



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 3B: Unit 2: Lesson 5**

## **Mid-Unit Assessment: Analyzing Point of View and Plot Development in *Flush***



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can determine the meaning of literal, connotative, and figurative language (metaphors and similes) in literary text. (RL.6.4)

I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)

I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)

I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6)

I can use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) to determine the meaning of a word or phrase. (L.6.4a)

Supporting Learning Targets

- I can determine the meaning of words and phrases in the text.
- I can analyze how the word choice affects tone and meaning.
- I can analyze how Hiaasen develops Noah's point of view.
- I can explain how a chapter contributes to plot development.

Ongoing Assessment

- Structured notes: Chapters 6 and 7 (from homework)
- Mid-Unit 2 Assessment: Point of View, Figurative Language, and Plot Development in *Flush*
- *Flush* Plot Development anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader: Chapters 6 and 7 of <i>Flush</i> (7 minutes)</li><li>B. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 2 Assessment (33 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief (3 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read the rest of Chapter 8. As you read, mark the text with evidence flags to help you answer the focus question in your structured notes.</li><li>B. Record new vocabulary words on your word-catcher.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this Mid-Unit 2 Assessment, students read a passage of <i>Flush</i> and are asked to identify and interpret the point of view and use of figurative language in the passage. They do this in a graphic organizer nearly identical to the one they have been using to track point of view throughout the novel so far. Students are then asked a series of short constructed response questions about figurative language, word choice, and plot development.</li><li>• Assess student responses using the NYS Grade 6 2-Point Rubric—Short Response. There are also suggested answers in the supporting materials, but be aware that student answers may differ from those suggested—they are to be used as a guideline for the kind of responses to look for.</li><li>• Consider allowing time for catch-up reading to ensure all students are at the same place in the book.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review Concentric Circles protocol (see Appendix).</li></ul></li><li>• Post: Learning targets; Plot Development: The Rising Action in <i>Flush</i> anchor chart; <i>Flush</i> Plot Development anchor chart.</li></ul>



Lesson Vocabulary	Materials
Do not preview vocabulary.	<ul style="list-style-type: none"><li>• Plot Development: The Rising Action in <i>Flush</i> anchor chart (from Lesson 3)</li><li>• Plot Development: The Rising Action in <i>Flush</i> anchor chart (answers, for teacher reference)</li><li>• <i>Flush</i> Plot Development anchor chart (from Lesson 2)</li><li>• Mid-Unit 2 Assessment: Analyzing Point of View and Plot Development in <i>Flush</i> (one per student)</li><li>• <i>Flush</i> (book; distributed in Lesson 1)</li><li>• Sticky notes (five per student)</li><li>• Colored pencils or markers (blue and one other color; one of each color per student)</li><li>• Mid-Unit 2 Assessment: Analyzing Point of View and Plot Development in <i>Flush</i> (suggested answers, for teacher reference)</li><li>• NYS Grade 6 2-Point Rubric—Short Response (for teacher reference)</li><li>• Structured notes (from Lesson 1; one new blank copy per student)</li><li>• Evidence flags (at least three per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Chapters 6 and 7 of <i>Flush</i> (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to refer to their structured notes homework and the answer to the focus question:<ul style="list-style-type: none"><li>* “What does Shelly think of Lice in Chapter 6? How do you know?”</li></ul></li><li>• Remind students of Concentric Circles protocol:<ol style="list-style-type: none"><li>1. Split the group in half. Invite one half to make a circle facing out and the other half to make a circle around them, facing in.</li><li>2. Ensure that all students are facing someone opposite them.</li><li>3. Ask: “What happened in Chapter 6?”</li><li>4. Invite students to share their answers with the person opposite them.</li><li>5. Invite students on the inside circle to move two people to the right.</li><li>6. Ask: “What happened in Chapter 7?”</li><li>7. Invite students on the inside circle to move two people to the right.</li><li>8. Ask: “What does Shelly think of Lice in Chapter 6? How do you know?”</li><li>9. Invite students to share their answers to with the person opposite them.</li></ol></li><li>• Refocus whole group. Invite volunteers to share their answers with the whole group. Listen and write student answers on the displayed <b>Plot Development: The Rising Action in <i>Flush</i> anchor chart</b>. For guidance, see <b>Plot Development: The Rising Action in <i>Flush</i> anchor chart (answers, for teacher reference)</b>.</li><li>• Direct students’ attention to the posted <b><i>Flush</i> Plot Development anchor chart</b> and add a summative statement for Chapters 6 and 7. For example: “Tension builds with the possibility that Noah’s dad could actually be wrong and there is disappointment that Lice, who Noah’s dad has been pinning his hopes on, has gone. The tension about the sewage tank is relieved when we find out the sewage tank isn’t used.”</li></ul>	<ul style="list-style-type: none"><li>• Opening the lesson by asking students to share their homework makes them accountable for completing it. It also gives you the opportunity to monitor which students are not doing their homework.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets with you:<ul style="list-style-type: none"><li>* “I can determine the meaning of words and phrases in the text.”</li><li>* “I can analyze how the word choice affects tone and meaning.”</li><li>* “I can analyze how Hiaasen develops Noah’s point of view.”</li><li>* “I can explain how a chapter contributes to plot development.”</li></ul></li><li>• Remind students that these are the same learning targets they have been working with for the past four lessons. Tell them that today they will show how well they can demonstrate these targets independently in an assessment.</li></ul>	<ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• 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.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 2 Assessment (33 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a <b>Mid-Unit 2 Assessment: Analyzing Point of View and Plot Development in <i>Flush</i></b> to each student. They will also need their text <b><i>Flush</i></b>, five <b>sticky notes</b>, and <b>colored pencils or markers</b>.</li><li>• Invite students to read through the learning targets and the prompt with you. Remind them that the graphic organizer on the assessment handout is similar to the one they have been using to analyze point of view in previous lessons.</li><li>• Invite students to read through the questions below the graphic organizer with you. Explain that once they have analyzed the point of view and tone, they are to answer those questions.</li><li>• 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 to speak with a teacher.</li><li>• Explain to students they should independently read the excerpt for gist, and they have the option of using the sticky notes to write down the gist as a tool to support their comprehension.</li><li>• Circulate and support students as they work. During an assessment, your prompting should be minimal.</li><li>• At the conclusion of the allotted time, collect the Mid-Unit 2 Assessment.</li><li>• Congratulate students on their hard work during the assessment.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (3 minutes)</b></p> <ul style="list-style-type: none"><li>• <b>Fist to Five.</b> 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.”</li><li>• Take note of students who show low numbers on their fingers and be sure to address their concerns in the next lesson.</li><li>• Preview homework and distribute <b>structured notes</b> and <b>evidence flags</b>.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read the rest of Chapter 8. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structures notes:<ul style="list-style-type: none"><li>* “What happens in this chapter and how do those events contribute to the plot development?”</li></ul></li><li>• Record new vocabulary words on your word-catcher.</li></ul>	





EXPEDITIONARY  
LEARNING

# Grade 6: Module 3B: Unit 2: Lesson 5

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Plot Development: The Rising Action in *Flush* Anchor Chart  
(Answers, for Teacher Reference)

**Learning Target:** “I can analyze how each chapter contributes to plot development.”

Chapter	Main Events in Chapter	How do these events contribute to the plot development? (Do they introduce a new character? Provide/build on conflict or tension?)
Chapter 6	<ol style="list-style-type: none"> <li><i>Noah and Abbey escape from the marina knowing that there is a sewage tank in the marina that it looks like the Coral Queen has been using. Noah goes to visit his dad in jail again and tells him about the sewage tank.</i></li> <li><i>Noah goes to visit Lice only to find he has run away.</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Tension builds with the possibility that Noah’s dad could actually be wrong.</i></li> <li><i>Tension builds when Noah finds out that Lice, who Noah’s dad has been pinning his hopes on, has gone.</i></li> </ol>
Chapter 7	<ol style="list-style-type: none"> <li><i>Noah’s dad’s interview is on TV, so Noah and Abbey try to stop their mom from seeing it.</i></li> <li><i>Noah sneaks down to the marina again in the dark and finds that the sewage tank is rusty and useless, so cannot have been used by the Coral Queen.</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Tension builds as Noah and Abbey do everything they can to stop their mom watching the interview.</i></li> <li><i>Tension about the sewage tank is relieved when we find out the sewage tank isn’t used.</i></li> </ol>

Mid-Unit 2 Assessment:  
Analyzing Point of View and Plot Development in *Flush*

---

**Name:**

---

**Date:**

---

**Long-Term Learning Targets Assessed:**

“I can determine the meaning of literal, connotative, and figurative language (metaphors and similes) in literary text.” (RL.6.4)

“I can analyze how an author’s word choice affects tone and meaning in a literary text.” (RL.6.4)

“I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.” (RL.6.5)

“I can analyze how an author develops a narrator or speaker’s point of view.” (RL.6.6)

“I can use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) to determine the meaning of a word or phrase.” (L.6.4a)

**Assessment Prompt:**

One of the characteristics that makes Carl Hiaasen’s novel *Flush* a compelling story is his development of the narrator’s point of view. Through his use of details and descriptive language that capture Noah’s observations and thoughts, the reader comes to know Noah’s point of view of his father, of Lice Peeking, and of where he lives in Florida. In this assessment, you will have the opportunity to show what you have learned about determining how Noah’s point of view has been developed, how both figurative and connotative language and word choice can affect the tone of a novel, and how each chapter contributes to the development of the plot in the novel.

**Directions:**

In Chapter 8 of *Flush*, read from the last paragraph on page 82, beginning with “The next afternoon Mom insisted,” and ending with “In a matter of moments he had hustled to his car and sped away” on page 84. After you read, complete the organizer and answer the questions.



**Mid-Unit 2 Assessment:**  
Analyzing Point of View and Plot Development in *Flush*

1. Complete the organizer below.

<b>CLAIM</b> What is Noah's point of view of his dad's interview?	<b>EVIDENCE</b> How do you know? How did Hiaasen develop Noah's point of view of his dad's interview? Provide three examples of specific words, phrases, and sentences that support your claim.	<b>WORD CHOICE</b> Describe the tone of the text with one word.  (for example, angry or sad)
	1.	1.
	2.	2.
	3.	3.

Mid-Unit 2 Assessment:  
Analyzing Point of View and Plot Development in *Flush*

2. On your completed organizer:
- A. Underline each piece of text evidence with a colored pencils or marker as follows:
- Noah's own thoughts, actions, and feelings—blue
  - The words and actions of others—another color
- B. Code each piece of evidence as a thought, word, or action using the Thought, Word, Action symbols.
3. “My father ended the interview by saying he intended to stay locked behind bars until the law dealt **squarely** with Dusty Muleman.” (page 82)
- What do you think the word **squarely** means?
  - What word(s) would you replace **squarely** with? Use that strategy to help you determine what this word might mean. Explain why you would replace it with that word(s).
- 
- 
- 
4. “Mr. Shine sucked air through his teeth. ‘Sorry. I’m **obliged** to tell your mother first.’” (page 83)
- What do you think the word **obliged** means?
  - Use the context to determine the meaning and record it below. Explain how you know the meaning from the context clues in the text:
- 
- 
-

Mid-Unit 2 Assessment:  
Analyzing Point of View and Plot Development in *Flush*

5. “Dad’s TV interview was the **buzz** of the Keys...” (page 82)
- What is the connotation of **buzz**?
  - What other words could have been used here with a similar meaning but a different connotation?
  - Why has the author used this connotation here?

---

---

---

6. “Next to show up on camera was a rodent-faced man who identified himself as Dusty’s attorney.” (page 82)
- Circle the figurative language about Dusty Muleman’s attorney in this sentence. What does it mean?
  - Why has the author used this figurative language here? In your explanation, include the specific words or phrase that helped you determine the meaning.

---

---

---

7. “Mr. Shine looked like he’d swallowed a bad clam. ‘What?’ he croaked. ‘Where in the world did you get that idea?’” (page 84)
- Circle the figurative language in this sentence. What does it mean?
  - Why has the author used this figurative language here?

---

---

---



**Mid-Unit 2 Assessment:**

Analyzing Point of View and Plot Development in *Flush*

8. How does the excerpt you read from page 82–84 contribute to plot development? Describe the main events in this excerpt and how they contribute to the rising action of the plot.

**Main events in excerpt:**

---

---

---

**How do these events contribute to the development of the plot's rising action? Do they introduce new characters? Do they build tension? Do they introduce/continue conflict?**

---

---

---



**Mid-Unit 2 Assessment:**

Analyzing Point of View and Plot Development in *Flush*  
(Suggested Answers, for Teacher Reference)

**Long-Term Learning Targets Assessed:**

“I can determine the meaning of literal, connotative, and figurative language (metaphors and similes) in literary text.” (RL.6.4)

“I can analyze how an author’s word choice affects tone and meaning in a literary text.” (RL.6.4)

“I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text.” (RL.6.5)

“I can analyze how an author develops a narrator or speaker’s point of view.” (RL.6.6)

“I can use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) to determine the meaning of a word or phrase.” (L.6.4a)





**Mid-Unit 2 Assessment:**

Analyzing Point of View and Plot Development in *Flush*  
(Suggested Answers, for Teacher Reference)

1. Complete the organizer below.
2. On your completed organizer:
  - A. Underline each piece of text evidence with a colored pencils or marker as follows:
    - Noah’s own thoughts, actions, and feelings—blue
    - The words and actions of others—another color
  - B. Code each piece of evidence as a thought, word, or action using the Thought, Word, Action symbols.

<b>CLAIM</b> What is Noah’s point of view of his dad’s interview?	<b>EVIDENCE</b> How do you know? How did Hiaasen develop Noah’s point of view of his dad’s interview? Provide three examples of specific words, phrases, and sentences that support your claim.	<b>WORD CHOICE</b> Describe the tone of the text with one word.  (for example, angry or sad)
He seems to be quite relieved and pleased with it. It seems that he thinks his dad didn’t come across as badly as he had feared.	1. “My father was in rare form.” (page 82) – NOAH’S THOUGHT	1. Relief
	2. “He came off more like a college professor than a boat vandal.” (page 82) – NOAH’S THOUGHT	2. Relief
	3. “He had the good sense not to compare himself to Nelson Mandela (or if he did, the TV people were nice enough to cut that part out).” (page 82) – NOAH’S THOUGHT	3. Relief

Mid-Unit 2 Assessment:

Analyzing Point of View and Plot Development in *Flush*  
(Suggested Answers, for Teacher Reference)

3. “My father ended the interview by saying he intended to stay locked behind bars until the law dealt **squarely** with Dusty Muleman.” (page 82)

- What do you think the word **squarely** means?
- What word(s) would you replace **squarely** with? Use that strategy to help you determine what this word might mean. Explain why you would replace it with that word(s).

*I would replace “squarely” with “fairly.” I would replace it with “fairly” because I know that Noah’s dad thinks the law is being very unfair by arresting him rather than Dusty Muleman.*

4. “Mr. Shine sucked air through his teeth. ‘Sorry. I’m **obliged** to tell your mother first.’” (page 83)

- What do you think the word **obliged** means?
- Use the context to determine the meaning and record it below. Explain how you know the meaning from the context clues in the text:

*I think the word “obliged” means that he has to tell her first. I think this because Mr. Shine refuses to tell Noah before he has told his mother.*

5. “Dad’s TV interview was the **buzz** of the Keys ...” (page 82)

- What is the connotation of **buzz**?
- What other words could have been used here with a similar meaning but a different connotation?
- Why has the author used this connotation here?

*The word “buzz” has the connotation that it was alive and active. The word “talk” could have also been used here, but that sounds more passive. The author has used this word here to make the reader understand that everyone was talking about it.*

**Mid-Unit 2 Assessment:**

Analyzing Point of View and Plot Development in *Flush*  
(Suggested Answers, for Teacher Reference)

6. “Next to show up on camera was a **rodent-faced** man who identified himself as Dusty’s attorney.” (page 82)

- Circle the figurative language about Dusty Muleman’s attorney in this sentence. What does it mean?
- Why has the author used this figurative language here? In your explanation, include the specific words or phrase that helped you determine the meaning.

*It means his face looked like a rat or a mouse, and I think the author chose to use that figurative language because he wants us to know that Noah doesn’t like Dusty Muleman’s attorney.*

7. “Mr. Shine **looked like he’d swallowed a bad clam**. ‘What?’ he croaked. ‘Where in the world did you get that idea?’” (page 84)

- Circle the figurative language in this sentence. What does it mean?
- Why has the author used this figurative language here?

*It means he pulled a face like he tasted something bad that made him feel unwell. I think the author chose to use it because it makes us understand how uncomfortable Mr. Shine was about answering Noah’s question.*

8. How does the excerpt you read on pages 82–84 contribute to plot development? Describe the main events in this excerpt and how they contribute to the rising action of the plot.

**Main events in excerpt:**

*Noah watches his dad’s TV interview and Mr. Shine comes to deliver some news.*

**How do these events contribute to the development of the plot’s rising action?** Do they introduce new characters? Do they build tension? Do they introduce/continue conflict?

*The tension about what Noah thought his father might say in the interview is taken away because it wasn’t as bad as he thought. The visit from Mr. Shine builds tension again because we wonder what news he has.*

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

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

<b>2-point Response</b>	<p>The features of a 2-point response are:</p> <ul style="list-style-type: none"> <li>Valid inferences and/or claims from the text where required by the prompt</li> <li>Evidence of analysis of the text where required by the prompt</li> <li>Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li> <li>Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li> <li>Complete sentences where errors do not impact readability</li> </ul>
<b>1-point Response</b>	<p>The features of a 1-point response are:</p> <ul style="list-style-type: none"> <li>A mostly literal recounting of events or details from the text as required by the prompt</li> <li>Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li> <li>Incomplete sentences or bullets</li> </ul>
<b>0-point Response</b>	<p>The features of a 0-point response are:</p> <ul style="list-style-type: none"> <li>A response that does not address any of the requirements of the prompt or is totally inaccurate</li> <li>No response (blank answer)</li> <li>A response that is not written in English</li> <li>A response that is unintelligible or indecipherable</li> </ul>

<sup>1</sup>From New York State Department of Education, October 6, 2012.