. If not, model using a paragraph of your own.)
- Ask the student volunteer to read his or her writing aloud, slowly, to the class. Ask the students to think about, but not say out loud, questions they might have.
- Direct students’ attention to the list of questions (Questions for Critique anchor chart) they generated. Ask the volunteer to read the paragraph out loud again a second time.
- Invite students to ask the volunteer questions from the list. Then the volunteer writer responds or makes revisions while the class watches. Continue this question-and-answer process several times, until all students are clear on the process.
- Tell students that they will now do the same process in pairs. List the following instructions:
  * Listen to your partner read his or her draft paragraph. Give feedback that is specific and kind. (For example, “I like how you_____ and Would you consider_______?”)
  * The author responds: Thank you [for] … My next step will be…
  * Students then switch roles.
  * Students should make corrections based on the feedback.
- If time allows, students should continue working or begin to revise their paragraphs.
- Students will then break into pairs. Students take turns. The first student reads her or his paragraph draft, possibly asking the partner to focus on a particular revision question or two they are struggling with. The listening student will document feedback on Post-it notes and give to the presenter. Praise needs to be specific.
- Next, ask questions and offer helpful suggestions. Feedback should relate to the revision questions created by the whole class.
- Small groups continue this process until both students have shared her or his reports and received feedback/suggestions. Each student thanks each other.

Note: Monitor during this time; do not confer.

MEETING STUDENTS’ NEEDS
### GRADE 4, MODULE 1: UNIT 3, LESSON 11

**CRITIQUING AND POLISHING OUR EXPLANATORY PARAGRAPHS**

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<tr>
<th>WORK TIME</th>
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<tr>
<td>B. Editing/Revising Explanatory Paragraphs (20 minutes)</td>
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<tr>
<td>• Review the procedures for this work period. Students will be making revision to their explanatory paragraphs. Students may refer to the sticky notes handed to them during the Praise- Questions-Suggest protocol.</td>
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<tr>
<th>CLOSING AND ASSESSMENT</th>
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<tr>
<td>A. Debrief (5 minutes)</td>
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<tr>
<td>• Bring the whole group together to discuss the revisions that were made today and how the critique was helpful to the editing and revising process.</td>
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<td>B. Exit Ticket (5 minutes)</td>
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</table>
| • Hand each of the students a sticky note. Tell the students to record their response to the following questions on the card: “Have you made all your revisions today? If it’s yes, explain what you did well? If no, can you tell a next step or ask for help?”  
• Provide the students with time to jot their responses.  
• Glance over students’ responses for a quick assessment. If many students are struggling with the revision process, consider adding a lesson in which you model revising your own paragraph. If there are only a few students struggling with this process, plan on conferring with them in a small group for support. | • For ELLs, consider providing extra time for tasks and answering questions in class discussions.  
• For students needing additional supports, offer a sentence frame or sentence starter. |

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<thead>
<tr>
<th>HOMEWORK</th>
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<tbody>
<tr>
<td>• Finish your constitution paragraph in which you explain the purpose of our school constitution. (This will be collected at the start of the next lesson).</td>
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### GRADE 4, MODULE 1: UNIT 3, LESSON 11

**Explanatory Paragraph Criteria for Success**

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<th>CRITERIA</th>
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### Grade 4, Module 1: Unit 3, Lesson 12

**End-of-Unit Assessment: On-Demand Paragraph Writing**

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

- I can write routinely for a variety of reasons (W.4.10)
- I can write an informative/explanatory text (W.4.2)
- I can effectively participate in a conversation with my peers and adults. (SL 4.1)

#### Supporting Learning Targets

- I can independently write an explanatory paragraph.
- I can follow our group norms when I participate in a conversation.
- I can ask questions so I’m clear about what is being discussed.
- I can answer questions about the topic being discussed.

#### Ongoing Assessment

- Polished Constitution paragraphs (homework from Lesson 11)
- End-of-Unit Assessment: On-Demand Paragraph Writing to Explain How the Constitution Addresses Issues in the Data

#### Agenda

1. Opening
   - A. End-of-Unit Assessment (5 minutes)
2. Work Time
   - A. On-Demand End-of-Unit Assessment: Writing to Explain How the Constitution Addresses Issues (20 minutes)
   - B. Gallery Walk of Constitution Paragraphs (25 minutes)
3. Closing and Assessment
   - A. Debrief (10 minutes)

#### Teaching Notes

- This lesson includes two pieces of writing: a new on-demand assessment and a celebration of students’ polished paragraphs explaining the school constitution.
- For the Gallery Walk/Celebration, invite school administrators or other adults who support student behavior to attend the second half of class.
- Review: Gallery Walk protocol (Appendix 1)
- Post students’ Polished Constitution paragraphs that explain the school constitution around the room or in the hallway.
- Invite your school administrators to the Gallery Walk.
- Make copies of the End-of-Unit assessment for each student

#### Lesson Vocabulary

- explain, data

#### Materials

- End-of-Unit Assessment (1 per student)
- Explanatory Paragraph Criteria for Success
- Constitution
- Sticky Notes
- Chart paper
- Index cards
## GRADE 4, MODULE 1: UNIT 3, LESSON 12

### END-OF-UNIT ASSESSMENT: ON-DEMAND PARAGRAPH WRITING

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<tr>
<td><strong>A. End-of-Unit Assessment (5 minutes)</strong></td>
<td>• For ELLs, consider providing extra time for tasks and answering questions in class discussions.</td>
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<tr>
<td>- Congratulate students on their good work writing their explanatory paragraphs about the school constitution. Tell them that at the end of class today, they will get to share that writing. Tell them that they have learned a lot about how to explain.</td>
<td>• ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., participate, notes, margin, fair, common, record). Clarify vocabulary with students as needed.</td>
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<tr>
<td>- Ask, “Why is our school constitution important to our school and other schools as well?” Allow several students to share their thoughts.</td>
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<td>- Collect students’ Polished Constitution paragraphs.</td>
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<td>- Point out to students that their paragraphs explain the purpose of their constitution, but do not tell how to solve specific problems.</td>
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<td>- Remind students of the data they read (in Unit 3, Lesson 1) about other schools, and some of the problems in those schools. Invite students to turn and talk about what they remember about this data.</td>
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<td>- Tell students that today, their task is to re-read that data, identify a problem, and then explain how their school constitution would help prevent or resolve the problem.</td>
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<td>- Tell students that for the past few days, they have had help as they have practiced writing to explain. Today, their job is to show how well they can do the reading, writing, and thinking on their own. Tell students that they may use their reading and their notes.</td>
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**GRADE 4, MODULE 1: UNIT 3, LESSON 12**

**END-OF-UNIT ASSESSMENT: ON-DEMAND PARAGRAPH WRITING**

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<td>A. On-Demand End-of-Unit Assessment: Writing to Explain How the Constitution Addresses Issues (20 minutes)</td>
<td>• ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.</td>
</tr>
<tr>
<td>• Distribute the End of Unit Assessment and the Most Frequent Ways of Being Bullied at School data. Address any clarifying questions students have about the task.</td>
<td>• For students needing additional supports, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required.</td>
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<td>• Give students 20 minutes to independently review the data they examined and then write a paragraph to explain how their constitution with help prevent or resolve the issues identified in the data.</td>
<td>• Vary the methods for response for students who struggle with writing tasks.</td>
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<td>• Optimize access to tools and assistive technologies such as tablets, AP systems, etc.</td>
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## GRADE 4, MODULE 1: UNIT 3, LESSON 12

### END-OF-UNIT ASSESSMENT: ON-DEMAND PARAGRAPH WRITING

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<td><strong>B. Gallery Walk of Constitution Paragraphs (25 minutes)</strong></td>
<td>• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way. • Consider Writing and displaying steps for multi-step directions. ELLs can return to steps to make sure they are on track.</td>
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<td>• Review the procedures for this work period. Students will be reading each other’s Polished Constitution Paragraphs today and will write comments and questions about each. Ask students to focus specifically on how each paragraph addresses the following questions: 1. How do the explanations in this paragraph support the idea that peace can be created and sustained through agreements and actions? 2. How do the explanations in this paragraph support the idea that clear communication can help to improve communities?</td>
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<td>• Orient students to the display of Polished Constitution paragraphs (not the on-demand end of unit paragraphs students just did for their assessment). Divide students into small groups of three or four. Hand each group a stack of sticky notes. Assign each group a constitution paragraph to read. After each group reads its constitution paragraph, have group members discuss the paragraph answers the questions above. Students then write their responses on sticky notes and questions they may have. When finished the group members can stick the sticky notes to a blank piece of chart paper next to the constitution paragraphs.</td>
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<td>• Ask groups to rotate to the next constitution paragraph following the same procedure as before: read the paragraph, write notes, and place the sticky notes on the chart paper. This time, and for the remaining rotations, invite the students to read the existing sticky notes containing previous groups’ comments and questions. Students may respond to the comments left by their peers or record addition questions that may have arose.</td>
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<td>• Have the groups rotate in this manner until each group has read every constitution paragraph. After everyone has responded to each of the paragraphs, have the groups return to their original chart paper and read and discuss the sticky notes left by other groups.</td>
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## CLOSING AND ASSESSMENT

A. Debrief (10 minutes)

- Bring the whole group together to discuss how the Gallery Walk went. Talk with students about the guiding question for this module: “How can school communities benefit from the beliefs and agreements of the Iroquois?” Discuss the work they have done on the constitution. Who at the school will be sharing it with them and when? How will the school community benefit? Inform the students of any plans you have to share their constitutions.

### MEETING STUDENTS’ NEEDS

- For ELLs, consider providing extra time for tasks and answering questions in class discussions.

## HOMEWORK

- Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.
- In addition, the site novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.

### MEETING STUDENTS’ NEEDS

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**GRADE 4, MODULE 1: UNIT 3, LESSON 12**

**END-OF-UNIT ASSESSMENT: ON-DEMAND PARAGRAPH WRITING**
How can a constitution prevent or resolve issues in a school community? After reading and analyzing the “Most Frequent Ways of Being Bullied at School” data, write an explanatory paragraph in which you describe a school issue and explain how a constitution would prevent or resolve it. Support your discussion with evidence from the data and with specific details from the constitution.
On-Demand End-of-Unit Assessment:
Writing to Explain How our School Constitution Addresses Issues
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Source: “PACT for Families 2011 SHARE Survey Update on Bullying” found at http://www.pact4.org
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