



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 2: Lesson 11

End of Unit 2 Assessment: Finding Evidence of Carl Hiaasen's Perspective in *Flush* and Illustrating Perspective



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

I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a)

I can create and present a text or artwork in response to a literary work. (W.6.11)

I can develop a perspective or theme supported by relevant details. (W.6.11a)

I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts. (W.6.11b)

Supporting Learning Targets

- I can identify evidence of Carl Hiaasen's perspective in *Flush*.
- I can illustrate a scene from *Flush* that shows evidence of Carl Hiaasen's perspective of Florida.

Ongoing Assessment

- Structured notes: Chapter 17 (from homework)
- End of Unit 2 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Chapter 17 of <i>Flush</i> (10 minutes)Unpacking Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">End of Unit 2 Assessment (30 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (3 minutes)Homework<ol style="list-style-type: none">Read to the end of <i>Flush</i>. As you read, mark the text with evidence flags to help you answer the focus question in your structured notes.Record new vocabulary on your word-catcher.	<ul style="list-style-type: none">This is the End of Unit 2 Assessment. Assess student responses on the end of unit assessment using the Grade 6 2-Point Rubric—Short Response, and the Illustrating Perspective Rubric (see supporting materials). Use the suggested answers for teacher reference to guide you in your assessment, but be aware that this is just an example of the kinds of things students may have written.Students who finish early may want to continue reading <i>Flush</i>. Homework for this lesson is to finish the book. Students may need more time to do this than has been allocated, so consider making additional time for students to finish the novel before moving on to Unit 3.In advance:<ul style="list-style-type: none">Read the beginning of Chapter 18 of <i>Flush</i> from “The food coloring didn’t show up as brightly in the sea as it did in the store bottles” to “Dusty Muleman was officially busted” to familiarize yourself with the events and how they might show evidence of Carl Hiaasen’s perspective. This will help you prepare to grade students’ assessments.Post: Learning targets.



Lesson Vocabulary	Materials
Do not preview vocabulary.	<ul style="list-style-type: none">• <i>Flush</i> Plot Development anchor chart (from Lesson 2)• End of Unit 2 Assessment: Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> and Illustrating Perspective (one per student)• <i>Flush</i> (book; distributed in Lesson 1)• Evidence flags (five per student for the assessment; three additional per student for homework)• End of Unit 2 Assessment: Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> and Illustrating Perspective (answers, for teacher reference)• NYS Grade 6 2-Point Rubric—Short Response (for teacher reference)• Illustrating Perspective Rubric (for teacher reference)• Structured notes (from Lesson 1; one new blank copy per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Chapter 17 of <i>Flush</i> (10 minutes)</p> <ul style="list-style-type: none">• Invite students to refer to their structured notes homework and the answer they wrote to the homework focus question:<ul style="list-style-type: none">* “What happened in Chapter 17? How did it contribute to the plot development?”• Back-to-Back, Face-to-Face:<ol style="list-style-type: none">1. Invite students to pair up with their structured notes and to sit back-to-back.2. Ask: “What happened in Chapter 17? How did it contribute to the plot development?”3. Give students time think and to refer to their structured notes.4. Invite students to turn face-to-face to share their answers.• Refocus whole group. Direct students' attention to the <i>Flush</i> Plot Development anchor chart and ask:<ul style="list-style-type: none">* “Where are we on the chart now?”• Select volunteers to share their responses. Listen for students to explain that they are now moving toward the resolution.• Record a summary next to the resolution line on the <i>Flush</i> Plot Development anchor chart that reads something like: “17—Noah meets his grandfather and hears his story.”	



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can identify evidence of Carl Hiaasen’s perspective in <i>Flush</i>.”* “I can create a piece of artwork illustrating a scene from <i>Flush</i> that shows evidence of Carl Hiaasen’s perspective of Florida.”• Remind students that these are the same learning targets they have been working with during the past four lessons. Today they will show how well they can demonstrate these targets independently in an assessment.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment (30 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit 2 Assessment: Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> and Illustrating Perspective. Invite students to read the directions at the top with you.• Remind students that they will need their novel <i>Flush</i>.• Distribute evidence flags. Record the page numbers and final sentence on the board for students to refer to.• Remind the class that because this is an assessment, it is to be completed independently. However, if students need assistance, they should raise their hand.• Circulate and support students as they work. During an assessment, prompting should be minimal.• At the end of the allotted time, collect the assessments. Assess them using End of Unit 2 Assessment: Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> and Illustrating Perspective (answers, for teacher reference), NYS Grade 6 2-Point Rubric—Short Response, and Illustrating Perspective Rubric.	<ul style="list-style-type: none">• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.• For some students, this assessment may require more than the 30 minutes allotted. Consider providing students time over multiple days if necessary.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (3 minutes)</p> <ul style="list-style-type: none">• Fist to Five: Invite students to reread each of the learning targets with you and to show on their fingers how well they achieved each target with 0 being “not at all” and 5 being “achieved it successfully.”• Summarize to the whole group what you see with the Fist to Five.• Preview homework and distribute structured notes and evidence flags.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read to the end of <i>Flush</i>. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:<ul style="list-style-type: none">* “What is the resolution?”• Record any new vocabulary on your word-catcher.	



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Supporting Materials



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End of Unit 2 Assessment:

Finding Evidence of Carl Hiaasen's Perspective in *Flush* and Illustrating Perspective

Name:

Date:

Learning Targets:

"I can identify evidence of Carl Hiaasen's perspective in *Flush*."

"I can illustrate a scene from *Flush* that shows evidence of Carl Hiaasen's perspective of Florida."

Directions:

1. Revisit the summarized claim you made about Carl Hiaasen's perspective of Florida in Lesson 9 and record it on the organizer on the following page.
2. Read a new excerpt of *Flush* from the beginning of Chapter 18, "The food coloring didn't show up as brightly in the sea as it did in the store bottles," to "Dusty Muleman was officially busted."
3. Reread that excerpt of *Flush*, using evidence flags to mark where you find evidence of Carl Hiaasen's perspective of Florida.
4. Record the evidence you find in the second column of the organizer.



End of Unit 2 Assessment:

Finding Evidence of Carl Hiaasen's Perspective in *Flush* and Illustrating Perspective

1. Finding Evidence of Carl Hiaasen's Perspective

CLAIM	EVIDENCE
As a result of being born and raised in Florida, Carl Hiaasen's perspective is that ...	





End of Unit 2 Assessment:

Finding Evidence of Carl Hiaasen's Perspective in *Flush* and Illustrating Perspective

3. Illustrate a scene from the excerpt you've read from Chapter 18 of *Flush* that shows how Carl Hiaasen's perspective of Florida is evident in this excerpt. Explain how Carl Hiaasen's perspective is evident in this scene.

Page numbers: _____

In this scene ...

This shows evidence of Carl Hiaasen's perspective of Florida because ...



End of Unit 2 Assessment:

Finding Evidence of Carl Hiaasen's Perspective in *Flush* and Illustrating Perspective
(Answers, for Teacher Reference)

Finding Evidence of Carl Hiaasen's Perspective

CLAIM	EVIDENCE
As a result of being born and raised in Florida, Carl Hiaasen's perspective is that ...	In his novel <i>Flush</i> , he writes ... This shows evidence of the claim that ... because ...
<i>He loves and cares about the state and sees it as a special place. He thinks it is "gorgeous" and loves the natural, unspoiled side of Florida, including the water and the fish, but he doesn't like the way it is being developed and exploited.</i>	<ul style="list-style-type: none">• <i>In his novel <i>Flush</i> he writes, "At first I thought she was mad at Abbey and me, but it turned out that she wasn't. She was mad at Dusty Muleman. 'Unbelievable!' she exploded finally. 'How can a person do something like that! A father, for heaven's sake! All the kids on the island go swimming here—and he's poisoning the place with all this ... this ...'" (pages 216–217). This shows evidence of the claim that he doesn't like the way the place is being exploited because in this scene Noah's mom is angry that Dusty Muleman has been exploiting the water.</i>• <i>In his novel <i>Flush</i> he writes, "'Sure? Anyways, it was helluva catch,' said Grandpa Bobby. 'That was back before they dropped fish traps all over the reefs. Back before certain creeps started dumping their crapola in the sea.' There was a rumble edge to his voice, like he was struggling to keep his temper under control" (page 217). This shows evidence of the claim that he doesn't like the way Florida is being developed and exploited because This also show evidence of his perspective that he doesn't like the way the place is being developed and exploited because Grandpa Bobby is angry that people are exploiting the ocean with particular fishing techniques. Grandpa Bobby is also angry with people like Dusty Muleman for dumping sewage into the ocean.</i>



End of Unit 2 Assessment:

Finding Evidence of Carl Hiaasen's Perspective in *Flush* and Illustrating Perspective
(Answers, for Teacher Reference)

2. Use your graphic organizer to write a response to the following prompt:

How has being born and raised in Florida affected Carl Hiaasen's perspective of the place?
Where is the evidence of this perspective in the excerpt you have read today of the novel *Flush*?
How does the evidence you have selected illustrate his perspective?

As a result of being born and raised in Florida, Carl Hiaasen loves and cares about the place and sees it as very special. He thinks it is "gorgeous" and loves the natural, unspoiled side of Florida, including the water and the fish, but he doesn't like the way it is being developed and exploited.

*In his novel *Flush* he writes, "At first I thought she was mad at Abbey and me, but it turned out that she wasn't. She was mad at Dusty Muleman. 'Unbelievable!' she exploded finally. 'How can a person do something like that! A father, for heaven's sake! All the kids on the island go swimming here—and he's poisoning the place with all this ... this ...'" (pages 216–217). This shows evidence of Carl Hiaasen's perspective that he doesn't like the way the place is being exploited because in this scene Noah's mom is angry that Dusty Muleman has been exploiting the water.*

*In his novel *Flush*, Hiaasen also writes, "'Sure? Anyways, it was helluva catch,' said Grandpa Bobby. 'That was back before they dropped fish traps all over the reefs. Back before certain creeps started dumping their crapola in the sea.' There was a rumble edge to his voice, like he was struggling to keep his temper under control" (page 217). This also shows evidence of his perspective that he doesn't like the way the place is being developed and exploited because Grandpa Bobby is angry that people are exploiting the ocean with particular fishing techniques. Grandpa Bobby is also angry with people like Dusty Muleman for dumping sewage into the ocean.*

NYS Grade 6 2-Point Rubric—Short Response
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	Valid inferences and/or claims from the text where required by the prompt Evidence of analysis of the text where required by the prompt Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	A mostly literal recounting of events or details from the text as required by the prompt Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	A response that does not address any of the requirements of the prompt or is totally inaccurate No response (blank answer) A response that is not written in English A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



Illustrating Perspective Rubric
(For Teacher Reference)

Name: _____

Date: _____

	4	3	2	1
I can create and present a text or artwork in response to a literary work. (W.6.11)	Student has clearly created a piece of artwork or text illustrating a scene from the excerpt of <i>Flush</i> .	Student has created a piece of artwork or text illustrating a scene from the excerpt of <i>Flush</i> .	Student has created a piece of artwork or text related to the excerpt of <i>Flush</i> .	Student work is not really relevant to the excerpt of <i>Flush</i> .
I can develop a perspective or theme supported by relevant details. (W.6.11a) I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts. (W.6.11b)	Student has clearly described in detail how his/her scene shows evidence of Carl Hiaasen's perspective of Florida.	Student has described in detail how his/her scene shows evidence of Carl Hiaasen's perspective of Florida.	Student has described how his/her scene shows evidence of Carl Hiaasen's perspective of Florida.	Student work does not really show evidence of Carl Hiaasen's perspective of Florida.