

**Crosswalk of Common Core Instructional Shifts: ELA/Literacy**  
Connecting English Language Arts and Merry-Go-Round Youth Theatre's  
4<sup>th</sup> Grade Preparatory Workshop and Performance of *There Once Was A Longhouse*

Shifts According to EngageNY  
[www.engageny.org](http://www.engageny.org)

Shifts According to  
Student Achievement Partners  
[www.achievethecore.org](http://www.achievethecore.org)

**1: Balancing Informational & Literary Texts:** Students access information about the Haudenosaunee through an immersive experience. Students listen to an authentic Iroquois legend. Teachers make connections to Social Studies Standards 1, 3, & 5 and use informational texts from the Native American unit to reinforce content from the play and workshop.

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**1: Building knowledge through content-rich nonfiction and informational texts**

**4: Text-based Answers:** Students use the common text (the play script) to reinforce classroom experiences with Social Studies Key Idea 4. Students use the play script and texts associated with this unit to explore the play's themes and build knowledge of the Haudenosaunee nation.

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**2: Reading and writing grounded in evidence from text**

**5: Writing from Sources:** Students respond to writing prompts from Social Studies Key Idea 4, using evidence from the performance and workshop to inform written arguments about the "People of the Longhouse."

**3: Staircase of Complexity:** Students complete the Grade 4 "step" of growth on the sequential dramatics "staircase," fully participating in the immersive experience of the show, rather than simply viewing a performance, as in past years.

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**3: Regular practice with complex text and its academic vocabulary:**

**6: Academic Vocabulary:** Students build pivotal vocabulary during the workshop and performance, including "Haudenosaunee," "three sisters," and "legend," "Iroquois" as well as the names of the Five Nations. These terms are closely linked to key vocabulary used to access texts in the Social Studies curriculum.