

Lesson Guidance #20	
Grade	4
Unit	2
Selected Text(s)	I Can Make This Promise Chapters 31-32
Duration	Approximately 2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will evaluate how this adoption impacted both Edie and her mother's ability to know where they came from and their heritage and how this injustice has impacted their entire lives.

CCSS Alignment

[CCSS.ELA-LITERACY.RL.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.4.2](#)

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

[CCSS.ELA-LITERACY.RI.4.7](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

[CCSS.ELA-LITERACY.SL.4.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

ELD

WIDA Alignment

ELD-LA.4-5.Argue.Expressive

Construct language arts arguments that support opinions with reasons and information Connectors to elaborate an idea/interpretation (so, this means, therefore, a way to think about this)

End of lesson task *Formative assessment*

How do you feel about the events that transpired in the hospital after Edith gave birth? Write an opinion letter to the doctors who allowed these adoptions to take place, explaining your opinion of what happened to Edith and how that experience affected not only Edith but her entire family. Be sure to support your thinking with text evidence.



Knowledge Check

What do students need to know in order to access the text?

Background knowledge

- [Indian Adoption Project](#)
- Orphanage
- [Indian Child Welfare Act \(1978\)](#)

Key concepts *(domain specific terms to analyze the text)*

- Inferences
- Flashback
- Making Connections

Vocabulary Words *(words found in the text)*

- Naive - showing a lack of experience, wisdom, or judgment
- Forcibly - using force or violence
- Injustice - lack of fairness or justice
- Cruel - causing pain or suffering



[ELD Instructional Practices for Vocabulary:](#)

- “Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include [illustrations/gifs/photographs](#). Utilizing hand signals when targeted vocabulary is heard, cements learning,
- Effective vocabulary instruction for ELs includes:
 - (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities,
 - (2) “student-friendly” definitions
 - (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)
 - (4) teaching affixes/words that can be altered by adding prefixes and or suffixes,
 - (5) pointing out cross-language similarities (e.g., cognates),
 - (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [notebook configuration](#), [vocabulary log](#), [Fray Model](#), or [Vocabulary In Context](#) (see [example](#)) activity to increase understanding.

Core Instruction

Text-centered questions and ways students will engage with the text

Essential Question: What role might adoption play in a person’s life? How might it contribute to someone’s understanding of themselves and others?

Opening Activity:

Give students the following directions: “Today we are going to share in groups (or pairs), about what qualities make a great parent or guardian. In your groups (or pairs), share out. You will have 5 minutes to share and then we will come back together.”

[All answers are welcome. Ensure students have the opportunity to share. Following this opening activity, inform scholars that in today’s chapter, we will learn more about Edith’s delivery of her baby and what

happened that led to the adoption of Edie's mom.]

Content Knowledge:

Students should be familiar with what the [Indian Adoption Project](#) is and the [Indian Child Welfare Act](#).

ELD

[ELD Scaffolds](#)

Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

Shared Reading:

Chapters 31-32

Read either text out loud to or with students, pausing to track understanding of the following questions:

CHAPTER 31 DISCUSSION QUESTIONS

1. Who was the man who came into Edith's hospital room? Why is this individual significant to the story?
2. Why was it important for Edith and Theo to "make a good impression"?
3. The man states, "I will pray for you, child". What can you infer about the meaning of this statement?

CHAPTER 32 DISCUSSION QUESTIONS

1. What can you infer about why the doctor had no intention of bringing Edith her baby?
2. What details describe why the doctor was able to do what he did?
3. How does Edie's mom describe what happened to her as a baby?
4. How are the births of Edie's mom and Edie different?

[Native American Adoption Diagram](#)

1. What do you notice? What information does this diagram give you? How does it help you understand life for Native American families during this time?
2. What states are indicated? What is significant about this regarding our text?
3. What are your thoughts on these states wanting to overturn the law that allows Native American babies and children to grow up with their birth families?

[2022 News Article of Supreme Court Case](#)

1. What does the Indian Child Welfare Act state when it comes to the custody of a Native American child if it is not with their birth parents?
2. Why do certain states and groups of people believe this to be an issue?
3. Do you believe, in your opinion, that Native American children should be raised by an individual that would allow the child to grow up in their tribal community and understand their heritage?

Teach the definition of the remaining vocabulary words as they appear in the text, ensuring students understand how the author's use of the words helps support the overall purpose of the chapter.

Small Group Reading Instruction:

Complete the [activity](#): Reread Ch. 31-32 of the text. Using the text, cite evidence that supports one of the following themes in today's chapters.

- a. Injustice (what happened to Edith and her baby)
- b. Appreciation (Edie's realization that she is able to hug and love her family when Edith and her mom were unable to do so)

Formative Assessment:

How do you feel about the events that transpired in the hospital after Edith gave birth? Write an opinion letter to the doctors who allowed these adoptions to take place, explaining your opinion of what happened to

Edith and how that experience affected not only Edith but her entire family. Be sure to support your thinking with text evidence. [Formative Assessment](#)

Opinion Writing:

In preparation for the performance task, the teacher may need to do daily modeling and independent writing practice with students to teach the components of opinion writing that students will be expected to demonstrate on their Unit Performance Task.

The teacher could use [I Wanna Iguana](#), as a mentor text to model an example of opinion writing and how the components fit together to express a specific opinion.

1. Teachers should monitor students while they continue working on their rough drafts. Teachers should provide scaffolded supports, and modeling as needed.
2. For editing, the teacher may decide to do peer conferencing or teacher/student conferencing.
3. Ensure students get feedback on their writing so that corrections, changes, and additions can be made.

*Encourage students to use writing signal words listed [HERE](#).

Task: In our text, Edie learns the truth about where she comes from. Write an opinion/persuasive essay where you explore your opinion about how knowing where you come from influences the person you become.

Independent Writing/Student Practice:

Scholars should be provided time to practice the daily skill. The teacher could pull a small writing group and/or navigate the classroom and provide one-on-one support to students.


For today's skill:

1. Provide scholars with the opportunity to work on their rough drafts of their opinion writing referring back to their [graphic organizer](#).
2. Once students have finished their rough drafts, the teacher will decide on how editing will take place. Editing may take place through tomorrow's lesson.

Optional Extension Activity:


Write a letter to Edith's baby, from Edith. Be sure to include what happened in the hospital, how Edith felt, and what you believe Edith would have wanted to say to her daughter if she could.

Fluency, Comprehension, and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence Possible Sentence: "I wasn't ready for this horrific injustice." (Ch 32, page 230)
Writing	Pattan Writing Scope and Sequence  Argumentative Student Language Support Sheet(ELD)

Additional Supports



 ELD Practices	<ul style="list-style-type: none">• English Language Development Instructional Guide• Strategies for English Learners• Argumentative Student Language Support Sheet(ELD)• Narrative Student Language Support Sheet(ELD)• Informational Student Language Support Sheet(ELD)
<u>SpEd Practice</u>	<ul style="list-style-type: none">• Before the lesson, provide support to students currently experiencing decoding difficulties based on the student's level of need. Student's needs may include: support with phonemic awareness, alphabetic principle, vowels(short/long); vowel teams; open vowels; r-controlled vowels, syllabication or multisyllabic words, etc)• At the beginning of the lesson, establish an explicit Vocabulary Instructional Routine to pre-teach Tier 2 vocabulary in order to help students gain a deep knowledge of the academic vocabulary used in the text. Vocabulary lesson plan template. Click here. The student will use the completed template as an ongoing vocabulary log for reference• Before reading, set the purpose and review making inferences• While reading, model pointing out finding out details to support the inferences made utilizing thinking out loud strategies• During reading, pause and ask standards based questions to check for student understanding:<ul style="list-style-type: none">○ What are the major events that happen in the story?○ What happens in the poem?○ What is the author trying to convey?○ What details help you understand what is happening to the characters?○ What specific details from the text support your ideas?○ What inferences can you make and what details from the text support your inferences?○ What does the text say? What do you think about that? Why is that important?○ What is the theme of this story, poem, or drama?○ What details from the text led you to determine the theme?○ What details would you include from the beginning, middle, and end to summarize the story?• After the reading, provide the text digitally for those students with IEPs that are not reading on grade level.• During the discourse, provide students with sentence frames/starters to guide the academic conversation and focus on content-related material• For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content.• Also consider a partially pre-filled graphic organizer depending upon the need
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access

