EXPEDITIONARY LEARNING

Grade 5: Module 4:
Overview

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GRADE 5: MODULE 4: OVERVIEW

Gathering Evidence and Speaking to Others:

Natural Disasters in the Western Hemisphere

The fourth module of fifth grade engages students in a high-interest topic—natural disasters—with a literacy focus on point of view in literature, research, opinion writing, and public speaking. The module integrates science content (about extreme natural events) with a Social Studies focus on the Western Hemisphere and the role of multinational organizations. In Unit 1, students read about the science behind natural disasters, specifically earthquakes and hurricanes. In Unit 2, students read two pieces of literature that are set during a natural disaster: the beautifully illustrated picture book *Eight Days: A Story of Haiti* by Edwidge Dantikat and the novel *Dark Water Rising* by Marian Hale. Students will analyze how the narrator's perspective determines how events are described; they also will analyze visual elements and compare and contrast themes in these two texts.

In Unit 3, students work in research teams to investigate natural disasters that have affected countries in the Western Hemisphere. As a connection to Social Studies, students also will read primary source documents to learn about how the United States and multinational organizations, such as the Red Cross, respond to disasters in the Western Hemisphere. Based on this research, students then will draft and revise an opinion speech in which they take a stand on what role U.S. humanitarian organizations should take when neighboring countries are struck by natural disasters. They will then deliver this speech to the class. **This written and public speaking performance task centers on NYSP12 ELA Standards RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, and L.5.6.**

Guiding Questions And Big Ideas

- **What is a natural disaster?**
- **How does a narrator's point of view influence how events are described in literature?**
- **How should multinational organizations respond when communities are struck by natural disasters?**
- *Extreme natural events can have positive and negative effects on the environment and humans.*
- *In literature, the narrator's point of view influences how events are described and portrayed by the writer.*
- *Public speakers must provide reasons and evidence to support their opinion.*

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Performance Task

Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster?
How should U.S. humanitarian organizations prioritize their assistance to countries struck by a natural disaster, given the limited funds they have? After researching informational texts about natural disasters that have occurred in the Western Hemisphere and U.S. humanitarian organizations that offer international aid, write a speech in which you state your opinion about how U.S. humanitarian organizations should prioritize aid to neighboring countries following a natural disaster. Support your position with evidence from your research. You will then deliver this speech to the class. **The final draft of the written speech centers on NYSP12 ELA Standards RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, L.5.3, and L.5.6. The public speaking task centers on NYSP12 ELA Standards SL.5.4, SL.5.6, and L.5.6.**

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum:

- 5.10 Increasingly, the nations of the Western Hemisphere participate in and benefit from international organizations that promote peace, cooperation, economic development, global health, and cultural understanding.
- 5.10.a Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to actively promote democracy, protect human rights, support economic development, and encourage cooperation between nations.
- 5.10.b The United Nations helps maintain peace between nations and uses international pressure to protect human rights and promote cultural understanding.
- 5.10.c When nations or regions in the Western Hemisphere face challenges due to natural disasters, health epidemics, or political upheavals, multinational organizations provide global support and assistance.

NYS Science:

- 2.1e Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative effects on living things.
- 5.2g The health, growth, and development of organisms are influenced by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight.
- 7.1a Humans depend on their natural and constructed environments.
- 7.1c Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.

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CCS Standards: Reading—Literature	Long-Term Learning Targets
• RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• I can explain what a text says using quotes from the text.
• RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	• I can make inferences using quotes from the text.
• RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	• I can summarize a literary text.
• RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	• I can describe how a narrator's point of view influences the description of events.
• RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	• I can analyze how visual and multimedia elements add to the meaning, tone, or beauty of literary text.
• RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	• I can compare and contrast stories in the same genre for approach to theme and topic.
• RL.5.11 Recognize, interpret, and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, eras, personal events, and situations.	• I can read grade-level literary texts proficiently and independently.

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CCS Standards: Reading—Informational Text	Long-Term Learning Targets
• RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• I can explain what a text says using quotes from the text. • I can make inferences using quotes from the text.
• RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	• I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text.
• RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	• I can determine the meaning of academic words or phrases in an informational text. • I can determine the meaning of content words or phrases in an informational text.
• RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	• I can compare and contrast multiple accounts of the same event or topic.
• RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	• I can locate an answer or solve a problem efficiently, drawing from multiple informational sources.
• RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	• I can accurately synthesize information from multiple texts on the same topic.
• RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	• I can read grade-level informational texts proficiently and independently.

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Standards: Writing	Long-Term Learning Targets
• W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	• I can write an opinion piece that supports a point of view with reasons and information. a. I can introduce the topic of my opinion piece. a. I can create an organizational structure in which I group together related ideas. b. I can identify reasons that support my opinion. c. I can use linking words to connect my opinion and reasons. d. I can construct a concluding statement or section for my opinion piece.
• W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	• I can write informative/explanatory texts that convey ideas and information clearly. a. I can group supporting facts together about a topic in an informative/explanatory text a. I can use text, formatting, illustrations, and multimedia to support my topic. a. I can develop the topic with facts, definitions, details, and quotations. b. I can use precise, content-specific vocabulary to inform or explain about a topic.
• W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	• I can produce clear and coherent writing that is appropriate to task, purpose, and audience.

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Standards: Writing	Long-Term Learning Targets
• W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	• With support from peers and adults, I can use a writing process to produce clear and coherent writing.
• W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	• With support from adults, I can use technology to publish a piece of writing. • I can use technology to collaborate with others to produce a piece of writing. • I can type a minimum of two pages in a single sitting.
• W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	• I can build knowledge about multiple aspects of a topic by conducting research. • I can use several sources to build my knowledge about a topic.
• W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	• I can recall information that is important to a topic. • I can document what I learn about a topic by taking notes. • I can summarize or paraphrase information in my notes and in finished work. • I can provide a list of sources I used to gather information.
• W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	• I can choose evidence from literary or informational texts to support analysis, reflection, and research.
• W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.'	• I can write for a variety of reasons.

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Standards: Writing	Long-Term Learning Targets
• W.5.11 Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.	• I can create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.

Standards: Speaking and Listening	Long-Term Learning Targets
• SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	• I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. a. I can prepare myself to participate in discussions. a. I can follow our class norms when I participate in a conversation. c. I can connect my questions and responses to what others say. b. After a discussion, I can explain key ideas about the topic being discussed.
• SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	• I can summarize the points a speaker provides. • I can explain how the evidence a speaker provides supports the points he or she is trying to make.
• SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	• I can report on a topic or text using organized facts and details. • I can speak clearly and at an understandable pace.
• SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation	• I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate.

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Standards: Language	Long-Term Learning Targets
• L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use verb tense to convey various times, sequences, states, and conditions.	• I can use grammar conventions to send a clear message to a reader or listener. a. I can use verb tense to convey various times, sequences, states, and conditions.
• L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use underlining, quotation marks, or italics to indicate titles of works. d. Spell grade-appropriate words correctly, consulting references as needed.	• I can use conventions to send a clear message to my reader. a. I can use punctuation to separate items in a series. b. I can use a comma to separate an introductory word or phrase from the rest of the sentence. c. I can use underlining, quotation marks, or italics to indicate titles of works. d. I can spell grade-appropriate words correctly. d. I can consult reference materials to check and correct my spelling.
• L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	• I can use my knowledge of language and its conventions when writing, speaking, reading, or listening. a. I can use a variety of sentence structures in my writing.
• L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases	• I can use a variety of strategies to read grade appropriate words and phrases I don't know. a. I can use context (e.g., *cause/effect relationships* and *comparisons in text*) to help me understand the meaning of a word or phrase. b. I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means (e.g., *photograph, photosynthesis*). c. I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation and meaning of key words and phrases.

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Standards: Language	Long-Term Learning Targets
• L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	• I can analyze the meaning of figurative and complex language. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Texts
1. Edwidge Dantikat, *Eight Days: A Story of Haiti* (New York: Orchard Books, 2010), ISBN: 978-0-545-27849-2.
2. Marian Hale, *Dark Water Rising* (New York: Square Fish, 2010), ISBN: 978-0-312-62908-3.

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Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: The Science behind Natural Disasters			
Weeks 1-2	• Building Background Knowledge and Making Inferences: What Is a Natural Disaster? • Relationships between Key Scientific Concepts: What Causes Earthquakes and Hurricanes	• I can explain what a text says using quotes from the text. • I can make inferences using quotes from the text. • I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. • I can determine the meaning of academic words or phrases in an informational text. • I can determine the meaning of content words or phrases in an informational text.	• Mid-Unit 1: Text-Dependent Short-Answer Quiz—the Effects of Natural Disaster (NYSP12 ELA Standards RI.5.1, RI.5.3, and RI.5.4)
	• Synthesizing Information from Texts about Natural Disasters • Organizing Evidence from Multiple Informational Texts to Prepare for Writing	• I can write informative/explanatory texts that convey ideas and information clearly. a. I can group supporting facts together about a topic in an informative/explanatory text a. I can use text, formatting, illustrations, and multimedia to support my topic. a. I can develop the topic with facts, definitions, details, and quotations. b. I can use precise, content-specific vocabulary to inform or explain about a topic.	• End of Unit 1: Part I, Essay: On-Demand Essay "What Makes a Hurricane a Natural Disaster?" (NYSP12 ELA Standards RI.5.2, W.5.2, W.5.4, and W.5.9); Part II, Science Talk (NYSP 12 ELA Standards SL.5.1a, b, c, d, and f)

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Week	Instructional Focus	Long-Term Targets (continued)	Assessments
Weeks 1-2, continued		• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. • I can choose evidence from literary or informational texts to support analysis, reflection, and research.	
Unit 2: Comparing and Contrasting Literature about Natural Disasters: *Eight Days* and *Dark Water Rising*			
Weeks 3-6	• Summarizing and How a Narrator's Point of View Influences the Description of Events • Analyzing Imagery in Literature • Summarizing and Figurative Language	• I can compare and contrast multiple accounts of the same event or topic. (RL.5.6) • I can analyze how visual and multimedia elements add to the meaning, tone, or beauty of literary text. (RL.5.7) • I can analyze the meaning of figurative and complex language. (L.5.5) a. I can use relationships between words (synonyms, antonyms, and homographs) to help me understand words.	• Mid-Unit 2: Analyzing Narrator's Point of View and Visual Elements, Chapter 13, *Dark Water Rising* (NYSP12 ELA Standards RL.5.6, RL.5.7, and L.5.5)
	• Drawing on Evidence • Comparing and Contrasting Narrators' Descriptions of Events to Make Connections between Texts • Synthesizing Ideas and Expressing the Narrator's Description of Events through Imagery	• I can compare and contrast multiple accounts of the same event or topic. (RL.5.6) • I can compare and contrast stories in the same genre for approach to theme and topic. (RL.5.9) • I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)	• Compare and Contrast How Authors Use the Narrator's Point of View to Describe Events in Literature (RL.5.6, RL.5.9, W.5.2, W.5.4, and W.5.9)

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Week	Instructional Focus	Long-Term Targets (continued)	Assessments
Weeks 3-6, continued		a. I can group supporting facts together about a topic in an informative/explanatory text a. I can use text, formatting, illustrations, and multimedia to support my topic. a. I can develop the topic with facts, definitions, details, and quotations. b. I can use precise, content-specific vocabulary to inform or explain about a topic. • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	

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Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Research on 2010 Earthquake in Haiti, Learning about the Red Cross, and Writing an Opinion Speech			
Weeks 7-8	• Building Background Knowledge: What Do U.S. Humanitarian Aid Organizations Do? • Researching Using Multiple Texts: Western Hemisphere Natural Disasters	• I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7) • I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7) • I can use several sources to build my knowledge about a topic. (W.5.7) • I can recall information that is important to a topic. (W.5.8) • I can document what I learn about a topic by taking notes. (W.5.8) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8) • I can provide a list of sources I used to gather information. (W.5.8) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	• Mid-Unit 3: Taking and Organizing Notes for a Public Speech (NYSP12 ELA Standards RI.5.7, W.5.7, W.5.8, W.5.9)

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EXPEDITIONARY LEARNING

Grade 5: Module 4:
Assessment Overview

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Final Performance Task	**Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster?** How should U.S. humanitarian organizations prioritize their assistance to countries struck by a natural disaster, given the limited funds they have? After researching informational texts about natural disasters that have occurred in the Western Hemisphere and U.S. humanitarian organizations that offer international aid, write a speech in which you state your opinion about how U.S. humanitarian organizations should prioritize aid to neighboring countries following a natural disaster. Support your position with evidence from your research. You will then deliver this speech to the class. **The final draft of the written speech centers on NYSP12 ELA Standards RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, L.5.3, and L.5.6. The public speaking task centers on NYSP12 ELA Standards SL.5.4, SL.5.6, and L.5.6.**

Mid-Unit 1 Assessment	**Text-Dependent Short-Answer Quiz—the Effects of Natural Disasters** This assessment centers on NYSP12 ELA Standards RI.5.1, RI.5.3, and RI.5.4. After reading one new text on hurricanes, students will answer text-dependent multiple-choice and short-answer questions that assess their knowledge of how the formation of hurricanes is a causal relationship. They will also be expected to use strategies for finding the meaning of academic and scientific vocabulary in context (a skill they have been practicing all year).
End of Unit 1 Assessment	**On-Demand Essay "What Makes a Hurricane a Natural Disaster?"** This assessment has two parts. Part 1 of this assessment is an essay that centers on NYSP12 ELA CCLS W.5.2, W.5.4, and W.5.9b. Part 2 of this assessment is a Science Talk that centers on NYSP12 ELA CCLS SL.5.1a, b, c, d, and f. After reading two articles on hurricanes, students will write an essay that answers the prompt "What makes a hurricane a natural disaster?" Students will be expected to support their discussion with evidence from the text(s). They will write a well-developed explanatory essay that contains a topic statement, two body paragraphs, and a concluding statement. In Part 2, students will prepare for and participate in a Science Talk in which they discuss with peers what a natural disaster is.

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Mid-Unit 2 Assessment	**Analyzing Narrator's Point of View and Visual Elements: Chapter 13 of Dark Water Rising** This assessment centers on standards NYSP12 ELA CCLS, RL.5.6, RL.5.7, and L.5.5. Students will read an unfamiliar chapter from *Dark Water Rising* to answer multiple-choice and short-response text-dependent questions related to determining the meaning of language in context, how the narrator's point of view influences the description of events, and analyzing how imagery is used to contribute meaning to the narrator's description of events.
End of Unit 2 Assessment	**Compare and Contrast How Authors Use the Narrator's Point of View to Describe Events in Literature** This assessment centers on standards NYSP12 ELA CCLS RL.5.6, RL.5.9, W.5.2, W.5.4, and W.5.9. How do authors use the narrator's point of view to describe events in literature? After reading *Eight Days* and *Dark Water Rising*, students will write an essay that compares and contrasts Junior's description of the earthquake in Haiti to Seth's description of the Galveston hurricane of 1900 in order to demonstrate their understanding of how different narrators' points of view influence how events in literature are described.

Mid-Unit 3 Assessment	**Taking and Organizing Notes for a Public Speech** This assessment centers on NYSP12 ELA Standards RI.5.7, W.5.7, W.5.8, and W.5.9. This mid-unit assessment is a planning task leading up to students' final performance task. After reading informational texts about the Red Cross and the recent earthquake in Haiti, students will organize their notes from these texts in a graphic organizer. In their graphic organizer, students must state their opinion about how U.S. humanitarian aid organizations should prioritize their assistance to neighboring countries when they are struck by a natural disaster, and provide at least three clear reasons and supporting evidence. They also must incorporate key vocabulary they have learned through their reading.
End of Unit 3 Assessment	**Draft Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster?** This assessment centers on NYSP12 ELA Standards W.5.1, W.5.4, and L.5.3. Students will write a first draft of their final performance task of a speech stating their opinion of how U.S. humanitarian aid organizations would prioritize assistance to neighboring countries when they are struck by natural disasters, and support their opinion with reasons and evidence from their research.

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EXPEDITIONARY LEARNING

Grade 5: Module 4:
Performance Task

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GRADE 5: MODULE 4: PERFORMANCE TASK

Opinion Speech:

How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster?

Summary of Task

This performance task has two parts.

Part 1:

- After researching informational texts about natural disasters that have occurred in the Western Hemisphere and U.S. humanitarian organizations that offer international aid, students will write a speech in which they state their opinion about how U.S. humanitarian organizations should prioritize assistance to neighboring countries when they are struck by natural disasters. Students will support their position with evidence from their research. This final draft of the written speech centers on NYSP12 ELA Standards RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, L.5.3, and L.5.6.

Part 2:

- Students will deliver this speech to the class. This public speaking task centers on NYSP12 ELA Standards SL.5.4, SL.5.6, and L.5.6.
- During the first half of Unit 3, students will practice conducting research, finding evidence from multiple informational texts to support an opinion, taking notes, and organizing their information. They will work in teams to investigate natural disasters that have affected countries in the Western Hemisphere. As a connection to Social Studies, students also analyze primary source documents to learn about how the United States and multinational organizations, such as the Red Cross, respond to disasters in the Western Hemisphere.

Format

- Written Speech
- Oral Speech

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Standards Assessed Through This Task

- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

  b. Provide logically ordered reasons that are supported by facts and details.

  c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

  d. Provide a concluding statement or section related to the opinion presented.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  c. Use verb tense to convey various times, sequences, states, and conditions.
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

  a. Use punctuation to separate items in a series.*

  b. Use a comma to separate an introductory element from the rest of the sentence.

  d. Use underlining, quotation marks, or italics to indicate titles of works.

  e. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

  a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Student-Friendly Writing Invitation/Task Description

- How should U.S. humanitarian organizations prioritize their assistance to countries struck by a natural disaster, given the limited funds they have? After researching informational texts about natural disasters that have occurred in the Western Hemisphere and U.S. humanitarian organizations that offer international aid, write a speech in which you state your opinion about how U.S. humanitarian organizations should prioritize aid to neighboring countries following a natural disaster. Support your position with evidence from your research. You will then deliver this speech to the class.
- Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Your written speech will include:

- Five Paragraphs:
  - An introduction that has a topic sentence that states your opinion
  - Three body paragraphs that give reasons and evidence to support your opinion
  - A conclusion that restates your opinion
  - Information and vocabulary from Red Cross and natural disaster research
  - Clearly organized reasons and evidence
  - Linking words and phrases to connect the reasons and evidence
  - Grade-level appropriate conventions (spelling, grammar, punctuation)
- In addition to the criteria above, your actual speech will demonstrate the following:
  - Your ability to speak at an understandable pace
  - Effective use of formal English

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Options For Students

- Allow students who struggle with writing to dictate their speech (or notes) to a peer or teacher
- Allow students who struggle with public speaking to record their speech in private and then play their speech for their classmates for the performance.
- Provide texts at a variety of readability levels for students to research information for their speech
- Highlight key information in texts for students who struggle with determining importance
- Provide audio recordings of texts for students who struggle with language
- Provide texts in the students' L1 for ELL students
- Allow students who struggle with writing to provide two reasons with evidence instead of three

Options For Teachers

- Have groups of students (in Literature Circles or Book Clubs) read firsthand accounts of survivors of natural disasters to gather more information for their speech.
- Create disaster preparedness brochures for the community.
- Plan and execute a disaster preparedness community event for members of the community and have students perform their speeches during the event.
- Have students give their speeches at a Town Hall or City Council Meeting for government officials.
- Invite government officials to the school to listen to the students give their speeches.

Resources And Links

- (See Unit 3)

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1:
Overview

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Unit 1: Building Background Knowledge: The Science Behind Natural Disasters

In this very short unit, students will build their background knowledge about the science behind natural disasters. They will read two informational articles, one about hurricanes and the other about earthquakes. Students will focus on the relationships between scientific concepts in these informational texts, specifically how hurricanes and earthquakes form and what happens when they occur. For the mid-unit assessment, students will read and answer text-dependent questions about one new informational text about hurricanes. Following the mid-unit assessment, students will be read another new informational text, this one about earthquakes. They will then synthesize the information from both informational texts about hurricanes and earthquakes and organize their ideas in preparation for the end of unit assessment. For the end of unit on-demand assessment, students write an essay in which they explain how a hurricane is a natural disaster as well as participate in a Science Talk with peers about natural disasters. Students cite and organize evidence from multiple texts on the same topic.

Guiding Questions And Big Ideas
• **What is a natural disaster?** • *Extreme natural events can have positive and negative effects on the environment and humans.*

Mid-Unit 1 Assessment	**Text-Dependent Short-Answer Quiz—The Effects of Natural Disasters** This assessment centers on NYSP12 ELA Standards RI.5.1, RI.5.3, and RI.5.4. After reading one new text on hurricanes, students will answer text-dependent multiple-choice and short-answer questions that assess their knowledge of how the formation of hurricanes is a causal relationship. They will also be expected to use strategies for finding the meaning of academic and scientific vocabulary in context (a skill they have been practicing all year).
End of Unit 1 Assessment	**On-Demand Essay "What Makes a Hurricane a Natural Disaster?"** This assessment has two parts. Part 1 of this assessment is an essay that centers on NYSP12 ELA CCLS W.5.2, W.5.4, and W.5.9b. Part 2 of this assessment is a Science Talk that centers on NYSP12 ELA CCLS SL.5.1a, b, c, d, and f. After reading two articles on hurricanes, students will write an essay that answers the prompt "What makes a hurricane a natural disaster?" Students will be expected to support their discussion with evidence from the text(s). They will write a well-developed explanatory essay that contains a topic statement, two body paragraphs, and a concluding statement. In Part 2, students will prepare for and participate in a Science Talk in which they discuss with peers what a natural disaster is.

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Content Connections

This module is designed to address English Language Arts standards. 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.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework: http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf

NYS Social Studies Core Curriculum:

- 2.1e Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things.
- 5.2g The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight.

Texts

1. "Earthquake." The New Book of Knowledge. Grolier Online, 2013. Web.
2. ”How Does a Hurricane Form?” as found at http://scijinks.nasa.gov/hurricane
3. Carr, Karen. "Earthquakes." Kidipede. Kidipede.com, Web. <http://scienceforkids.kidipede.com/geology/earthquakes/>.
4. "Hurricanes." Hurricanes. University Corporation for Atmospheric Research, n.d. Web.

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This unit is approximately 1.5 weeks or 8 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Building Background Knowledge and Making Inferences: What Is a Natural Disaster?	• I can make inferences using quotes from the text. (RI.5.1) • I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) • I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)	• I can make inferences about natural disasters based on information from texts. • I can draw conclusions about natural disasters following a discussion.	• Journal (What Do We Know About Natural Disasters, Hurricanes, and Earthquakes anchor charts, glossaries)	• What Do We Know about Natural Disasters? • Gallery Walk protocol • World Café protocol • Hurricanes • Earthquakes
Lesson 2	Relationships between Key Scientific Concepts: What Causes Earthquakes?	• I can explain what a text says using quotes from the text. (RI.5.1) • I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) • I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) • I can determine the meaning of content words or phrases in an informational text. (RI.5.4)	• I can explain the relationship between scientific concepts about earthquakes using specific details from the text. • I can use context clues to determine the meaning of new words in an article about earthquakes.	• Annotated "Earthquakes" article • Earthquake Concepts note-catcher • Glossaries (scientific and academic vocabulary)	• Give One, Get One, Move On protocol • What Do We Know about Natural Disasters? • Vocabulary Strategies • Earthquakes

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Relationships between Key Scientific Concepts: What Causes Hurricanes?	• I can explain what a text says using quotes from the text. (RI.5.1) • I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) • I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) • I can determine the meaning of content words or phrases in an informational text. (RI.5.4)	• I can explain the relationship between scientific concepts about hurricanes using specific details from the text. • I can use context clues to determine the meaning of new words in an article about hurricanes.	• Annotated "Hurricanes" article • Hurricane Concepts note-catcher • Glossaries (scientific and academic vocabulary)	• What Do We Know about Natural Disasters? • Vocabulary Strategies • Hurricanes
Lesson 4	Mid-Unit Assessment: Text-Dependent Short-Answer Quiz—The Effects of Natural Disasters	• I can explain what a text says using quotes from the text. (RI.5.1) • I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) • I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) • I can determine the meaning of content words or phrases in an informational text. (RI.5.4)	• I can explain the relationship between scientific concepts about earthquakes and hurricanes using specific details from text. • I can determine the meaning of new words from context about natural disasters. • I can reflect on my learning.	• Mid-Unit 1 Assessment • Mid-Unit 1 Assessment: Tracking My Progress	• Things Close Readers Do • What Do We Know about Natural Disasters?

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Synthesizing Information from Texts about Natural Disasters: What Makes an Earthquake a Natural Disaster?	• I can explain what a text says using quotes from the text. (RI.5.1) • I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) • I can determine the meaning of content words or phrases in an informational text. (RI.5.4) • I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)	• I can synthesize information about earthquakes and hurricanes using details from several texts. • I can determine the meaning of new words about earthquakes and hurricanes through context.	• Journal (Earthquakes and Hurricanes note-catchers, glossaries) • Earthquake Concepts note-catcher (begun in Lesson 2, added to in Lesson 4 homework) • Hurricane Concepts note-catcher (begun in Lesson 3, added to in Lesson 4 homework)	• Back-to-Back, Face-to-Face protocol • Vocabulary Strategies • Hurricanes • What Do We Know about Natural Disasters?
Lesson 6	Organizing Evidence from Multiple Informational Texts to Prepare for Writing: What Makes an Earthquake a Natural Disaster?	• I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	• I can group supporting details together about how earthquakes and hurricanes are a natural disaster. • I can develop the topic with details and quotes from the texts. • I can use accurate scientific vocabulary to explain earthquakes and hurricanes.	• Journal (glossaries) • Writing about Hurricanes graphic organizer	• What Do We Know about Natural Disasters?

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	End of Unit Assessment: On-Demand Essay "What Makes a Hurricane a Natural Disaster?"	• I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	• I can write a topic sentence to introduce the topic of my essay. • I can develop the topic with details and quotes from the texts. • I can use accurate scientific vocabulary to explain hurricanes. • I can write a concluding statement for my essay. • I can reflect on my learning about how the relationships between science concepts in texts can help explain natural disasters.	• Writing About Hurricanes graphic organizer (from Lesson 6 or homework) • End of Unit 1 Assessment • End-of-Unit 1 Tracking My Progress	• What Do We Know about Natural Disasters?
Lesson 8	End of Unit Assessment Part II: Science Talk	• I can prepare myself to participate in discussions. (SL.5.1) • I can draw on information to explore ideas in the discussion. (SL.5.1) • I can follow our class norms when I participate in a conversation. (SL.5.1) • I can ask questions that are on the topic being discussed. (SL.5.1) • I can connect my questions and responses to what others say. (SL.5.1) • After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)	• I can ask questions of my peers that are relevant to natural disasters. • I can share my ideas about natural disasters with my peers during a Science Talk. • I can use the ideas of my peers in order to help inform my ideas about natural disasters. • I can gather evidence from informational texts in order to prepare for a Science Talk about natural disasters. • I can synthesize my ideas about natural disasters.	• Science Talk Note-catcher • Journal: Synthesis Statement	• What Do We Know About Natural Disasters? • Science Talk Protocol • Science Talk Norms

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Optional: Experts, Fieldwork, And Service

Experts:

- Invite meteorologists, environmentalists, geologists, or other scientists to the class in order to further build background knowledge and clarify questions about natural disasters researched.

Fieldwork:

- Arrange for students to visit a weather station, disaster preparedness committee meeting, or geology (meteorology) department of a local higher education institution.

Service:

- Create natural disaster preparedness brochures or public service announcements to distribute in the community.

Preparation and Materials

- Journals: In this module students will keep notes in a journal, as they have done in previous modules; however if you prefer there is a "one for display" example of each of the note-catchers that you can prepare as student handouts. Decide if students have enough room in their current journals to complete the routine reading and writing for this module. If not, ensure that students each have a spiral-bound or composition notebook.
- Independent Reading: The homework throughout this unit involves independent reading on the topic of Unit 1 (natural disasters). Before Lesson 1, gather texts from the Unit 1 Recommended Texts list, or obtain other books and articles on this topic.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1:
Recommended Texts

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This list below includes texts with a range of Lexile text measures about natural disasters. This provides appropriate independent reading for each student to help build content knowledge about the topic.

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

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Where possible, texts 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 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.

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 2–3 band level (below 740L)			
Tornadoes	Mari Schuh (author)	Informational	490
Floods	Matt Doeden (author)	Informational	500
Earthquakes	Joelle Riley (author)	Informational	560
Hurricanes!	Marcie Aboff (author)	Informational	600
Hurricane Fury	Molly Blaisdell (author)	Informational	600

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Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (740–1010L)			
Tsunamis and Floods	Jayne Keedle (author)	Informational	810
The Worst Tornadoes of All Time	Terri Dougherty (author)	Informational	850
Surviving Earthquakes	Michael Burgan (author)	Informational	850
Chasing the World's Most Dangerous Storms	Clive Clifford (author)	Informational	860
Hurricanes	Seymour Simon (author)	Informational	910
Tornadoes	S.L. Hamilton (author)	Informational	910*
Shattering Earthquakes	Louise Spilsbury (author)	Informational	930
Natural Disasters	Nicolas Brasch (author)	Informational	960
Saving Animals from Hurricanes	Stephen Person (author)	Informational	990
Lexile text measures within Grade 6–8 band level (1010–1185L)			
Saving Animals After Floods	Joyce Markovics (author)	Informational	1030
Hurricanes	Glenn Stout (author)	Informational	1040
Forces of Nature: The Awesome Power of Volcanoes, Earthquakes, and Tornadoes	Catherine O'Neill Grace (author)	Informational	1080
Natural Disasters: Violent Weather	Steve Parker (author)	Informational	1140
Eyewitness: Natural Disasters	Claire Watts (author)	Informational	No Lexile

*Lexile based on a conversion from Accelerated Reading level.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 1

Building Background Knowledge and Making Inferences: What is A Natural Disaster?

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can make inferences using quotes from the text. (RI.5.1) I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)	
Supporting Learning Targets	**Ongoing Assessment**
• I can make inferences about natural disasters based on information from texts. • I can draw conclusions about natural disasters following a discussion.	• Journal (What Do We Know About Natural Disasters, Hurricanes, and Earthquakes anchor charts, glossaries)

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: What Do We Already Know about Natural Disasters? (7 minutes) B. Introducing Learning Targets (5 minutes) 2. Work Time A. Gallery Walk: Inferring about Natural Disasters (10 minutes) B. World Café: Drawing Conclusions about Natural Disasters (20 minutes) C. Key Vocabulary: What Is a "Natural Disaster?" (5 minutes) 3. Closing and Assessment A. Review Learning Targets(3 minutes) B. Introduce Module Routines: Journals, Vocabulary Glossaries, and Independent Reading (10 minutes) 4. Homework A. Read your independent reading book. Use the evidence flags to note things as you read that you can add to the What Do We Know about Natural Disasters? anchor chart. Be prepared to share these with a partner.	• Do not define the term *natural disasters* for students yet. They will build a shared understanding of this phrase throughout today's lesson. • Students will again experience a Gallery Walk protocol to examine images in order to pique curiosity and allow for an informal pre-assessment of their knowledge of earthquakes and hurricanes. This is a familiar protocol for students as they have experienced Gallery Walks in every previous module. They will need only a brief reminder of the process and expectations. • In advance: Prepare the images for the Gallery Walk by either posting them around the room separated enough to give several students room to stand around each one and make observations, or making folders with sets of all images that can be distributed to each table (sets of desks) so every student may examine each one independently. • Students are introduced to a new protocol in this lesson, the World Café. This is a powerful and engaging protocol that allows for quick discussion on a variety of topics as well as the opportunity for movement, discussion with several peers, and practice with a leadership role. In advance, carefully review the process for this protocol so you can visualize it, explain it, and model it for students. There are a lot of transitions, and it is fast-paced. Given that this will likely be students' first time using this protocol, you may need to allocate more time for this protocol than is indicated in the lesson. • In advance: Prepare the recording charts for the World Café protocol. With a marker, write one of the three World Café prompts (see supporting materials) at the top of a large piece of chart paper. Be sure to prepare as many pieces of chart paper as necessary so that when students are placed in triads each triad has a piece of chart paper with a different question. There will be several pieces of chart paper with the same question (e.g., three or four pieces of chart paper with the same question on it, for a total of about 10 pieces of chart paper). • In advance: Place students in triads and post the triads so that all students can see them; this will save time during the lesson to set up for the World Café. • Review: Gallery Walk, World Café, and Thumb-o-Meter protocols (Appendix 1). • Prepare new anchor charts: What Do We Know about Natural Disasters?, Hurricanes and Earthquakes (see examples in supporting materials).

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Lesson Vocabulary	Materials
natural, disaster, inference, draw, conclusion	• Journals (one per student) • What Do You Know about Natural Disasters? anchor chart. (new, co-created with students during Work Time A and throughout the unit, see supporting materials) • Observe-Question-Infer note-catcher (one per student and one to display) • Images for Gallery Walk (one of each to display; see suggested links in supporting materials) • World Café charts (new, teacher-created, one per triad, see teaching notes) • Markers (one per triad) • Hurricanes anchor chart (new, co-created with student during Work Time C and throughout the unit, see supporting materials) • Earthquakes anchor chart (new, co-created with student during Work Time C and throughout the unit, see supporting materials) • Books for independent reading (see Unit 1 Recommended Texts list; enough books for every students to choose one) • Evidence flags (five per student)

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Opening	Meeting Students' Needs
A. Engaging the Reader (5 minutes) *Note: Do not define the term natural disasters for students yet. They will build a shared understanding of this phrase throughout this lesson.* • Tell students that in this module they will be learning about an interesting topic: *natural disasters*. They will be reading informational texts just as they did in Modules 2 (biodiversity of the rainforest) and 3 (Jackie Robinson), and they will read another novel, as in Module 1 (*Esperanza Rising*). • Say to students: "You have learned a lot about science and social studies this year through the reading of both literature and informational texts. This module asks you to think about science, literature, and social studies all together for the first time!" • Ask students to take out their **journals** or distribute new ones for this module. Have them turn to a new page and write this question at the top: * "What do you know about natural disasters?" • Invite them to take 3 to 4 minutes to think and write independently. • Then ask students to share with a partner what they know. Circulate and listen to partner discussions to assess existing background knowledge or misconceptions they may have. Note which students seem to have extensive or limited knowledge about natural disasters in order to inform decisions about which concepts will need more or less time allotted to them in science and social studies lessons. • Display the **What Do You Know about Natural Disasters? anchor chart**. Invite several students to share out what they wrote or discussed about natural disasters. Record their ideas on the chart under the title. • Ask students to copy the anchor chart onto a new page in their journals. They will be adding to this chart regularly.	• Consider allowing students who struggle with writing independently to dictate their thoughts about natural disasters to a partner or the teacher. • Allow students who struggle with transcribing from the board more time to copy the anchor chart into their journal.

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Opening (continued)	Meeting Students' Needs

B. Introduce Learning Targets (5 minutes)
• Ask a student to read aloud the first learning target:
  * "I can make inferences about natural disasters based on information from texts."
• Circle the word inferences and have students turn to a partner and share what they have learned about this word. Invite a few students to share aloud their discussion. Listen for: "Inferences are best guesses based on what we read in a text." Remind students that they have worked on making inferences in the past three modules and that this is an important skill that is important in order to help them become proficient and independent readers.
• Read aloud the second learning target.
  * "I can draw conclusions about natural disasters following a discussion."
• Ask class members to think-share with a partner what the target means in their own words. Invite the students to focus on the word draw and think about what it means in this learning target. Invite a few students to share aloud. Listen for: "take out," "pull out," or "to infer." Be sure students understand that draw in this learning target does NOT mean to "sketch a picture" or "create art."
• Now focus the students on the word conclusion (thought or synthesis) and what it means in the phrase draw conclusions. Ask them to discuss with their partners:
  * "How might you draw a conclusion when reading?"
• Invite a few students to share their thoughts aloud. Listen for: "You have to think about all of the information about a topic and then make an overall statement about it," and "Making an overall statement about what you know based on what you have heard and learned about a subject."
• Tell students that today they will be inferring information about natural disasters based on what they see and read and then they will discuss those inferences with their classmates and draw a conclusion about what they have heard and learned today.
	• Provide a visual representation of *inferences* (a person with a question mark in a thought bubble over his or her head) for students.

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Work Time	Meeting Students' Needs
A. Gallery Walk: Inferring about Natural Disasters (10 minutes) • Review the **Gallery Walk protocol** with students by asking them to recall the process from previous modules. Call on a few students to share aloud. Listen for: "We walk around and notice and wonder about pictures, quotes, images, or short texts, sometimes taking notes or filling out a note-catcher." • Tell them that for this Gallery Walk, they will be silent as they make observations while they walk around the room and look at the displayed images and texts. • Display and distribute the **Observe-Question-Infer note-catcher.** Ask students to look closely at the note-catcher and talk with a partner about what they think they will be writing in each column. • Invite a few partners to share their thinking. Listen for: "record what we see in the Observe column," "record questions that directly relate to what we see in the Questions column," and "inferences (guesses about the answers to the questions) we can make in the last column." • Model how to use the organizer: Display one of the **Images for the Gallery Walk**, think aloud, and write the observations made, questions that come to mind, and the inferences about those questions in the appropriate columns of the note-catcher. For example, display the "Gallery Walk 23" image and say to students: "I see that there are clouds bunched together in the shape of a circle, and the arrows indicate that the clouds are moving around the dark spot in the middle. I wonder why they move in a circle. I bet it has something to do with wind." – In the column "What Do You Observe," write: "Clouds moving in a circle around a dark spot." – In the column "What Questions Do You Have?" write: "Why do the clouds appear to move in a circle?" – In the column "What Inferences Can You Make?" write: "The wind has something to do with the clouds moving in a circle." • Address any clarifying questions. Tell students they will have approximately 6 or 7 minutes to examine the images (they will not have time to view all of them) and fill out their note-catcher. • Ask students to begin and record their thinking; circulate to observe and redirect as needed. Be sure that students are recording what they see only in the first column of their graphic organizers, that the questions they are writing are directly related to the pieces in the Gallery Walk, and that their inferences have to do with natural disasters. Do not worry if some inferences include misconceptions.	• Post the instructions for the Gallery Walk where students can refer to them as they experience the protocol. • Consider giving some students a partially filled-in Observe-Question-Infer note-catcher that will help them focus on specific pre-selected images.

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Work Time (continued)	Meeting Students' Needs
B. World Café: Drawing Conclusions about Natural Disasters (20 minutes) • Arrange students into triads. Ask group members to sit together with their completed Observe-Question-Infer note-catcher and materials for the World Café (prepared **World Café charts** and a **marker**). • Briefly review the World Café protocol directions (Appendix 1) with students. Reassure the class that the protocol will feel fast-paced at first because it is meant to give every student a chance to think a little about each question. Caution students that you will interrupt their conversations, but they'll have a chance to keep working with their ideas at the end of the protocol. ***Round I:*** 1. Ask each group to choose a student to be the Recorder for the first round to write down ideas in short statements from the group's conversation below the question on the chart paper at the table. 2. Remind students to use their notes in the Observe-Question-Infer graphic organizer to support their discussion. 3. Ask students to read the question on their chart aloud and then discuss the question. • Allow triads to discuss and write for four or five minutes. • Explain the transition: 1. The Recorders will stay seated with the chart paper. 2. The other pair of students in each group will stand and rotate together to a different chart paper with one of the other two prompts and a different Recorder. • Signal students to transition quickly and quietly. Assist those who may be confused or need redirection. • Give positive praise to students for transitioning smoothly.	• Post World Café protocol instructions for students to refer to as they experience the protocol. • Assign each student a letter or number (A, B, or C; 1, 2, or 3) and list the role of each number or letter for each round where students can refer to it and remind themselves what they are to be doing in each round.

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Work Time (continued)	Meeting Students' Needs
Round II • Tell the class the following three steps, then prompt them to begin. 1. The Round I Recorder will summarize the conversation that happened at the table during Round I, reading from the statements written on the chart paper. 2. Choose a new Round II Recorder from the two new students in the triad. 3. The new group will read the question on their chart and then begin a discussion about that question, taking notes on the chart paper. (Students can add new ideas plus comments that connect with Round I statements.) • Remind students to use their notes in the Observe-Question-Infer graphic organizer to support their discussion. • After 4 or 5 minutes, get students' attention and remind them of the transition: 1. Round II Recorders will stay seated at the table where they have been working. 2. The other two students in each triad will stand and rotate together to another chart paper and Recorder with a different chart (the one they have not yet discussed). • Invite class members to transition one more time to Round III. • Repeat the process from Round II.	

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Work Time (continued)	Meeting Students' Needs
Round III: • Review the three steps, then prompt students to begin: 1. The Round II Recorder summarizes the conversation that happened at the table during Rounds I and II, reading from the statements on the chart. 2. Choose a new Round III Recorder from the new students in the triad. 3. The new triad will read the question on their chart paper and then begin a discussion about that question, taking notes below the statements already listed. Encourage students to add new ideas and comments as well as ones that connect with statements from Rounds I and II. • Remind students to use their notes in the Observe-Question-Infer graphic organizer to support their discussion. Prompt the new Recorder to take notes on the chart paper below the statements already listed. • After 4 or 5 minutes, ask all Round III Recorders to bring their recording charts to the front of the room and post them so that they are visible to everyone. • Invite students to read the statements from each triad for each question written on the chart papers. Ask students to discuss with a partner: * "What similarities do you notice about the statements?" * "What conclusions can you draw about natural disasters?" • Call on a few partners to share their discussions with the whole class.	• Consider posting all questions posed to students and writing their answers for students to have a visual reference throughout the lessons.

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Work Time (continued)	Meeting Students' Needs

C. Key Vocabulary: What Is a "Natural Disaster"? (5 minutes)
• Focus the class back on the anchor chart created earlier: What Do We Know about Natural Disasters? Invite students to discuss with a partner:
  * What does the word natural mean in the phrase natural disaster?
  * What does the word disaster mean in the phrase natural disaster?
• Ask a few partners to share aloud their discussions. Listen for: "Natural means it happens all on its own, like weather," and "Disaster means it causes a lot of damage to the environment, property, and/or people."
• Tell students that they will keep coming back to this phrase throughout the module.
• Explain to students that they may have noticed that all of the images during the Gallery Walk were about hurricanes and earthquakes. This is because those are the two types of natural disasters they will be focusing on during the rest of this unit.
• Post and introduce the students to the **Hurricanes anchor chart** and the **Earthquakes anchor chart**. Ask students to review their Observe-Question-Infer note-catcher and think about one thing they could add to each column of the anchor charts:
  * "What did you learn about earthquakes or hurricanes?"
  * "What is a question you still have?"
• Invite students to share with their partner.
• Ask several students to share aloud what they learned and questions they still have about both hurricanes and earthquakes. Write their comments and questions in the appropriate columns.
	• Students who struggle with organization may need their journals to be set up for them.

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Closing and Assessment	Meeting Students' Needs
A. Review Learning Targets (3 minutes) • Ask students to think about the learning targets, "I can make inferences about natural disasters based on information from texts," and "I can draw conclusions about natural disasters following a discussion." • Using the Thumb-o-Meter protocol, gauge students' understanding of the learning targets by telling them to show a thumbs-up if they have complete understanding, a thumbs-sideways if they have some understanding, or a thumbs-down if they do not understand the learning target at all. Notice which students show a thumbs-sideways or thumbs-down and plan to meet with them either as a group or individually to review the learning targets.	

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Closing and Assessment (continued)	Meeting Students' Needs
B. Introduce Module Routines: Journals, Vocabulary Glossaries, and Independent Reading (10 minutes) • Tell students that they will have the opportunity to continue practicing routines that they have done in previous modules as well as learn a few new ones now that they have become good readers and writers. • Remind students that they've already started their journals for this module. Ask them to turn to the back portion of their journals, about 10 pages from the back cover, and begin a section (Glossary) that will be used to keep track of new vocabulary learned, just as in Module 2. Instruct students to write "Scientific Vocabulary" at the top of the page on the left-hand side and "Academic Vocabulary" at the top of the page on the right-hand side. Tell students to turn the page and do the same on the next two pages, and so on, until they get to the back cover. (There should now be about five pages allotted for Scientific Vocabulary and five pages for Academic Vocabulary.) Let students know they will begin to add words to these sections in the next few lessons. • Remind students that in order to become really good readers and writers they need to read a lot of different texts. The more they read, the more they learn about the world, and the more words they learn! In order to continue learning more about natural disasters, they will have many other books to choose from to read independently during this module. Let students know they will be expected to read this book at other times during the school day and for homework. They will be given evidence flags to use when reading so they can keep track of their thinking and share with peers regularly, as they have done in previous modules. • Introduce the **books** available to students to choose from for their independent reading time. Remind students about how to choose a "just right" book and invite them to browse the selections in the classroom. • Give students about 5 minutes to make a decision about their independent reading book. Circulate to ensure students are choosing appropriate books for their reading level and help those who may have difficulty making a decision. Some students may need additional time during the school day to make their selection. Remind students that they will need to have this book with them at school and take it home each night to read as part of homework. • Distribute five **evidence flags** to students for homework.	• Let students who struggle with language know when they will be called upon to share aloud. This allows them to mentally prepare for what they will say and seek help if necessary. • Consider narrowing the choices to three books for students that may struggle with making a decision on an independent reading book.

Homework	Meeting Students' Needs
• Read your independent reading book. Use the evidence flags to note things as you read that you can add to the What Do We Know about Natural Disasters? anchor chart. Be prepared to share these with a partner.	• Provide an audio recording of independent reading books for students who struggle with reading independently.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 1
Supporting Materials

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Gallery Walk 1

Carey, Beth, "Flooding on the FDR Drive, following Hurricane Sandy." 30 October 2012. Online Image. http://commons.wikimedia.org/wiki/File:Flooding_on_FDR_Drive,_following_Hurricane_Sandy.jpg

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Gallery Walk 2

Olsen, Master Sgt. Mark C., "Aerial views of the damage caused by Hurricane Sandy to the New Jersey coast taken during a search and rescue mission by 1-150 Assault Helicopter Battalion", New Jersey Army National Guard, 30 October 2012. Online image. http://commons.wikimedia.org/wiki/File:Hurricane_Sandy_damage_Long_Beach_Island.jpg

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Gallery Walk 3

Booher, Andrea. "Photograph by Andrea Booher taken on 01-04-1997 in California." 4 January 1997. FEMA Photo Library. http://commons.wikimedia.org/wiki/File:FEMA_-_1160_-_Photograph_by_Andrea_Booher_taken_on_01-04-1997_in_California.jpg

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Gallery Walk 4

"Flying Through Hurricane's Eye." Photograph courtesy NOAA. http://environment.nationalgeographic.com/environment/photos/hurricanes/#/hurricane04-noaa-plane-caroline_21807_600x450.jpg

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Gallery Walk 5

Koplitz, Bill. "Photograph by Bill Koplitz taken 10-12-2004 in Florida" 12 October 2004. FEMA Photo Library. http://commons.wikimedia.org/wiki/File:FEMA_-_11650_-_Photograph_by_Bill_Koplitz_taken_on_10-12-2004_in_Florida.jpg

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Gallery Walk 6

Basic Disaster Supply Kit List

A basic emergency supply kit could include the following recommended items:

- Water, one gallon of water per person per day for at least three days, for drinking and sanitation
- Food, at least a three-day supply of non-perishable food
- Battery-powered or hand crank radio and a NOAA Weather Radio with tone alert and extra batteries for both
- Flashlight and extra batteries
- First aid kit
- Whistle to signal for help
- Dust mask to help filter contaminated air and plastic sheeting and duct tape to shelter-in-place
- Moist towelettes, garbage bags and plastic ties for personal sanitation
- Wrench or pliers to turn off utilities
- Manual can opener for food
- Local maps
- Cell phone with chargers, inverter or solar charger

"Basic Diaster Supplies Kit." Ready. FEMA, 9 Sept 2013. Web. http://www.ready.gov/basic-disaster-supplies-kit

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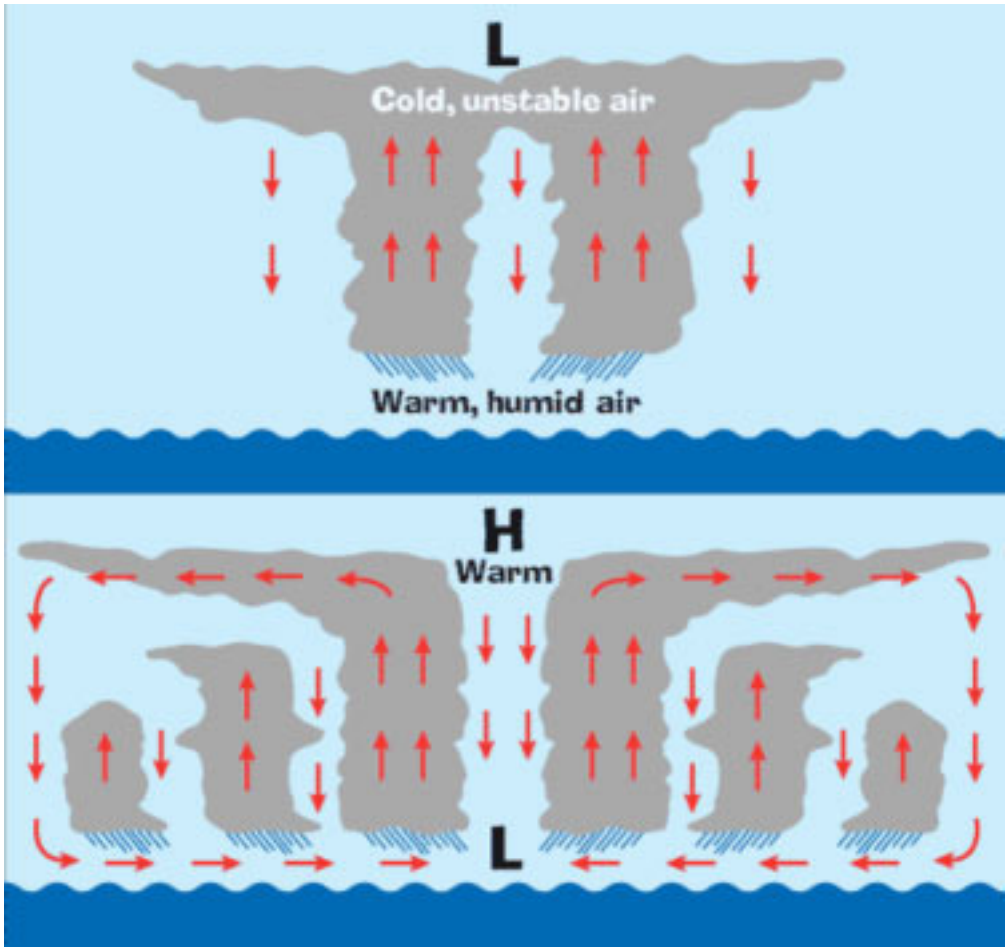
Gallery Walk 7



How does a hurricane form? SciJinks. NASA.gov. Web. http://scijinks.nasa.gov/hurricane

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Gallery Walk 8

Tropical Cyclone Names

Atlantic Names

2013	2014	2015	2016	2017	2018
Andrea	Arthur	Ana	Alex	Arlene	Alberto
Barry	Bertha	Bill	Bonnie	Bret	Beryl
Chantal	Cristobal	Claudette	Colin	Cindy	Chris
Dorian	Dolly	Danny	Danielle	Don	Debby
Erin	Edouard	Erika	Earl	Emily	Ernesto
Fernand	Fay	Fred	Fiona	Franklin	Florence
Gabrielle	Gonzalo	Grace	Gaston	Gert	Gordon
Humberto	Hanna	Henri	Hermine	Harvey	Helene
Ingrid	Isaias	Ida	Ian	Irma	Isaac
Jerry	Josephine	Joaquin	Julia	Jose	Joyce
Karen	Kyle	Kate	Karl	Katia	Kirk
Lorenzo	Laura	Larry	Lisa	Lee	Leslie
Melissa	Marco	Mindy	Matthew	Maria	Michael
Nestor	Nana	Nicholas	Nicole	Nate	Nadine
Olga	Omar	Odette	Otto	Ophelia	Oscar
Pablo	Paulette	Peter	Paula	Philippe	Patty
Rebekah	Rene	Rose	Richard	Rina	Rafael
Sebastien	Sally	Sam	Shary	Sean	Sara
Tanya	Teddy	Teresa	Tobias	Tammy	Tony
Van	Vicky	Victor	Virginie	Vince	Valerie
Wendy	Wilfred	Wanda	Walter	Whitney	William

"Tropical Cyclone Names." National Hurricane Center. NOAA/National Weather Service, 11 April 2013. Web. http://www.nhc.noaa.gov/aboutnames.shtml

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Gallery Walk 9

Before a Hurricane

To prepare for a hurricane, you should take the following measures:

- To begin preparing, you should build an emergency kit and make a family communications plan.
- Know your surroundings.
- Learn the elevation level of your property and whether the land is flood-prone. This will help you know how your property will be affected when storm surge or tidal flooding are forecasted.
- Identify levees and dams in your area and determine whether they pose a hazard to you.
- Learn community hurricane evacuation routes and how to find higher ground. Determine where you would go and how you would get there if you needed to evacuate.
- Make plans to secure your property:
- Cover all of your home's windows. Permanent storm shutters offer the best protection for windows. A second option is to board up windows with 5/8" marine plywood, cut to fit and ready to install. Tape does not prevent windows from breaking.
- Install straps or additional clips to securely fasten your roof to the frame structure. This will reduce roof damage.
- Be sure trees and shrubs around your home are well trimmed so they are more wind resistant.
- Clear loose and clogged rain gutters and downspouts.
- Reinforce your garage doors; if wind enters a garage it can cause dangerous and expensive structural damage.
- Plan to bring in all outdoor furniture, decorations, garbage cans and anything else that is not tied down.
- Determine how and where to secure your boat.
- Install a generator for emergencies.
- If in a high-rise building, be prepared to take shelter on or below the 10th floor.
- Consider building a safe room.

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Gallery Walk 9
Continued

During a Hurricane

If a hurricane is likely in your area, you should:

- Listen to the radio or TV for information.
- Secure your home, close storm shutters and secure outdoor objects or bring them indoors.
- Turn off utilities if instructed to do so. Otherwise, turn the refrigerator thermostat to its coldest setting and keep its doors closed.
- Turn off propane tanks
- Gallery Walk 9,
- Continued
-
- Avoid using the phone, except for serious emergencies.
- Moor your boat if time permits.
- Ensure a supply of water for sanitary purpose such as cleaning and flushing toilets. Fill the bathtub and other larger containers with water.
- Find out how to keep food safe during and after and emergency.

After a Hurricane

- Continue listening to a NOAA Weather Radio or the local news for the latest updates.
- Stay alert for extended rainfall and subsequent flooding even after the hurricane or tropical storm has ended.
- If you have become separated from your family, use your family communications plan or contact the American Red Cross at 1-800-RED-CROSS/1-800-733-2767 or visit the American Red Cross Safe and Well site:www.safeandwell.org
- The American Red Cross also maintains a database to help you find family. Contact the local American Red Cross chapter where you are staying for information. Do not contact the chapter in the disaster area.
- If you evacuated, return home only when officials say it is safe.

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Gallery Walk 9
Continued

- If you cannot return home and have immediate housing needs. Text SHELTER + your ZIP code to 43362 (4FEMA) to find the nearest shelter in your area (example: shelter 12345).
- For those who have longer-term housing needs, FEMA offers several types of assistance, including services and grants to help people repair their homes and find replacement housing. Apply for assistance or search for information about housing rental resources
- Drive only if necessary and avoid flooded roads and washed¬ out bridges. Stay off the streets. If you must go out watch for fallen objects; downed electrical wires; and weakened walls, bridges, roads, and sidewalks.
- Keep away from loose or dangling power lines and report them immediately to the power company.
- Walk carefully around the outside your home and check for loose power lines, gas leaks and structural damage before entering.
- Stay out of any building if you smell gas, floodwaters remain around the building or your home was damaged by fire and the authorities have not declared it safe.
- Inspect your home for damage. Take pictures of damage, both of the building and its contents, for insurance purposes. If you have any doubts about safety, have your residence inspected by a qualified building inspector or structural engineer before entering.
- Use battery-powered flashlights in the dark. Do NOT use candles. Note: The flashlight should be turned on outside before entering - the battery may produce a spark that could ignite leaking gas, if present.
- Watch your pets closely and keep them under your direct control. Watch out for wild animals, especially poisonous snakes. Use a stick to poke through debris.
- Avoid drinking or preparing food with tap water until you are sure it's not contaminated.
- Check refrigerated food for spoilage. If in doubt, throw it out.
- Wear protective clothing and be cautious when cleaning up to avoid injury.
- Use the telephone only for emergency calls.
- **NEVER** use a generator inside homes, garages, crawlspaces, sheds, or similar areas, even when using fans or opening doors and windows for ventilation. Deadly levels of carbon monoxide can quickly build up in these areas and can linger for hours, even after the generator has shut off.

"Hurricanes." Ready. FEMA. 5 June 2013. Web. http://www.ready.gov/hurricanes

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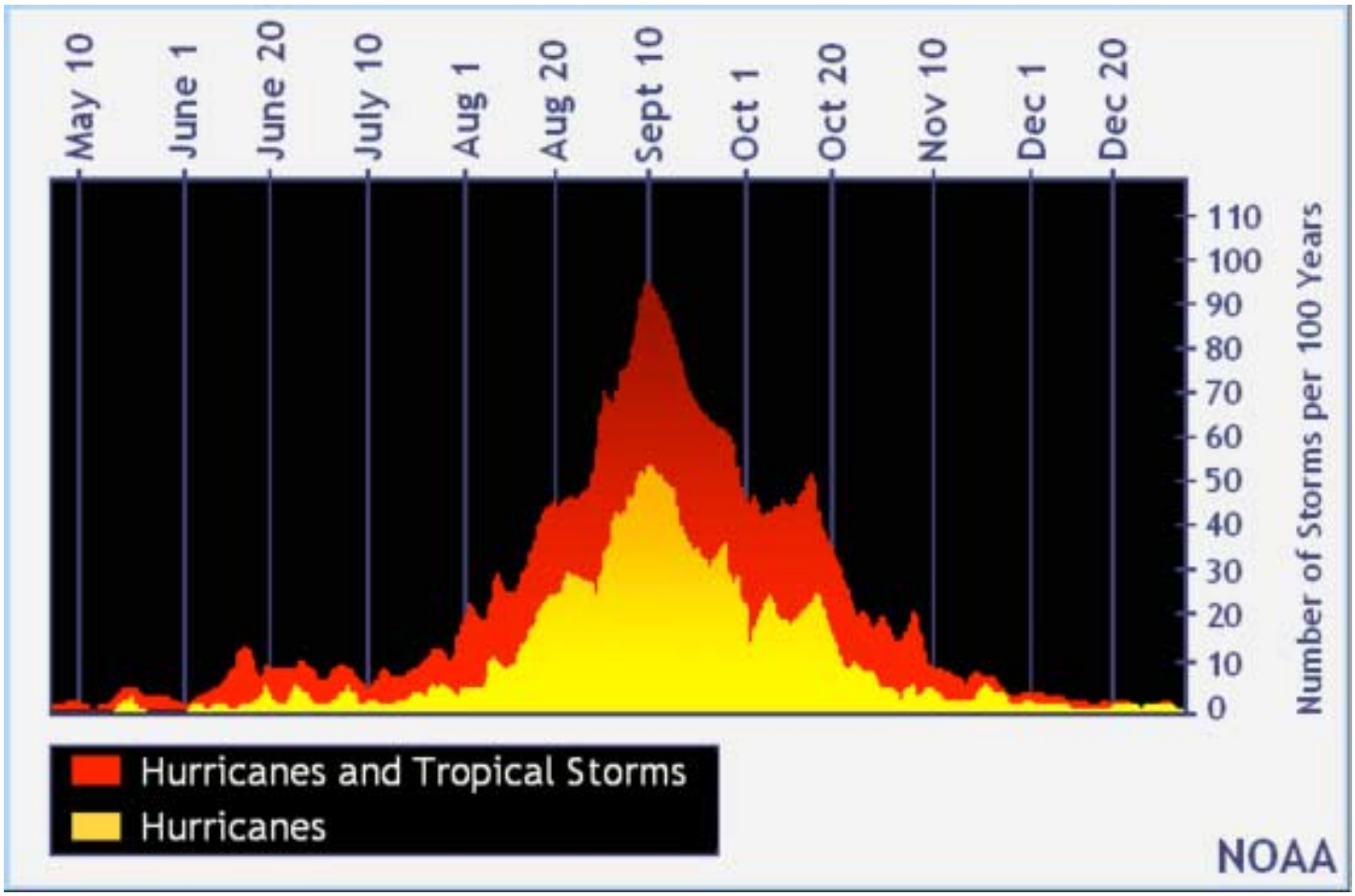
Gallery Walk 10



Setzer, Craig. "Does the Late Start to the Season Mean a Big Finish? Not Necessarily So." Weather Notions. WeatherNation, 10 Sept 2013. Web. Image courtesy of NOAA. http://blog.weathernationtv.com/2013/09/10/does-the-late-start-to-the-season-mean-a-big-finish-not-necessarily-so/

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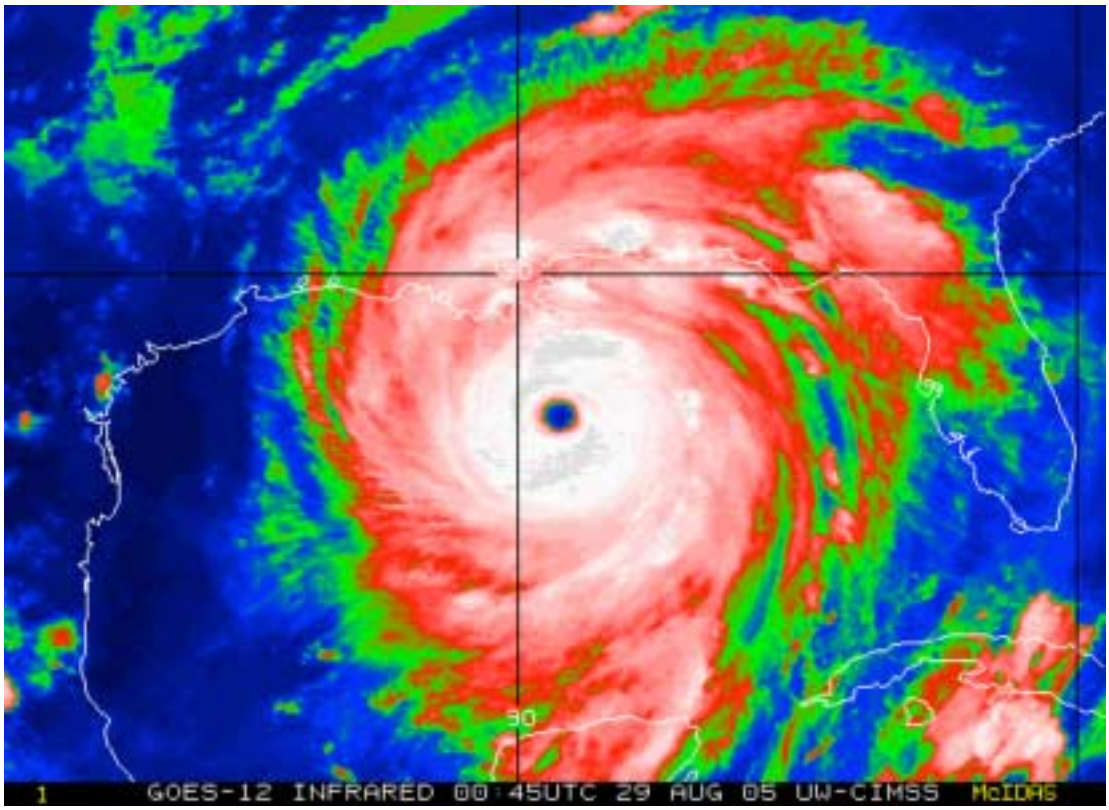
Gallery Walk 11



Katrina2005. 2005. Photograph. ©University of Wisconsin Cooperative Institute for Meteorological Satellite Studies. http://blog.weathernationtv.com/2013/09/10/does-the-late-start-to-the-season-mean-a-big-finish-not-necessarily-so/

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Gallery Walk 12

NOAA's GOES-13 satellite image of Hurrican Sandy on Oct 28. 2012. Photograph. NASA web. http://www.nasa.gov/mission_pages/hurricanes/archives/2012/h2012_Sandy.html

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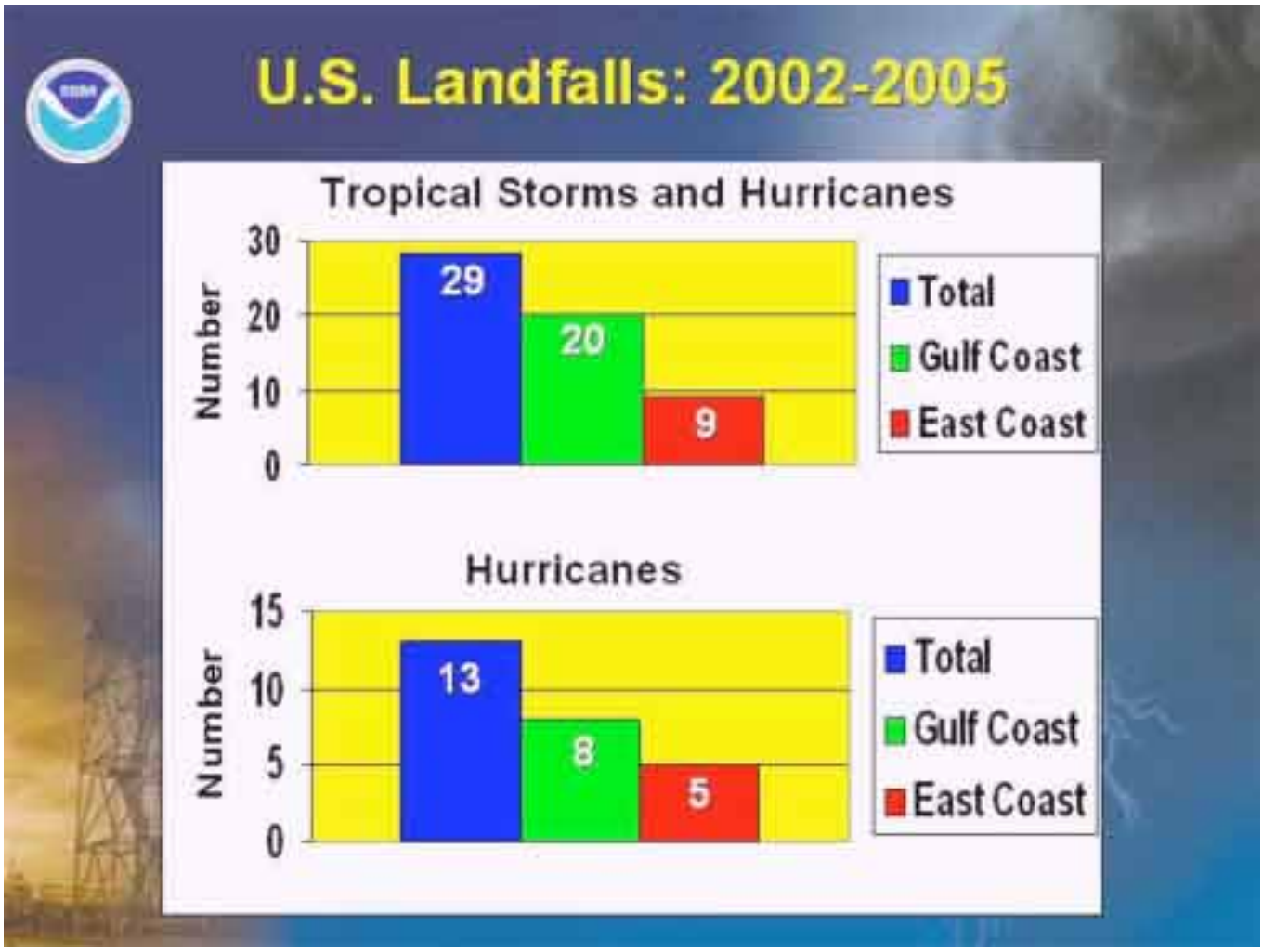
Gallery Walk 13



U.S. Landfalls: 2002-2005. 2005. Chart. NOAAWeb. http://www.nasa.gov/mission_pages/hurricanes/archives/2012/h2012_Sandy.html

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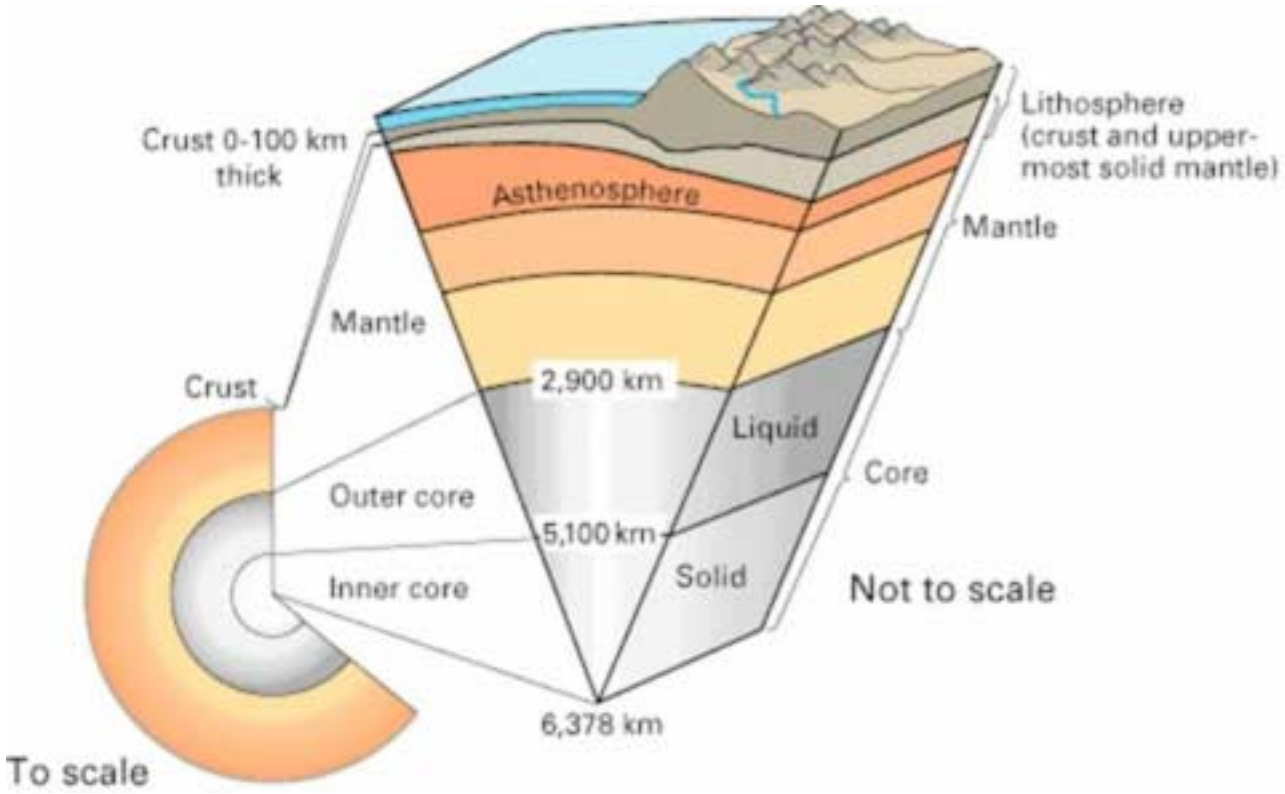
Gallery Walk 14



Earth internal structure. 2011. Diagram. U.S. Geological Survey. Web.

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Gallery Walk 15

Klaten collapsed houses.2006 Photograph. US Agency for International Development. Web. http://commons.wikimedia.org/wiki/File:Klaten_collapsed_houses.jpg

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Gallery Walk 16

Destroyed buildings and cars after earthquake and tsunami. USMC-110327-M-2155E-036. 2011. Photograph. United States Marine Corp. Web http://commons.wikimedia.org/wiki/File:USMC-110327-M-2155E-036.jpg

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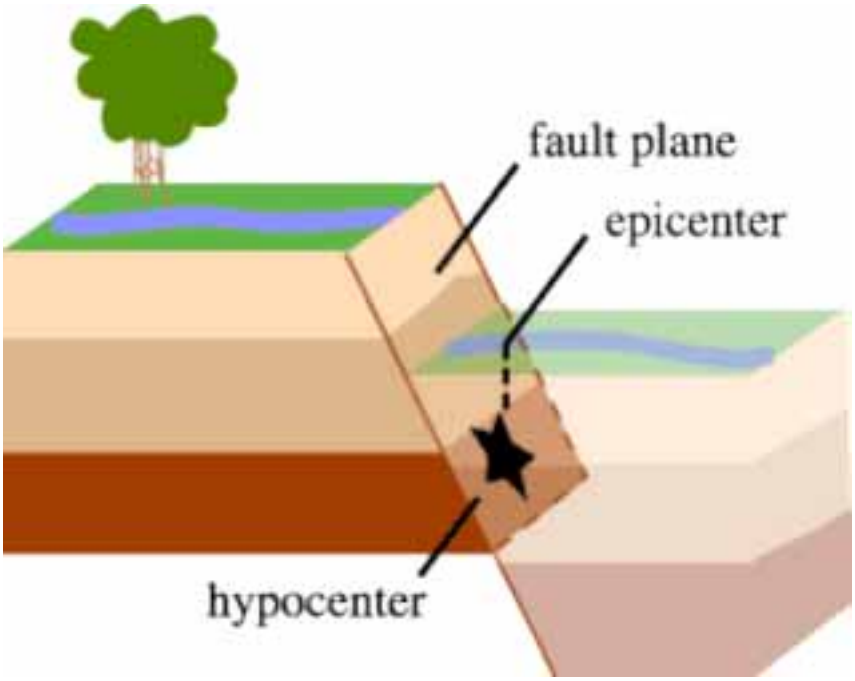
Gallery Walk 17



The Science of Earthquakes. 2012 Graphic. US Geological Survey. Web. http://earthquake.usgs.gov/learn/kids/eqscience.php

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Gallery Walk 18

During an Earthquake

Drop, cover and Hold On. Minimize your movements to a few steps to a nearby safe place and if you are indoors, stay there until the shaking has stopped and you are sure exiting is safe.

If Indoors

- DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
- Stay in bed if you are there when the earthquake strikes. Hold on and protect your head with a pillow, unless you are under a heavy light fixture that could fall. In that case, move to the nearest safe place.
- Do not use a doorway except if you know it is a strongly supported, load-bearing doorway and it is close to you. Many inside doorways are lightly constructed and do not offer protection.
- Stay inside until the shaking stops and it is safe to go outside. Do not exit a building during the shaking. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- DO NOT use the elevators.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.

If Outdoors

- Stay there.
- Move away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls. Many of the 120 fatalities from the 1933 Long Beach earthquake occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

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Gallery Walk 18
Continued

If in a Moving Vehicle

- Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
- Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.

If Trapped Under Debris

- Do not light a match.
- Do not move about or kick up dust.
- Cover your mouth with a handkerchief or clothing.
- Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

During an Earthquake. Ready. FEMA. 9 May 2013. Web. http://www.ready.gov/earthquakes

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Gallery Walk 19

Search and Rescue operations after Van earthquake 2011. 20122. Photograph. AKUT Search and Rescue Association, Istanbul. Web. http://commons.wikimedia.org/wiki/File:AKUT_2011_Van-2.jpg

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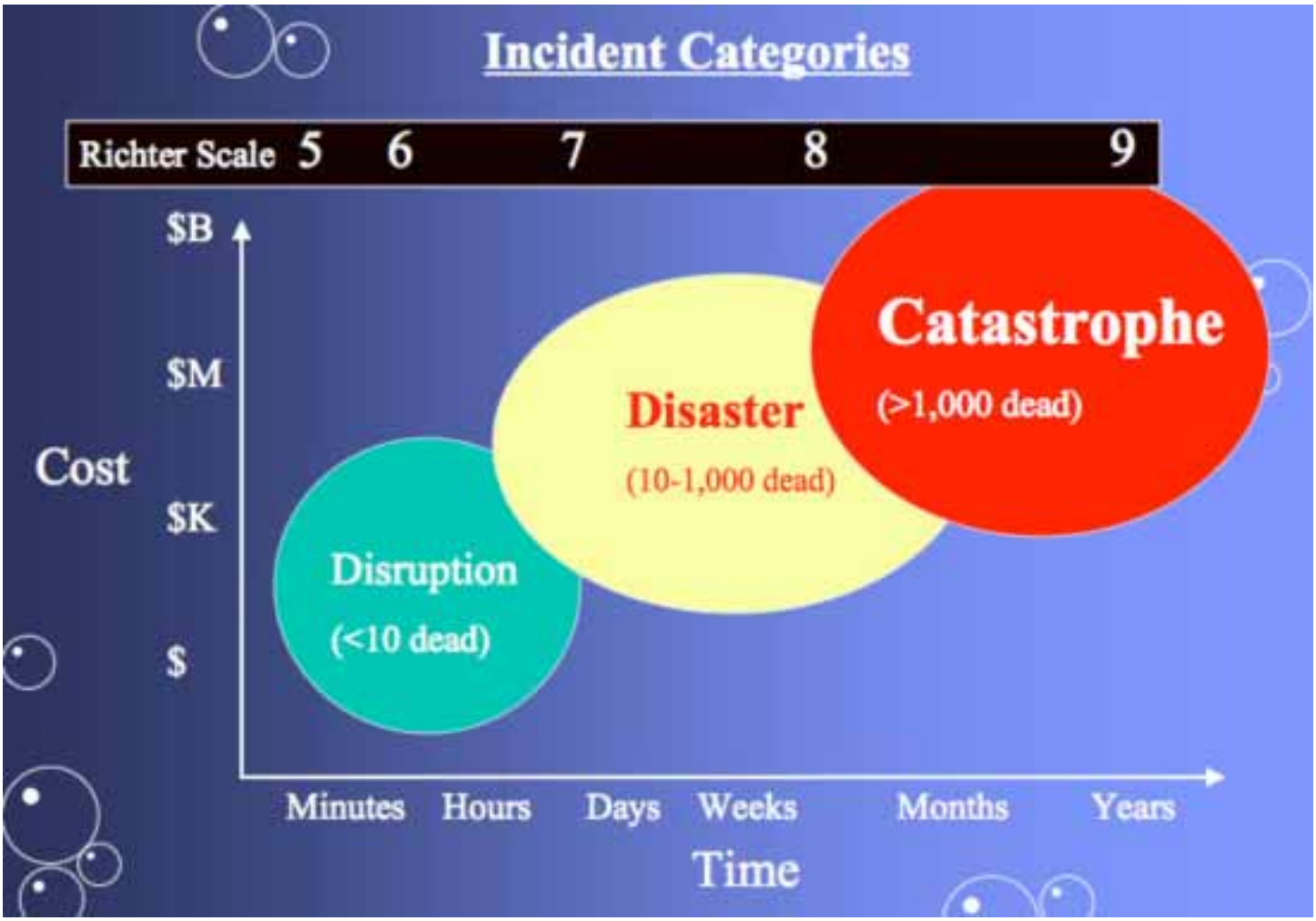
Gallery Walk 20



Webber. Earthquake severity. 2007. Chart. Wikimedia Commons. Web. http://commons.wikimedia.org/wiki/File:Earthquake_severity.jpg

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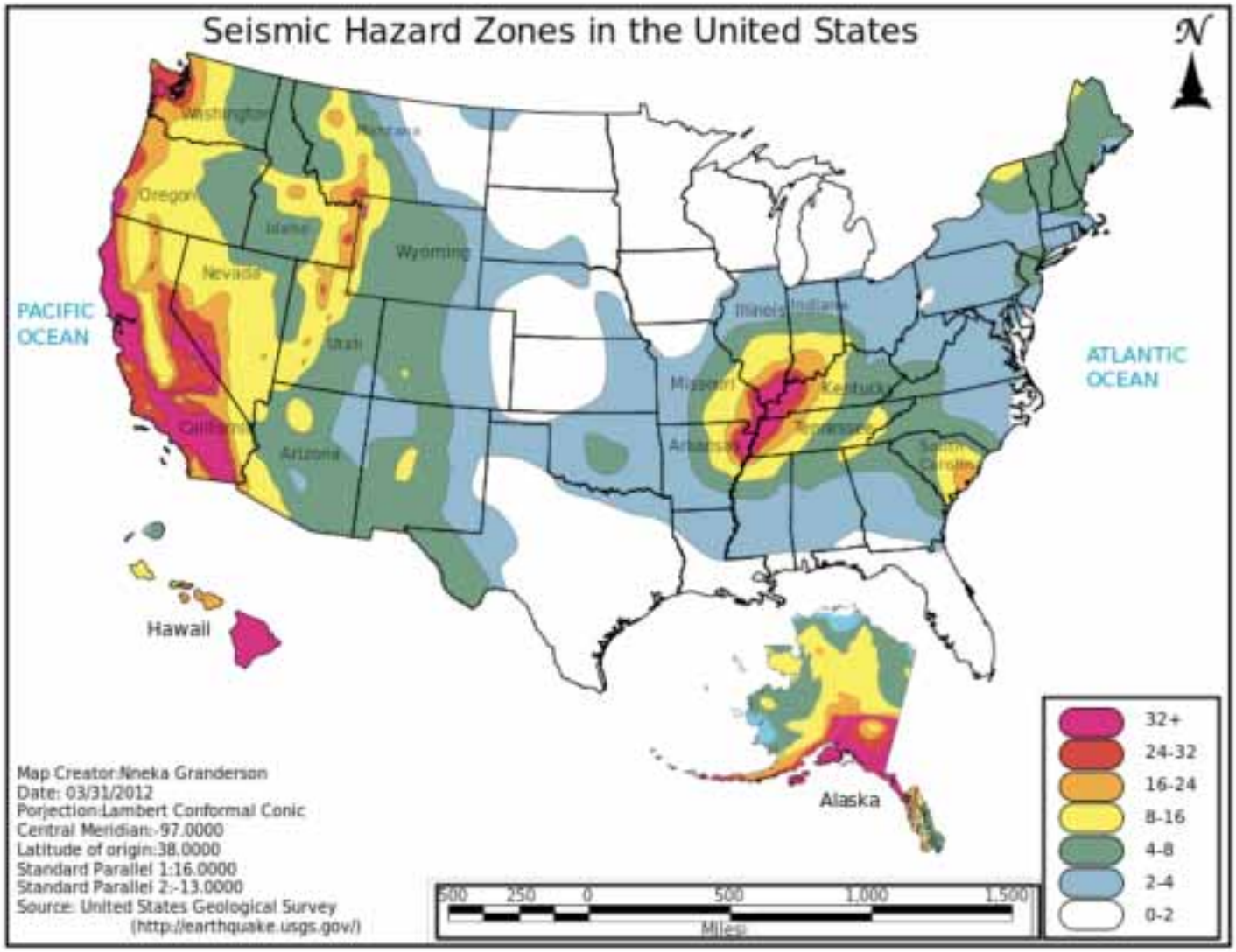
Gallery Walk 21



NGranderson. Seismic Hazard Zones in the United States. 2012. Map. Wikimdeia Commons. Web. http://commons.wikimedia.org/wiki/File:Seismic_Hazard_Zones_in_the_United_States..svg

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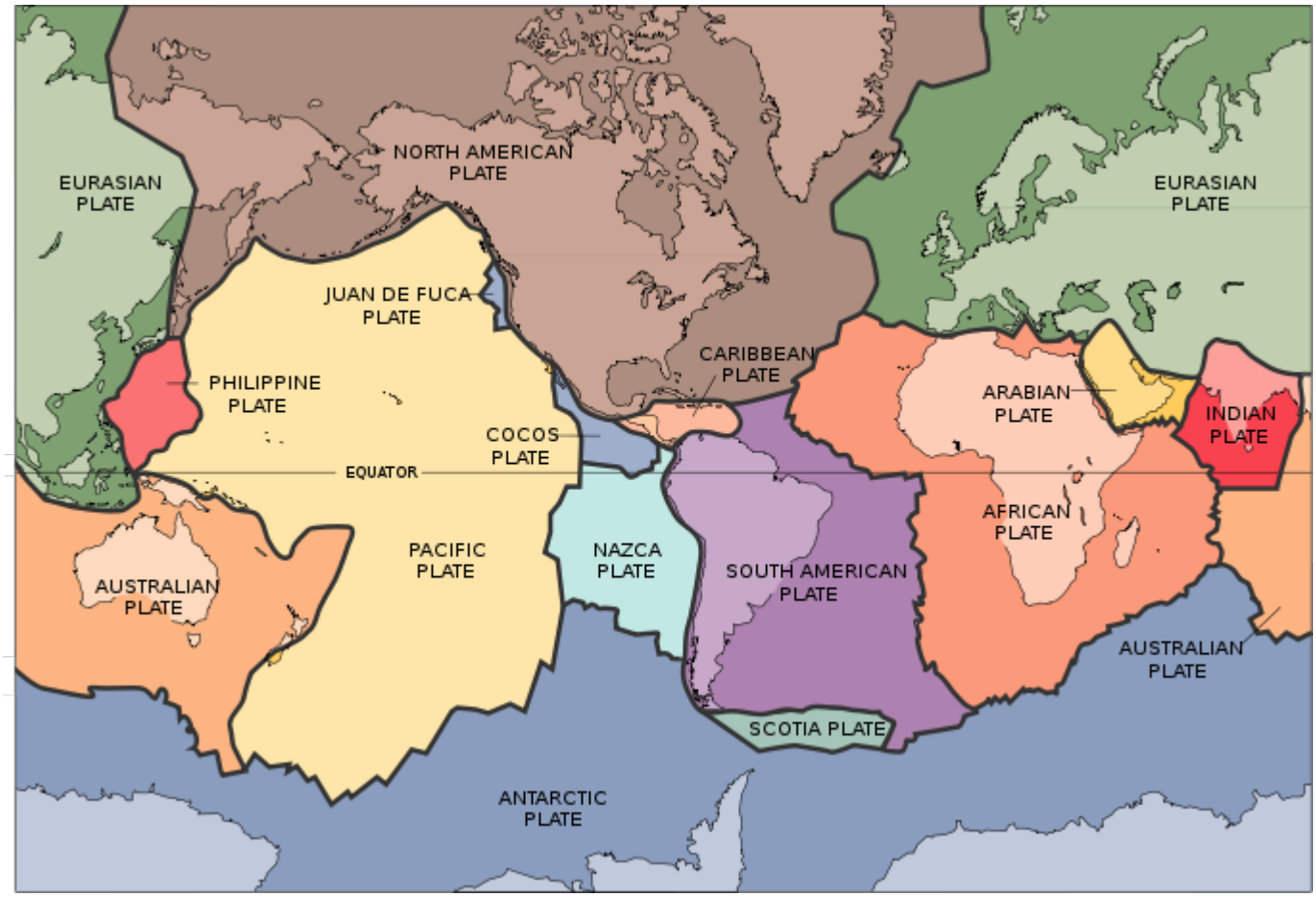
Gallery Walk 22



Tectonic Plates. 2005. Map. US Geological Survey. Web. http://commons.wikimedia.org/wiki/File:Tectonic_plates.svg

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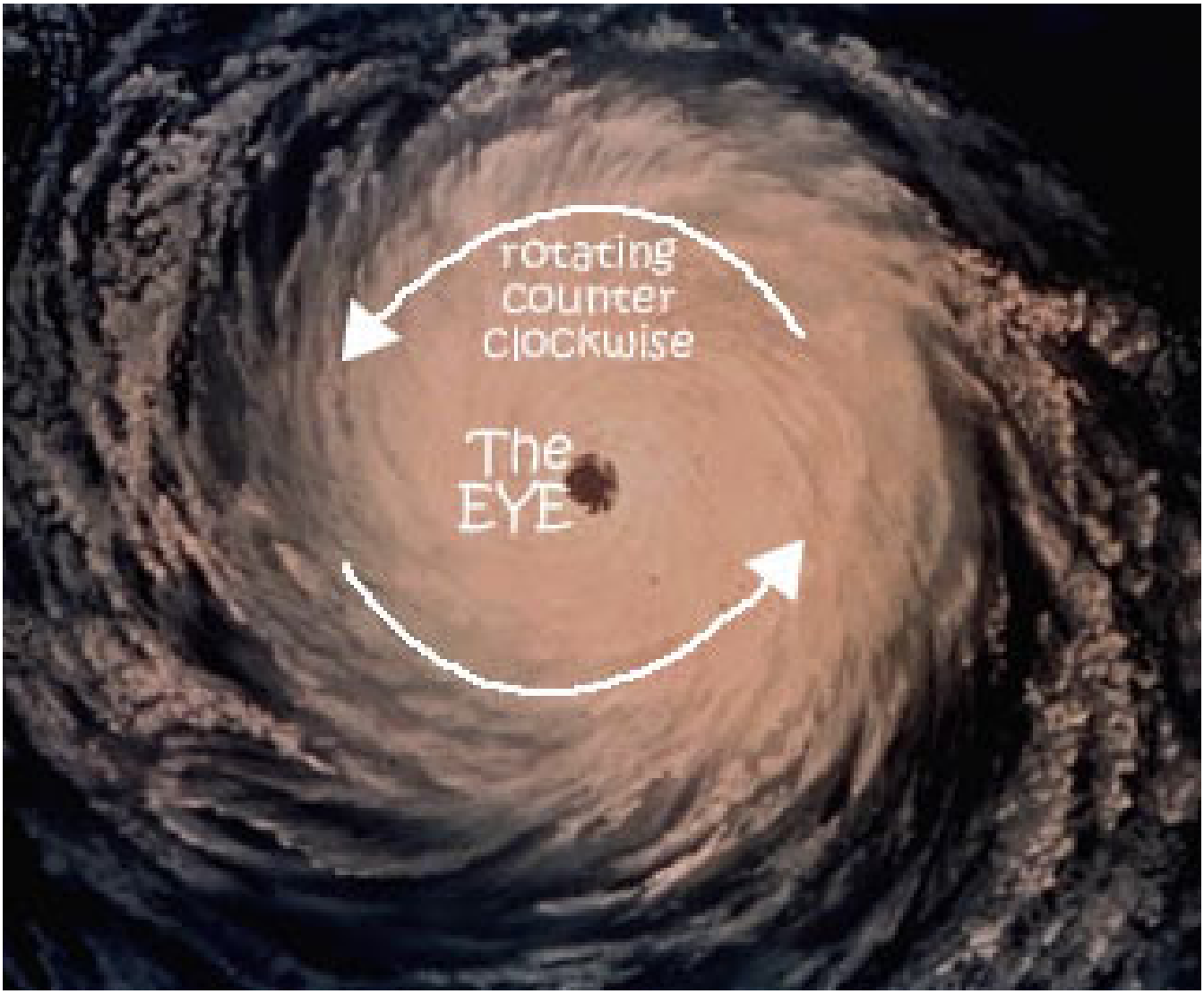
Gallery Walk 23



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Observe-Question-Infer
Note-Catcher

What do you OBSERVE?	What QUESTIONS do you have?	What INFERENCES can you make?

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World Café Prompts

(Write each question at the top of a large piece of chart paper. Be sure to have one chart for each triad. There will be between 3 and 4 charts for each question.)

What makes a natural event a disaster?
How can natural disasters affect people?
What causes Natural Disasters?

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Hurricanes Anchor Chart

For Teacher Reference

Things We Have Learned	Questions We Still Have

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Earthquakes Anchor Chart

For Teacher Reference

Things We Have Learned	Questions We Still Have

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 2

Relationships Between Key Scientific Concepts:

Planning What Causes Earthquakes

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using quotes from the text. (RI.5.1) I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4)	
Supporting Learning Targets	**Ongoing Assessment**
• I can explain the relationship between scientific concepts about earthquakes using specific details from the text. • I can use context clues to determine the meaning of new words in an article about earthquakes.	• Annotated "Earthquake" article • Earthquake Concepts note-catcher • Glossaries (scientific and academic vocabulary)

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Agenda	Teaching Notes
1. Opening A. Checking Independent Reading Homework and Engaging the Reader (8 minutes) B. Review Learning Targets (2 minutes) 2. Work Time A. First Read: What Is an Earthquake? (15 minutes) B. Second Read with a Partner: Cause and Effect Relationships about Earthquakes (15 minutes) C. Vocabulary to Deepen Understanding (13 minutes) 3. Closing and Assessment A. Debrief: What Have We Learned about Earthquakes? (5 minutes) B. Review Learning Targets (5 minutes) 4. Homework A. Reread the "Earthquakes" article aloud to someone at home. As you read, think about the causes and effects of an earthquake. B. Read your independent reading book. Be sure to read for evidence that can be added to the What Do We Know about Natural Disasters? anchor chart. Mark the evidence in your book using the evidence flags. C. Add vocabulary words to your scientific and academic word glossaries. Don't forget the academic words from the learning targets (relationship, concepts, context).	• This lesson is the first of two close reads in this unit in which students are reintroduced to standard RI.5.3. Students will explain the relationship between the scientific concepts behind the causes of an earthquake, as well as the effects on the environment and humans that categorize it as a natural disaster. • This unit is not designed for students to develop a full and deep understanding of the science behind earthquakes. Be sure to address these important scientific concepts much more fully during science lessons, including hands-on experiments or simulations as necessary. These literacy lessons "connect" to the science standards but do not fully address those standards. • Students read about certain scientific ideas (pressure and energy). They focus specifically on the concept of cause and effect relationships. Students have been introduced to this concept in previous modules (Jackie Robinson and the civil rights movement). This lesson includes a brief review of cause and effect relationships. The instruction aligns with RI.5.3. • In this unit, students will do most work with a partner. This allows for maximum engagement and participation by all members of the class. Consider purposefully partnering students so that stronger readers and writers are with those who struggle with complex text. Change students' partners periodically so that students can benefit from the thinking of other peers. • In this lesson, students use a new note-catcher: Earthquake Concepts. Students are accustomed to reproducing note-catchers into their journal and creating new ones as they continue practicing skills. However, due to the number of columns and wording in this note-catcher, students will be given the note-catcher to fill in. Consider stapling or taping the completed note-catcher into students' journals to keep all thinking about natural disasters in one place. • In advance: Write and post the vocabulary words and definitions for this lesson for students to refer to during Work Time, Part C and in preparation for homework. • Prepare necessary technology for the video. • Review: Give One, Get One protocol (Appendix 1).

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Lesson Vocabulary	Materials
relationship, concepts, cause, effect, chronological, before, during, after, causal chain of events, context; plates, pressures, interior, upward, results, fault, energy, seismic waves, radiate	• What Do We Know about Natural Disasters? anchor chart (from Lesson 1) • Students' independent reading books • Journals • Earthquakes 101 video clip. **Play only from 0:00 to 1:33**. National Geographic. "Earthquakes 101." Video. http://video.nationalgeographic.com/video/environment/environment-natural-disasters/earthquakes/earthquake-101/ • "Earthquake" article (one per student) • Earthquake Concepts note-catcher (one per student and one to display) • Earthquakes Concepts Note-Catcher (for teacher reference) • Vocabulary Strategies anchor chart (Module 3) • Earthquakes anchor chart (from Lesson 1) • Evidence flags (five per student)

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Opening	Meeting Students' Needs

A. Checking Independent Reading Homework and Engaging the Reader (8 minutes)
• Post the **What Do We Know about Natural Disasters? anchor chart** that students started in the last lesson. Ask students to take out their **journals** and turn to the anchor chart in their own notes. Ask them also to get out their homework: their **independent reading book** with evidence flags.
• Ask students to read the notes on the class anchor chart silently. Then invite them to turn to a partner:
  * "What is one piece of evidence from your independent reading book that you flagged for homework that could be added to the chart?"
• Call on several students to share their evidence. Add these notes to the class anchor chart. Invite students to do the same in their anchor charts in their journals as well as add any others they may have found evidence for during their reading.
• Tell students they will now be watching a video clip about earthquakes. Ask them to think about this question as they watch and listen:
  * "What happens during an earthquake?"
• Play the **Earthquakes 101 video clip**.
• Invite students to turn and talk with a partner about what they saw and heard happens during an earthquake. Have a few students share their discussions.
	• Some students may benefit from having a partner, or the teacher, read the lists from the anchor chart aloud.
	• Students who struggle with language would benefit from the teacher checking their evidence flags before class begins and letting them know they will be asked to share a particular one in front of the whole class, giving them time to prepare.
	• Consider playing the video clip more than one time for students to allow them more time for processing the information seen and heard.

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Opening (continued)	Meeting Students' Needs
B. Review Learning Targets (2 minutes) • Call on a student to read aloud the first learning target: * "I can explain the relationship between scientific concepts about earthquakes using specific details from text." • Ask students to think about the word *relationship* and share with a partner what they think it means in the learning target. Call on a student to share his or her definition. Listen for: "how things are connected or how they relate." Focus students on the parts of *relationship* that they may know, such as "relation" or "relate." Ask students to share out what they know about the meaning of those words. Listen for: "go together" or "belong together." • Ask students to think and talk with a partner about another word for *concepts*. Invite a few students to share their words. Listen for: "ideas," "understandings," etc. Clarify as needed: A concept is an abstract idea. • Explain that in today's lesson students will be learning scientific concepts that relate to earthquakes and then thinking about how those concepts relate to one another.	• Provide a nonlinguistic visual for the words *relationship* (two interlocking rings) and concepts (a light bulb).

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Work Time	Meeting Students' Needs
A. First Read: What Is an Earthquake? (15 minutes) • Distribute the article "**Earthquake**." Remind students of the process they have used when reading text for the first time. Ask them to share with a partner the first thing they do when reading a new text. Invite a few students to share their thinking. Listen for: "read for the gist," "read by ourselves," "if it is a really hard text, hear it read aloud as we read along," etc. • Ask students to read just the first three paragraphs of the article and annotate in the margin by writing the gist—what these paragraphs are about. Starting, "Earth's crust remains..." and ending, "...Aristotle said that underground winds shook the Earth." • After about 2-3 minutes, ask students to share with their partner the gist they wrote. Invite a few partners to share aloud. Listen for: "what causes an earthquake" or "damage that earthquakes cause." • Ask the class to listen to you read aloud the rest of the article, and tell them to write the gist in the margin when you pause after each section. • Then invite a student to share aloud the gist he or she wrote in the margin. Listen for ideas such as: – Causes of Earthquakes (paragraphs 4 and 5) —"slow movement of Earth's crust causes pressure; when large rocks break and slip there is an earthquake" – Seismic Waves (paragraphs 6, 7 and 8) —"seismic waves are shocks from the center of the quake that cause shaking" – Measuring Earthquakes (paragraphs 9 and 10) —"scientists read seismograms to learn about earthquakes" – Size and Strength of an Earthquake (paragraphs 11, 12 and 13) —"scientists measure earthquakes to learn more information about them" – How Often Do Earthquakes Occur? (paragraph 14) – "there are a lot of earthquakes every year, but most are small" – Predicting Earthquakes (paragraphs 15, 16 and 17) – "scientists are trying to figure out ways to help people prepare for earthquakes"	• Provide the "Earthquake" text in students' L1 language when possible. • Students who struggle reading complex text may need to have the article further chunked into single sentences rather than paragraphs. • Consider displaying the article on a document camera and modeling writing the gist in the margin after each paragraph is read and students share their thinking about the gist. • Some students may need the paragraphs read aloud more than one time.

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Work Time (continued)	Meeting Students' Needs

B. Second Read with a Partner: Cause and Effect Relationships about Earthquakes (15 minutes)
• Ask students to think again about what good readers do when they read closely:
  * "What do readers do after reading for the gist?"
• Call on a few students to share aloud. Listen for: "read again," "read for a specific purpose," etc.
• Tell students that they will read a portion of the article a second time, this time paying close attention to the relationships between scientific concepts, or ideas, that explain what causes an earthquake and what happens during and after an earthquake. Remind students of the work they did with *cause* and *effect* in Module 3A. Ask students to think about and share with a partner:
  * "What do you know about cause and effect?"
• Invite a few students to share aloud their discussion. Listen for: "Causes and effects are related," "An effect is a result of whatever caused it," and "You don't always know the cause of an effect. Sometimes texts actually describe the effect first, then the cause. Sometimes you have to infer the cause or effect. For example, in our study about Jackie Robinson (Module 3A), we read abut causes of the civil rights movement and effects of what some people did during that time."
• Clarify as needed. Explain that they will be reading to learn what causes an earthquake. Remind them that the text may not describe the causes and effects in the order they actually happen. In real life, cause always comes first, then effect. They happen in *chronological* (first, second, third, etc. ...) order. But writers don't always give us the information so clearly.
• Distribute and display the **Earthquake Concepts note-catcher**. Tell students that in the left-hand column they will write what happens *before* an earthquake, in the middle columns they will write what happens *during* an earthquake, and in the right-hand column they will write what happens *after* an earthquake. Answer any clarifying questions about the note-catcher.
• Ask students to read along in their heads as you reread the fourth paragraph. Set purpose: Ask them to pay attention to what the text says about what happens before an earthquake. Read aloud from "Seismologists, scientists who study..." to the end of the paragraph, "...brittle rocks near the surface."
• Ask:
  * "What happens before an earthquake?"
• Listen for: "slow moving material (plates) build up and push rocks to the surface." Model writing "slow moving material (plates) build up and push rocks to the surface" in the first column of the note-catcher and invite students to record this in their own note-catchers.
	• Consider posting all questions asked during the lesson on chart paper or the white board for students to refer to throughout the lesson.
	• Students who struggle with writing would benefit from a partially filled-in note-catcher.
	• Consider pre-highlighting details to focus on in the text for students who struggle reading complex text in order to help them fill out the note-catcher.

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Work Time (continued)	Meeting Students' Needs
• Ask students to take about 7-8 minutes with their partner to continue reading the next three paragraphs of the article and to record in the note-catcher what the text says about what happens during and after an earthquake (starting, "Earth's plates move only..." and ending, "...people feel a swaying or rolling motion.") Remind them that they should pause after every two to three sentences to consider and record relationships between concepts about earthquakes in their note-catchers. • Circulate among partners, redirecting or supporting students when necessary. • After about 7-8 minutes, refocus students whole group. Call on students to share what they wrote in their note-catchers. (See **Earthquake Concepts note-catcher, answers, for teacher reference** for ideas students may share.) • Help students notice that this is in effect a causal *chain of events*: A starting event causes the next effect and then that effect in turn causes another effect, and so on. Give students a concrete example (like dominoes falling) to help them understand this concept of a causal chain more clearly.	

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Work Time (continued)	Meeting Students' Needs

C. Vocabulary to Deepen Understanding (13 minutes)
• Read aloud the second leaning target, "I can use context clues to determine the meaning of new words in an article about earthquakes." Ask students to think about the word context and what it means in the learning target. Invite a few students to share their thoughts. Listen for: "in the text, what the sentence is about, or "the parts of the text that help to explain its meaning," etc.
• Draw students' attention to **Vocabulary Strategies anchor chart**. Remind students of the work that they have done in previous modules finding the meaning of new words in context. Ask:
  * "Which strategy has been most helpful to you and why?"
• Ask a few students to share with the class.
• Post and focus students on the list of vocabulary for this lesson. Assign each student a partner and two or three words from the list, ensuring that all words are assigned.
• As in previous modules, ask students to do the following:
  1. Work with their partner to find each assigned word in the text.
  2. Underline or circle the words or phrases.
  3. Using strategies listed on the anchor chart, determine the meaning of each word in context.
  4. Write the word, what it means, and a visual in the appropriate Glossary section of their journal.
• Allow partners 4 to 5 minutes to determine the meaning of their words. Circulate to offer support and redirect as needed.
• Refocus students whole group. Tell them that they will now use the **Give One, Get One protocol** to share some of the words they worked on. Tell them that as they share, they should write the words, what they mean, and visuals in the Glossary section of their journals.
• Begin: Have partners locate another pair and give one of their words and definitions as well as receive one.
• Ask students to return to their seats. Call on students to share aloud their words and what they think they mean in context. Write the meaning next to the words posted for students.
	• Consider pre-highlighting vocabulary for students who may have difficulty finding it in the text.
	• Consider assigning students who struggle with language words whose meanings are more easily found in context.
	• Students who struggle with multiple tasks at the same time may not be able to circulate during the Give One, Get One protocol and write a word and its meaning. Consider allowing their partner to write for them or give them extra time later in the day to go back to the vocabulary and write it in their glossaries.

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Work Time (continued)	Meeting Students' Needs
• Academic Words: – *interior*: inside part – *upward*: move up; go higher – *results*: outcome; consequence – *energy*: power, force • Scientific Words: – *plate*: a piece of the earth's crust made of masses of rock – *fault*: where the plates join – *pressure*: a force against another force – *seismic waves*: shock waves that come from the center of an earthquake – *radiate*: energy that spreads out in the form of waves • Ask students to look back at their Earthquake Concepts note-catchers and revise details based on their new understanding after having reviewed key vocabulary. • If time permits, remind students to add these words to their glossaries, or they may do so for homework. • Collect the annotated "Earthquake" articles and Earthquake Concepts note-catchers to review as an assessment for learning.	

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Closing and Assessment	Meeting Students' Needs

A. Debrief: What Have We Learned about Earthquakes? (5 minutes)
• Ask students to think about and share with a partner:
  * "What did you learn about earthquakes today?
  * "What questions do you now have about earthquakes?"
• Call on a few partners to share their discussions with the whole class. Add their ideas and questions to the **Earthquakes anchor chart**. Prompt students to add these new ideas to their anchor chart in their journal.
• Have the class silently skim the list to see if the new information added today answers any of the questions listed on the chart. If there are some questions answered, cross them off the anchor chart. Invite students to do the same on their own anchor chart.
	• Students who struggle with language would benefit from sentence stems such as: "I learned _____ about earthquakes today," and "One question I have about earthquakes now is ..."

B. Review Learning Targets (2 minutes) • Review the learning targets using the **Fist-to-Five protocol**. Read each learning target aloud and pause after each one to ask students to show a fist if they are still struggling with the learning target, five fingers if they have mastered the learning target, or any number of fingers in between to indicate their level of understanding of the learning target. Note any students showing a fist, one, or two fingers. Check in with those students individually to find out what they are struggling with. • Distribute five **evidence flags** to students for homework.	

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Homework	Meeting Students' Needs
• Reread the "Earthquake" article aloud to someone at home. As you read, think about the causes and effects of an earthquake. • Read your independent reading book. Be sure to read for evidence that can be added to the What Do We Know about Natural Disasters? anchor chart. Mark the evidence in your book using the evidence flags. • Add vocabulary words to your scientific and academic word glossaries. Don't forget the academic words from the learning targets (relationship, concepts, context). *Note: Review the annotated "Earthquake" articles and Earthquake Concepts note-catchers. Be prepared to return them to students by Lesson 4. Note any students who were not able to write the gist statements in the margins or list details about concepts appropriate for each column in the note-catcher. Plan to check in and review the reading with those students independently or in small groups.*	• Consider requiring students who struggle with independent reading to flag only three pieces of evidence to add to the class anchor chart. • Provide an audio recording of students' independent reading book for those students who struggle reading independently. • Allow students whose first language is something other than English the opportunity to read an independent book in their L1 language. • Prioritize the vocabulary words for those students who struggle with complex text (*relationship, concepts, context, continually, gradually*—all academic words).

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 2
Supporting Materials

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"Earthquake"

Earth's crust remains in constant motion. Slowly but powerfully, its pieces rub against each other and collide. These collisions produce earthquakes. So does the movement of melted rock pushing up to Earth's surface.

Thousands of earthquakes occur on our planet each year. The largest cause deadly damage. They crumple buildings and bridges. They set off massive landslides. Some also spark devastating waves called tsunamis.

Throughout history, people have known the terror of great earthquakes. In Japan, legend blamed them on the movement of a giant underground catfish. The ancient Chinese thought that they were caused by a huge tortoise. About 2,300 years ago the Greek philosopher Aristotle said that underground winds shook Earth.

Causes of Earthquakes

Seismologists, scientists who study the motion of Earth, now know that quakes stem from forces deep inside our planet. There, heated rocky material is flexible. It moves slowly and steadily. Near Earth's surface the rocky material cools. The crust of Earth is formed of plates made of this material. Plate tectonics is the study of how these giant fragments move. These plates are brittle and cannot move easily. The slow movement of material deep in the interior builds up. It pushes on the brittle rocks near the surface.

Earth's plates move only a few inches every year. No one feels this movement except where the plates rub together or stretch apart. The slow movements create large pressures. This causes huge areas of rock to break and slip. During this violent fracture, some rock dives into Earth's interior. Other rock thrusts upward. This results in an earthquake. Often a break in Earth's surface occurs at a fault. A fault is a break where two blocks of rock have moved past each other previously.

Seismic Waves

The movement of Earth releases a huge amount of energy. Some of it takes the form of shock waves called seismic waves. These shocks radiate out from the center of the quake. They can cause violent shaking. There are two main types of seismic waves: surface waves and body waves.

Surface waves travel along the surface of the ground. In large earthquakes, they can cause people to feel a swaying or rolling motion.

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Body waves move deep underground. They are faster than surface waves. Compression waves are the fastest type of body wave. They are also known as P waves. Shear waves, or S waves, are the slower type of body wave.

Measuring Earthquakes

Scientists use seismometers to measure the distance the ground moves during an earthquake. This tells them how large the seismic waves are. There are thousands of seismometers in use all over the world.

Seismometers create records called seismograms. When an earthquake strikes, scientists read the seismograms to learn about the earthquake. These records show how powerful an earthquake is. By looking at several seismograms, scientists can also figure out the source of the earthquake. This source is called the epicenter. Directly below it is the hypocenter, the place where the rock actually breaks, causing an earthquake.

Size and Strength of an Earthquake

Earthquakes are measured in intensity, magnitude, and seismic moment. Intensity is how strong the shaking of an earthquake is. It is measured on the Modified Mercalli Intensity Scale. The scale uses 12 roman numerals. An intensity of I is the weakest; XII is the strongest. Measurements taken after an earthquake are used to create intensity maps.

The best-known gauge of earthquake magnitude is the Richter scale. It was invented by Charles Richter (1900–85) in 1935. The Richter scale starts at 0. Each whole-number increase represents a tenfold increase in earthquake size. That means that a 3.0 earthquake would be 10 times more powerful than one that measures 2.0. Today, scientists use many other scales in addition to the Richter scale.

Seismic moment measures the physical conditions at the earthquake source. The seismic moment is determined using three factors. The first is the fault slip. This is how far the rock slides along a fault surface after it breaks. The second factor is the area of the fault surface that is actually broken by the earthquake. And the third factor is the measurement of how rigid the rocks are near the broken fault. The seismic moment is found by multiplying these three numbers. It tells scientists an important combination of information about an earthquake's source.

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"Earthquake"

How Often Do Earthquakes Occur?

Earthquakes occur thousands of times each year. But most pass unnoticed. Small earthquakes happen much more often than large ones. For each increase of one magnitude, there are about 10 times fewer earthquakes. Every year, about 10,000 earthquakes of magnitude 4 or greater strike. But there are only about 1,000 earthquakes of magnitude 5 or greater.

Predicting Earthquakes

Accurate and timely earthquake predictions could save thousands of lives each year. Unfortunately, precise predictions remain difficult to impossible. Still, many experts are learning how changes in Earth's crust may provide warnings. These warning signs include underground movements and changes in water levels.

By studying such precursors and other predictors, scientists hope to help communities prepare for quakes. For instance, engineers have learned how to build quake-resistant buildings and bridges. Their designs improve every year with stronger and more flexible designs.

We may never be able to control earthquakes. But we can learn to live with them.

"Earthquake." The New Book of Knowledge. Grolier Online, 2013. Web. 15 Oct. 2013.

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Earthquakes Concepts
Note-Catcher

Earthquake Concepts:					
What happens before an earthquake?	What causes an earthquake?	What happens during an earthquake Chain of Events			What happens after an earthquake?
	Event/cause	Effect (what happen next) This, them, causes...	Effect (what happens next) This, then, causes...	Effect (What happen last)	

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Earthquakes Concepts

Note-catcher For Teacher Reference

Earthquake Concepts:					
What happens before an earthquake?	What causes an earthquake?	What happens during an earthquake Chain of Events			What happens after an earthquake?
	Event/cause	Effect (what happen next) This, them, causes...	Effect (what happens next) This, then, causes...	Effect (What happen last)	
The slow movement of material (plates) inside the Earth builds up and pushes brittle rocks to the surface.	**The slow movement of the plates creates pressure.**	**Pressure causes rocks to break and slip into the Earth's interior or to thrust upward.**	**An earthquake results (usually near a fault.)**	**A lot of energy is released and some of it forms shock waves called seismic waves.**	**Shocks radiate from the center of the earthquake and cause violent shaking.** **People sometimes feel a swaying or rolling motion.**

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 3

Relationships Between Key Scientific Concepts:

Planning What Causes Hurricanes

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using quotes from the text. (RI.5.1) I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4)	
Supporting Learning Targets	**Ongoing Assessment**
• I can explain the relationship between scientific concepts about hurricanes using specific details from the text. • I can use context clues to determine the meaning of new words in an article about hurricanes.	• Annotated "How Does a Hurricane Form?" • Hurricane Concepts note-catcher • Glossaries (scientific and academic vocabulary)

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Agenda	Teaching Notes
1. Opening A. Checking Independent Reading Homework and Engaging the Reader: First Account of a Hurricane (8 minutes) B. Review Learning Targets (2 minutes) 2. Work Time A. First Read: "How Does a Hurricane Form?" (10 minutes) B. Second Read with a Partner: Cause and Effect Relationships about Hurricanes (20 minutes) C. Vocabulary to Deepen Understanding: Charades (10 minutes) 3. Closing and Assessment A. Debrief: What Have We Learned about Hurricanes? (5 minutes) B. Review Learning Targets (5 minutes) 4. Homework A. Reread the "Hurricanes" article aloud to someone at home. B. Read your independent reading book. C. Add vocabulary words to your scientific and academic word glossaries.	• In this lesson, students will continue practicing standard RI.5.3. They explain the scientific concepts behind the causes of hurricanes, just as they did in the previous lesson on earthquakes, as well as the effects on the environment and humans that categorize hurricanes as a natural disaster. Students will not be expected to develop deep understanding of the science behind hurricanes during the literacy lessons of this unit. Teachers should address these important scientific concepts during science lessons. • Note that the first read of the text is aloud due to the fact that the text is above grade-level (Lexile 1140.) Reading the text aloud allows all students access to an initial understanding of the ideas presented, and provides an opportunity to model fluent reading. • As in Lesson 2, students are given a note-catcher to fill in. Consider stapling or taping the completed note-catcher into students' journals to keep all their thinking about natural disasters in one place. • In advance: Write and post the vocabulary words and definitions for this lesson for students to refer to during Work Time, Part C and in preparation for homework. • Review: Charades game and Fist-to-Five protocol (Appendix 1).

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Lesson Vocabulary	Materials
relationship, concepts, context; tropical cyclone, condenses, cumulonimbus, unstable, mound, inland	• Journals • Independent reading book • What Do We Know about Natural Disasters? anchor chart (begun in Lesson 1) • Science of Hurricanes video clip. **Play only from 0:00 to 1:48.** http://www.history.com/videos/science-of-ahurricane#science-of-a-hurricane • "How Does a Hurricane Form?" article (one per student) • Hurricane Concepts note-catcher (one per student and one to display) • Hurricane Concepts note-catcher (answers, for teacher reference) • Vocabulary Strategies anchor chart (used in Lesson 2) • Hurricanes anchor chart (from Lesson 1) • Evidence flags (five per student)

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Opening	Meeting Students' Needs

A. Checking Homework and Engaging the Reader: Firsthand Account of a Hurricane (8 minutes)
• Ask students to take out their **journals** and **independent reading book** with evidence flags from homework. Focus students on the **What Do We Know about Natural Disasters? anchor chart** (from previous lessons).
• Ask students to read silently to themselves the things written on the anchor chart. Then invite them to turn to a partner:
  * "What is one piece of evidence from your independent reading book that you flagged for homework that could be added to the chart?"
• Call on several students to share their evidence. Add them to the class anchor chart and invite students to do the same in their anchor charts in their journals as well as add any others they may have found evidence for during their reading.
• Remind students that in the previous lesson, they read a text and learned about earthquakes as natural disasters. Tell them that they will now learn about hurricanes beginning by watching a video clip. Ask students to think about this question as they watch and listen:
  * "What happens during a hurricane?"
• Play the **Science of Hurricanes video clip**.
• Invite students to turn and talk with a partner about what they saw and heard happens during a hurricane. Have a few students share their discussions.
	• Some students may benefit from having a partner, or the teacher, read the lists from the anchor chart aloud.
	• Students who struggle with language would benefit from the teacher checking their evidence flags before class begins and letting them know they will be asked to share a particular one in front of the whole class, giving them time to prepare.
	• Consider playing the video clip more than one time for students to allow them more time for processing the information seen and heard.

B. Review Learning Targets (2 minutes) • Call on a student to read aloud the first learning target: * "I can explain the relationship between scientific concepts about hurricanes using specific details from text." • Clarify for students that today's lesson focuses on hurricanes, but they will be working on the same learning targets as yesterday when they read about earthquakes. Ask students to think about and share how they will meet the learning target, knowing that today's work is similar to yesterday's work. Listen for: "explaining how scientific concepts are connected during a hurricane," "noticing how hurricanes happen, and where and why, just like we did for earthquakes," "being able to tell how events are related," etc. • Explain that in today's lesson they will be learning about the scientific concepts behind a hurricane and how those concepts relate to one another.	• Provide a nonlinguistic visual for the words *relationship* (two interlocking rings) and *concepts* (a light bulb).

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Work Time	Meeting Students' Needs
A. First Read: What Is a Hurricane? (10 minutes) • Distribute the article **"How Does a Hurricane Form?**." Tell students that they will follow a similar routine as in the last lesson. Remind them of the process they have used when reading text for the first time. • Tell students the first read will be aloud. • Start by reading the first five paragraphs of the article and ask students to annotate in the margin by writing the gist of what these paragraphs are about. • After about 3 minutes, ask students to share with their partner the gist they wrote. Invite a few partners to share aloud. Listen for: – "Hurricanes are violent storms; – Hurricanes are called tropical cyclones; – A hurricane needs certain 'ingredients' to form; – It's about what makes a hurricane start to form; – There are four stages in the development of a hurricane, tropical storm," or similar ideas. • Ask the class to listen to you read aloud the rest of the article, and tell them to write the gist in the margin when you pause after each paragraph. • Then invite a student to share aloud the gist he or she wrote in the margin. Listen for: – "Tropical Disturbance" paragraph 6 —"cloud columns become higher and larger; wind circulates" – "Tropical Depression" paragraph 7 —"more thunderstorms are created; winds spin faster" – "Tropical Storm" paragraph 8 —"winds blow faster and begin twisting around the eye, center of the storm" – "Tropical Cyclone" paragraph 9 —"winds reach 74 miles per hour and it becomes a tropical cyclone, a hurricane; pushes toward land" – Paragraph 10 —"cyclones weaken when they hit land but cause a lot of damage"	• Provide the "Hurricanes" text in students' L1 language when possible. • Students who struggle reading complex text may need to have the article further chunked into single sentences rather than paragraphs. • Consider displaying the article on a document camera and modeling writing the gist in the margin after each paragraph is read and students share their thinking about the gist. • Some students may need the paragraphs read aloud more than one time.

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Work Time (continued)	Meeting Students' Needs

B. Second Read with a Partner: Cause and Effect Relationships about Hurricanes (20 minutes)
• Ask students to think again about what good readers do when they read closely:
  * "What do readers do after reading for the gist?"
• Call on a few students to share aloud. Listen for: "read again," "read for a specific purpose," etc.
• Tell students that as they did with the other article in the last lesson, they will read this article a second time, this time paying close attention to the cause and effect relationships between scientific ideas that explain what causes and what happens during and after a hurricane.
• Distribute and display the **Hurricane Concepts note-catcher.** Explain that in the left-hand column they will write what happens before a hurricane, in the middle columns they will write what happens during a hurricane, and in the right-hand column they will write what happens after a hurricane. Remind students that in texts, causes and effects are not always in order of how they happen (*chronological*). They will have to read carefully and think about what happens to cause a hurricane. Answer any chronological clarifying questions about the note-catcher.
• Ask students to follow along as you reread the third and fourth paragraphs of the article aloud. Ask students to pay attention to what the text says about the two 'ingredients' required for a tropical cyclone, or hurricane, to form. Read aloud starting, "Tropical cyclones are like..." and end "These clouds are just the beginning."
• Ask:
  * "What happens before a hurricane begins to form?"
• Listen for: "Wind passes over warm water, the water evaporates and cools, then condenses into water droplets. Cumulonimbus clouds form," or similar suggestions. Model writing a synthesis of students' ideas in the first column of the note-catcher and invite students to record this in their own note-catchers.
• Ask students to continue reading the rest of the article with their partner and to record in the note catcher what the text says about what causes a hurricane to develop and what happens after a hurricane. Remind them that they should stop after each paragraph to write relationships between concepts about hurricanes in their note-catchers.
• Circulate among partners redirecting or supporting students when necessary.
• After 10-12 minutes, call on students to share what they wrote in their note-catchers (see **Hurricane Concepts note-catcher, answers, for teacher reference)** for ideas students might share.
	• Consider posting all questions asked during the lesson on chart paper or the white board for students to refer to throughout the lesson.
	• Students that struggle with writing would benefit from a partially filled-in note-catcher.
	• Consider pre-highlighting details to focus on in the text for students who struggle reading complex text in order to help them fill out the note-catcher.

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Work Time (continued)	Meeting Students' Needs

C. Vocabulary Work to Deepen Understanding: Charades (10 minutes)
• Read aloud the second leaning target, "I can use context clues to determine the meaning of new words in an article about hurricanes."
• Draw students' attention to the **Vocabulary Strategies anchor chart**. Ask:
  * "Which strategy has been most helpful to you and why?"
• Invite students to share with their partner another strategy on the anchor chart that they haven't tried and will commit to using today.
• Post and focus students on the list of vocabulary for this lesson. Assign each student a partner and two or three words from the list, ensuring that all words are assigned. As in the previous lesson, ask students to work with their partner to find each assigned word in the text and underline or circle it. Then, using strategies listed on the anchor chart, they are to determine the meaning of each word in context. Remind students to write the word, what it means, and a visual in the appropriate Glossary section of their journal.
• Allow partners 4 or 5 minutes to determine the meaning of their words. Circulate to offer support and redirect as needed.
• Refocus students whole group. Remind students of the game **Charades** that they have played in previous lessons in order to practice new vocabulary words.
• Call on a volunteer for each word on the list to stand and silently act out their word. Ask students watching to call out the meaning of the word that they think the student is acting out. Write the meaning next to the posted words. Do as many words as there is time for.
• Academic Words:
  – *unstable*: can change quickly; volatile
  – *mound*: large amount of something piled up together
  – *inland*: away from the coast
	• Consider pre-highlighting vocabulary for students who may have difficulty finding it in the text.
	• Consider assigning students who struggle with language words whose meanings are more easily found in context.
	• Students who struggle with multiple tasks at the same time may not be able to circulate during the Charades protocol and write a word and its meaning. Consider allowing their partner to write for them or give them extra time later in the day to go back to the vocabulary and write it in their glossaries.

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Work Time (continued)	Meeting Students' Needs
• Scientific Words: – *tropical cyclone*: the scientific term for a hurricane – *cumulonimbus:* a large cloud – *condenses:* changes from vapor (gas) to liquid • Have students return to their Hurricane Concepts note-catchers and revise any details that they may have a new understanding of now that they have reviewed vocabulary. • If there is time, remind students to add these words to their glossaries, or they may do so for homework. • Collect students' annotated "Hurricanes" articles and Hurricanes Concepts note-catchers to review as formative assessment. Focus on how well students are grasping cause and effect relationships while reading scientific text.	

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Closing and Assessment	Meeting Students' Needs

A. Debrief: What Have We Learned about Hurricanes? (5 minutes)
• Ask students to think about and share with a partner:
  * "What did you learn about hurricanes today?
  * "What questions do you now have about hurricanes?"
• Call on a few partners to share their discussions with the whole class. Add their ideas and questions to **the Hurricanes anchor chart**. Prompt students to add these new ideas to their anchor chart in their journal.
• Have the class silently skim the list to see if the new information added today answers any of the questions listed on the chart. If there are some questions answered, cross them off the anchor chart. Invite students to do the same on their own anchor chart.
	• Students who struggle with language would benefit from sentence stems such as: "I learned _____ about hurricanes today," and "One question I have about hurricanes now is ..."

B. Review Learning Targets (2 minutes) • As in Lesson 2, review the learning targets using the Fist-to-Five protocol. Read each learning target aloud and pause after each one to ask students to show a fist if they are still struggling with the learning target, five fingers if they have mastered the learning target, or any number of fingers in between to indicate their level of understanding of the learning target. • Distribute five **evidence flags** to students for homework.	

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Homework	Meeting Students' Needs
• Reread the "How Does a Hurricane Form?" article aloud to someone at home. As you read, think about the causes and effects of a hurricane. • Read your independent reading book. Be sure to read for evidence that can be added to the What Do We Know about Natural Disasters? anchor chart. Mark the evidence in your book using the evidence flags. • Add vocabulary words to your scientific and academic word glossaries. Don't forget the academic words from the learning targets (*relationship, concepts, context*). *Note: Review students' annotated "How Does a Hurricane Form?" articles and Hurricane Concepts note-catchers. Be prepared to return them to students by Lesson 4. Note any students who were not able to write the gist statements in the margins or list details about concepts appropriate for each column in the note-catcher. Plan to check in and review the reading with those students independently or in small groups.*	• Consider requiring students who struggle with independent reading to flag only five pieces of evidence to add to the class anchor chart. • Provide an audio recording of students' independent reading book for those students who struggle reading independently. • Allow students whose first language is something other than English the opportunity to read an independent book in their L1 language. • Prioritize the vocabulary words for those students who struggle with complex text (*relationship, concepts, context, continually, gradually*—all academic words).

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 3
Supporting Materials

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"How Does a Hurricane Form?"

Hurricanes are the most awesome, violent storms on Earth. They form near the equator over warm ocean waters. Actually, the term hurricane is used only for the large storms that form over the Atlantic Ocean or eastern Pacific Ocean.

The generic, scientific term for these storms, wherever they occur, is tropical cyclone. Other names they are given, depending on where in the world they are born, are typhoons, cyclones, severe tropical cyclones, or severe cyclonic storms. Whatever they are called, the same forces and conditions are at work in forming these giant storms, which all can cause damage or devastation when they hit land where people live.

Tropical cyclones are like engines that require warm, moist air as fuel. So the first ingredient needed for a tropical cyclone is warm ocean water. That is why tropical cyclones form only in tropical regions where the ocean is at least 80 F for at least the top 50 meters (about 165 feet) below the surface.

The second ingredient for a tropical cyclone is wind. In the case of hurricanes that form in the Atlantic Ocean, the wind blowing westward across the Atlantic from Africa provides the necessary ingredient. As the wind passes over the oceans surface, water evaporates (turns into water vapor) and rises. As it rises, the water vapor cools, and condenses back into large water droplets, forming large cumulonimbus clouds. These clouds are just the beginning.

Meteorologists have divided the development of a tropical cyclone into four stages: Tropical disturbance, tropical depression, tropical storm, and full-fledged tropical cyclone.

1. **Tropical disturbance**

   When the water vapor from the warm ocean condenses to form clouds, it releases its heat to the air. The warmed air rises and is pulled into the column of clouds. Evaporation and condensation continue, building the cloud columns higher and larger. A pattern develops, with the wind circulating around a center (like water going down a drain). As the moving column of air encounters more clouds, it becomes a cluster of thunderstorm clouds, called a tropical disturbance.

"Scijinks - Weather Adventures." Scijinks. USA.GOV, n.d. Web.

2. **Tropical depression**

   As the thunderstorm grows higher and larger, the air at the top of the cloud column is cooling and becoming unstable. As the heat energy is released from the cooling water vapor, the air at the top of the clouds becomes warmer, making the air pressure higher and causing winds to move outward away from the high pressure area. This movement and warming causes pressures at the surface to drop. Then air at the surface moves toward the lower pressure area, rises, and creates more thunderstorms. Winds in the storm cloud column spin faster and faster, whipping around in a circular motion. When the winds reach between 25 and 38 mph, the storm is called a tropical depression. Next is tropical storm.

3. **Tropical storm**

   When the wind speeds reach 39 mph, the tropical depression becomes a tropical storm. This is also when the storm gets a name. The winds blow faster and begin twisting and turning around the eye, or calm center, of the storm. Wind direction is counterclockwise (west to east) in the northern hemisphere and clockwise (east to west) in the southern hemisphere. This phenomenon is known as the Coriolis effect.

4. **Tropical cyclone**

   When the wind speeds reach 74 mph, the storm is officially a tropical cyclone. The storm is at least 50,000 feet high and around 125 miles across. The eye is around 5 to 30 miles wide. The trade winds (which blow from east to west) push the tropical cyclone toward the westthat is, toward the Caribbean, the Gulf of Mexico, or the southeastern coast of the U.S. The winds and the low air pressure also cause a huge mound of ocean water to pile up near the eye of the tropical cyclone, which can cause monster storm surges when all this water reaches land.

Tropical cyclones usually weaken when they hit land, because they are no longer being fed by the energy from the warm ocean waters. However, they often move far inland, dumping many inches of rain and causing lots of wind damage before they die out completely.
Next, what are the fives categories tropical cyclones.

http://scijinks.nasa.gov/hurricane

"Scijinks - Weather Adventures." Scijinks. USA.GOV, n.d. Web.

Hurricane Concepts
Note-Catcher

Hurricane Concepts:					
What happens before a hurricane?	What causes a hurricane?	What happens during a hurricane Chain of Events			What happens after a hurricane?
	Event/cause	Effect (what happen next) This, them, causes...	Effect (what happens next) This, then, causes...	Effect (What happen last)	

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Hurricane Concepts Note-Catcher
Answers, For Teacher Reference

Hurricane Concepts:					
What happens before a hurricane?	What causes a hurricane?	What happens during a hurricane Chain of Events			What happens after a hurricane?
	Event/cause	Effect (what happens next) This, then, causes...	Effect (what happens next) This, then, causes...	Effect (what happens last)	
Wind passes over warm water, the water evaporates and cools, then condenses into water droplets. **Cumulonimbus clouds form.**	**Heat is released into the air, the warm air rises and is pulled into a column of clouds.**	**The thunderstorm grows and the air at the top cools and becomes unstable.** **The air at the top gets warmer and causes winds to move outward and begin spinning faster.**	**When winds reach 39 mph it becomes a tropical storm. The winds start blowing faster around the eye of the storm.**	**When winds reach 74 mph it becomes a tropical cyclone (hurricane.)** **The winds push the cyclone toward land and cause a mound of water to pile up, which causes surges.**	**When cyclones reach land they weaken, but they go inland causing lots of rain and wind damage.**

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 4

Mid-Unit Assessment: Text-Dependent Short Answer Quiz – The Effects Of Natural Disasters

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Mid-Unit Assessment:

Text-Dependent Short Answer Quiz – The Effects Of Natural Disasters?

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using quotes from the text. (RI.5.1) I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4)	
Supporting Learning Targets	**Ongoing Assessment**
• I can explain the relationship between scientific concepts about earthquakes and hurricanes using specific details from text. • I can determine the meaning of new words from context about natural disasters. • I can reflect on my learning.	• Mid-Unit 1 Assessment • Tracking My Progress recording form

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Agenda	Teaching Notes
1. Opening A. Checking Independent Reading Homework (8 minutes) B. Review Learning Targets (2 minutes) 2. Work Time A. Mid-Unit Assessment (20 minutes) B. Read Aloud and Chunking the Text: Relationships between Science Concepts and Earthquakes (15 minutes) C. Tracking My Progress (10 minutes) 3. Closing and Assessment A. Debrief: Sharing Reflections (5 minutes) 4. Homework A. Reread the articles "Earthquakes!" and "How Do Hurricanes Form?" B. Add new information from the articles to the Earthquakes and Hurricanes note-catchers	• Review and be familiar with Mid-Unit Assessment: Text-Dependent Short-Answer Quiz—The Effects of Natural Disasters • In this lesson, students formally self-assess on their progress towards the learning targets. • Students read the text "How Do Hurricanes Form?" during their mid-unit assessment (note that this text has a similar name to the article "How Does a Hurricane Form?" from Lesson 3. However, the type and presentation of information is different in each article.) They then hear the text "Earthquakes!" read aloud by the teacher and do some work with key vocabulary in preparation for Lesson 5. The students reread these texts for homework, so be sure to have a second, clean "How Do Hurricanes Form?" text prepared for students to take home with them. • The text—"Earthquakes!"—is significantly above grade level; hence it is read aloud before students reread for homework.

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Lesson Vocabulary	Materials
determine, relationships, context, reflect; exponential	• Journals • Students' independent reading books • What Do We Know about Natural Disasters? anchor chart (Lesson 1) • Things Close Readers Do anchor chart (from Module 3) • "How Do Hurricanes Form?" (one per student, for assessment; one clean copy per student, for homework) • Mid-Unit Assessment: Text-Dependent Short-Answer Quiz—The Effects of Natural Disasters (one per student) • "Earthquakes!" text (assessment text; one per student) • Tracking My Progress, Mid-Unit 1 recording form (one per student) • Earthquake Concepts note-catcher (begun in Lesson 2) • Hurricane Concepts note-catcher (begun in Lesson 3)

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Opening	Meeting Students' Needs
A. Checking Independent Reading Homework (8 minutes) • Ask students to take out their **journals** as well as their **independent reading book** with evidence flags from homework. • Focus their attention on the **What Do We Know about Natural Disasters? anchor chart** they started in the first lesson. Ask students to turn to a partner and share a piece of evidence from their independent reading book that they flagged for homework that could added to the anchor chart. • Call on several students to share their evidence. Add them to the class anchor chart and invite students to do the same in their anchor charts in their journals as well as add any others they may have found evidence for during their reading.	• Consider partnering ELL students with other students who speak the same L1. • Students who struggle with language may need warning that they will be called upon to share aloud. Give those students a few minutes to prepare what they will say in front of the whole class.
B. Review Learning Targets (2 minutes) • Review the first two learning targets: * "I can explain the relationship between scientific concepts about earthquakes and hurricanes using specific details from text." * "I can determine the meaning of new words from context about natural disasters." • Remind students they have been working on these learning targets in the past few lessons; there is no trick to today's assessment. • Ask several students to restate each target in their own words. Be sure their restatements give the meaning of the words: *determine* (figure out), *relationships* (what things have to do with one another or connections), *context* (meaning from the text).	• Provide nonlinguistic symbols (e.g., a magnifying glass for *determine*, two connected rings for *relationships*) for academic words in learning targets.

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Work Time	Meeting Students' Needs
A. Mid-Unit Assessment (20 minutes) • Tell students that for the Mid-Unit Assessment they will read independently one new article about hurricanes. They will then answer questions about what they have read. Congratulate them on how hard they have been working on reading complex texts. • Review with students strategies for reading new texts, such as the ones listed on the **Things Close Readers Do anchor chart** from previous modules. • Distribute the article **"How Do Hurricanes Form?"** as well as the **Mid- Unit 1 Assessment: Text-Dependent Short-Answer Quiz—The Effects of Natural Disasters**. • Review the instructions with students. Invite students to quickly scan the assessment. Tell them that they will have about 20 minutes to read the article and complete the questions on the assessment. Address any clarifying questions. • Give students 20 minutes to work independently. Circulate to supervise and redirect as needed. Since this is a formal on-demand assessment, do not provide support other than formally approved accommodations. • If students finish the assessment before the 20 minutes is up, encourage them to do one of the following: 1. Add new information to the appropriate columns of the Hurricanes anchor chart in your journals. 2. Add new words to your glossary. 3. Continue reading your independent reading book. • Collect students' Mid-Unit Assessments.	• Consider providing a chunked version (a few paragraphs) of the article "How Do Hurricanes Form?" to students who struggle with reading grade-level text. • Provide extended time to complete the mid-unit assessment for identified ELL or IEP students who struggle with language.

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Work Time (continued)	Meeting Students' Needs

B. Read Aloud and Chunking the Text: Relationships between Science Concepts about Earthquakes (15 minutes)
• Distribute the article "**Earthquakes**!" to students. Tell them that they are going to read this article together as a class in order to prepare for the next lesson—where they will be adding information to the Concepts note-catchers. Remind students to follow along silently as you read aloud.
• Read from the start of the article through the phrase "... In a level 8 earthquake, many buildings will fall down."
• Remind students that when they are reading difficult text, it is often helpful to chunk it: to read a bit, then stop to think, talk, or write. Ask students to think about and then discuss with a partner:
  * "What does the word *exponential* mean?"
• Call on a few partners to share their discussion. Listen for: "It means that the next number in the scale is 10 times as strong as the one before. So an earthquake rated 7 is 10 times bigger than one rated 6." Be sure students understand that this is the way the strength of an earthquake is measured and that usually the stronger the earthquake, the more damage is caused, making it more likely to be a disaster.
• Focus students back on the text. Begin reading again starting with, "Because most of the Earth is covered by oceans ..." until the end of the article.
• Ask students to think about and discuss with another partner:
  * "What is a tsunami, and how is it formed?"
• Remind them to refer to their text for evidence as they discuss with their partner.
• Invite a few students to share their thinking about tsunamis. Listen for: "A huge wave caused by an earthquake in the ocean," and "Tsunamis are formed when earthquakes happen in the ocean. Water pulls together and it forms a huge wave."
• Tell students that if tsunamis reach land, they often cause major damage and are considered a disaster.
• Tell students they will reread both texts they worked with today as a part of their homework. They will look for more evidence to add to their note-catchers.
	• Students who struggle with reading complex text may need the text read aloud to them several times.
	• Consider giving the Earthquakes! article in paragraphs (chunks) to students that struggle reading a lot of text at once.

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Work Time (continued)	Meeting Students' Needs
C. Tracking My Progress (10 minutes) • Introduce the final learning target: "I can reflect on my learning." Focus on the word reflect and ask students for suggestions about what this means. Listen for them to share ideas such as: "look back at my work to think about what I did," "how I did," "what I am having trouble with," "what I am doing well," etc. • Remind students that they have done this type of self-assessment at the end of most mid-unit and end of unit assessments during previous modules. • Distribute the **Tracking My Progress, Mid-Unit 1 recording form**. Read through the tracker and provide clarification as necessary for students. • Ask students to independently complete their Tracking My Progress forms and keep this sheet to refer to during the debrief.	• Consider allowing students who struggle with written language to dictate their Tracking My Progress to the teacher or a partner.

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Closing and Assessment	Meeting Students' Needs
A. Debrief: Sharing Reflections (5 minutes) • Ask students to share with a partner the reflections on their Tracking My Progress recording forms. • As time permits, invite several students to share out whole group. Collect students' Tracking My Progress forms and return their Earthquake Concepts and Hurricane Concepts note-catchers.	• Strategically partner students so that students who struggle with language are paired with students who have stronger language skills.

Homework	Meeting Students' Needs
• Reread the articles "Earthquakes!" and "How Do Hurricanes Form?" • Add new information from the articles to the **Earthquake and Hurricane Concepts note-catchers** in your journal. (from Lesson 2). • Be prepared to share your note-catchers. *Note: Review students' Mid-Unit 1 Assessments and Tracking My Progress forms.*	• Consider providing audio recordings of the articles to students who struggle with reading complex text. • Provide pre-highlighted articles for students who have difficulty determining details to add to their note-catchers.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 4
Supporting Materials

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Mid-Unit 1 Assessment:

Text-Dependent Short-Answer Quiz – The Effects of Natural Disasters

Name:

Date:

Instructions

1. Read the article "How Do Hurricanes Form?"
2. Determine the gist of the article—what is it mostly about?
3. Skim the assessment questions.
4. Reread the article, thinking about the assessment questions.
5. Answer the questions.
6. Be sure to cite evidence from the text to support your answers.

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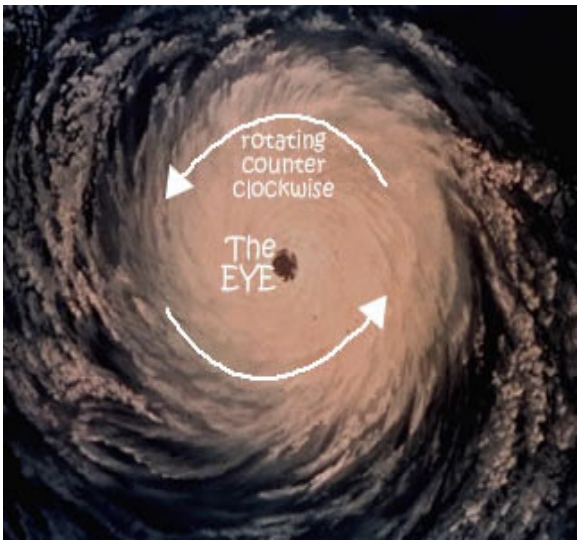
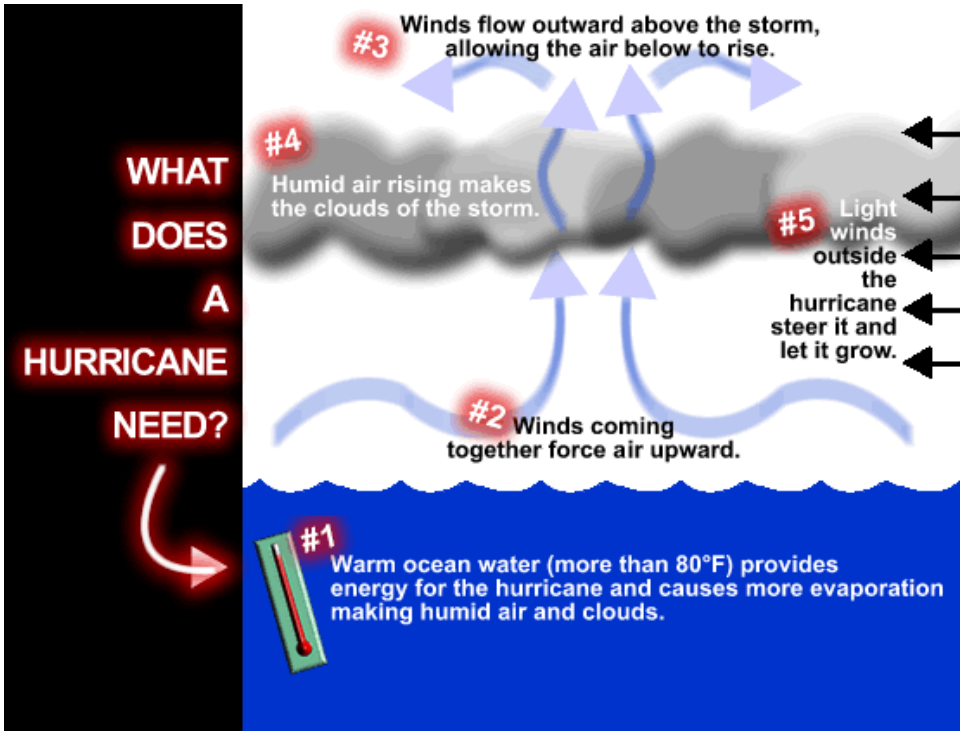
Mid-Unit 1 Assessment:
Text-Dependent Short-Answer Quiz – The Effects of Natural Disasters

How Do Hurricanes Form?



How Hurricanes Work

Hurricanes are huge storms! They can be up to 600 miles across and have strong winds spiraling inward and upward at speeds of 75 to 200 mph. Each hurricane lasts for over a week, moving 10-20 miles per hour over the open ocean. With warm air at its center, a hurricane is different from extratropical cyclones, which are the most common type of storm in the United States. The center of the storm is the calmest part. It is called the eye and has only light winds and fair weather. The low level storm winds blow counterclockwise around the eye in the Northern Hemisphere (clockwise in the Southern Hemisphere). Above 9 km, winds spiral outwards and clockwise in the Northern Hemisphere.



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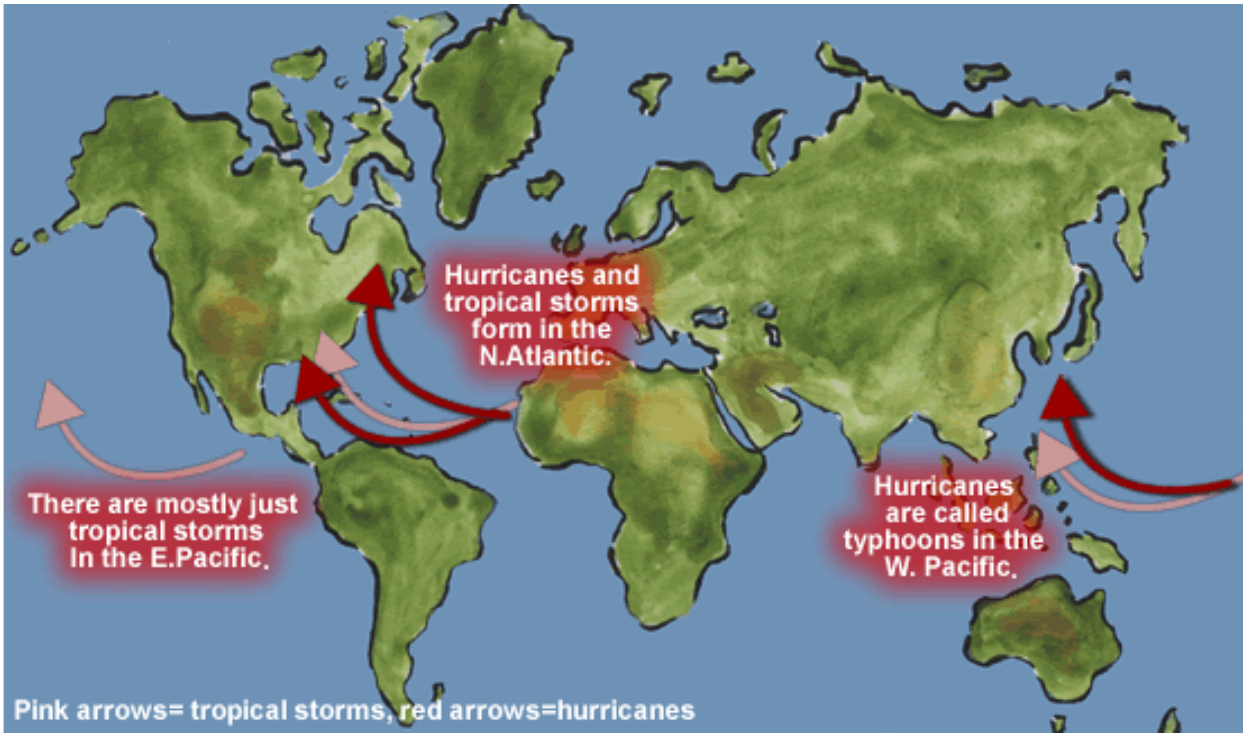
Mid-Unit 1 Assessment:
Text-Dependent Short-Answer Quiz – The Effects of Natural Disasters

Where and When Do They Form?

Hurricanes do an important job for the Earth. They help move heat from warm tropical places to the cooler temperate zone. To do this, they typically form between 5 to 15 degrees latitude north and south of the equator. Then, they thunder across the warm oceans of the world such as the Atlantic, the Gulf of Mexico, the Caribbean, and the Western Pacific Ocean (where they are called typhoons), up to higher latitudes.

Hurricanes happen when the oceans have been warmed during summer months. In the North Atlantic, hurricane season is from June 1 to November 30, but most hurricanes happen during the fall.



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Mid-Unit 1 Assessment:
Text-Dependent Short-Answer Quiz – The Effects of Natural Disasters

Storm Surge

As a hurricane's winds spiral around and around the storm, they push water into a mound at the storm's center. This mound of water becomes dangerous when the storm reaches land because it causes flooding along the coast. The water piles up, unable to escape anywhere but on land as the storm carries it landward. A hurricane will cause more storm surge in areas where the ocean floor slopes gradually.

When high tide happens at the same time as a storm surge, the combination of the two is called storm tide. During a storm tide, the water level may be 20 feet or more above normal. This causes huge floods. Storm tide is especially dangerous for islands or coastal areas where even a few feet of surge may cause large areas of flooding.

FK: 7.6
Lexile: 1050

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Mid-Unit 1 Assessment:
Text-Dependent Short-Answer Quiz – The Effects of Natural Disasters

Questions:

1. The text says, "It is called the eye and has only light winds and *fair* weather." What does *fair* mean in this sentence? How did you figure this word out?

2. Why would a hurricane *not* form in Alaska? Quote the text in your answer.

3. What does the word *season* mean in the text? Be sure to use evidence from the text to support your answer.

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Mid-Unit 1 Assessment:
Text-Dependent Short-Answer Quiz – The Effects of Natural Disasters

4. Place in order the steps that lead to a *storm surge*.

1. _____	Water piles up, unable to escape anywhere but on land.
2. _____	Water is pushed into a mound at the center of the storm.
3. _____	The hurricane causes a storm surge.
4. _____	The storm reaches land.
5. _____	Hurricane winds spiral around the storm.

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Mid-Unit 1 Assessment:
Text-Dependent Short-Answer Quiz – The Effects of Natural Disasters
Answers for Teacher Reference

Questions:

1. The text says, "It is called the eye and has only light winds and *fair* weather." What does *fair* mean in this sentence? How did you figure this word out? **(RI.5.4)**

Fair means calm or nice weather. I figured this out because the article says the center, the eye, of the storm is the calmest part of the storm.

2. Why would a hurricane *not* form in Alaska? Quote the text in your answer. **(RI.5.1)**

A hurricane would not form in Alaska because the article says they typically form near the equator; they move heat from warm tropical areas and move across warm oceans.

3. What does the word *season* mean in the text? Be sure to use evidence from the text to support your answer.

A season is a time of year that something happens. I figured this out because the article says that, "hurricane season is from June 1 to November 30, but most hurricanes happen during the fall." "Fall" is also a season or time of year.

4. Place in order the steps that lead to a *storm surge*.

4
2
5
3
1

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"Earthquakes!"

Earthquakes happen when the moving tectonic plates that make up the surface of the Earth move apart or bump into each other, or slide under each other. This movement tears apart the surface of the Earth, or crunches it up. Most often, this just means a little shaking for a few seconds, and nothing very serious happens.

Several times a year, though, somewhere in the world there is enough movement to really shake the earth a lot, and the earthquake is serious enough to knock down buildings. When the buildings fall on people, many people can be killed in a few minutes. The strongest earthquakes can break trees in half.

The Richter scale (or ML scale) rates earthquakes on an exponential scale, so that if an earthquake is rated 1, you can hardly feel it, but an earthquake rated 2 is ten times as strong as an earthquake rated 1, and an earthquake rated 3 is ten times as strong as an earthquake rated 2. Only a few people feel a level 1 earthquake. In a level 2 earthquake, a few people who are resting may feel it, especially if they're near the top of a tall building. Nearly everyone will feel a level 5 earthquake, and some dishes and windows will break. At level 6, heavy furniture moves around, and many people will feel frightened, but there's not really much damage. In a level 8 earthquake, many buildings will fall down.

Because most of the Earth is covered by oceans, earthquakes often happen in the ocean. Usually this just shakes the water and people don't notice. But sometimes the water pulls all together into a huge wave called a tsunami (tsoo-NAMM-ee).

Because at least some other planets, like Mars, probably have tectonic plates like Earth, they probably also have earthquakes.

Lexile: 1240 (*sentence length 20.13, impacting Lexile)/FK: 8.2

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Tracking My Progress:
Mid-Unit 1

Name:

Date:

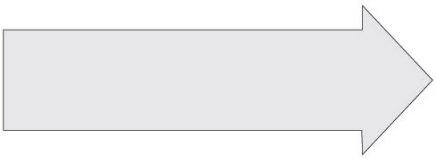
Learning Target: I can explain the relationship between scientific concepts about earthquakes and hurricanes using specific details from text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress:
Mid-Unit 1

Name:

Date:

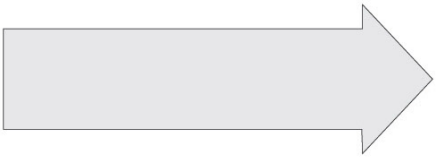
Learning Target: I can determine the meaning of new words from context about natural disasters.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 5

Synthesizing Information From Texts About Natural Disasters: What Makes An Earthquake A Natural Disaster?

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using quotes from the text. (RI.5.1) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)	
Supporting Learning Targets	**Ongoing Assessment**
• I can synthesize information about earthquakes and hurricanes using details from several texts. • I can determine the meaning of new words about earthquakes and hurricanes through context.	• Journal (Earthquake and Hurricane Concepts note-catchers, glossaries) • Earthquake Concepts note-catcher (begun in Lesson 2, added to in Lesson 4 homework) • Hurricane Concepts note-catcher (begun in Lesson 3, added to in Lesson 4 homework)

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Agenda	Teaching Notes
1. Opening A. Review Homework and Engaging the Reader (7 minutes) B. Review Learning Targets (3 minutes) 2. Work Time A. Rereading and Modeling: Synthesizing Information about Earthquakes (15 minutes) B. Vocabulary to Deepen Understanding: Milling to Music (10 minutes) C. Rereading and Guided Practice: Synthesizing Information about Hurricanes (20 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework A. Continue reading in your independent reading book for this unit at home. Read for evidence to add to the What Do We Know about Natural Disasters? anchor chart. B. Add to your glossaries any new vocabulary words from today's lesson that you have not already added. Be sure to list the word, what it means, and a visual to help remind you of its meaning.	• In this lesson, students will practice the skill of synthesizing information read from more than one text, standard RI.5.9. This standard has been taught in previous modules so it is not a new skill for students. However, it is a scaffold for writing the essay that students will be expected to do in the End of Unit 1 assessment in Lesson 7. This is an important pre-writing step to ensure success on the assessment. • During work time, students add to their understanding of the words natural and disaster. Students need to clearly understand the use of both words since these two words are the basis of their end of unit assessment writing. Note that the word natural has two meanings in the context of this module: an event that happens "in the world of nature" and an event that is "normal or typical." The word disaster, in the context of the phrase "natural disaster," is when such a normal or natural event causes destruction of the environment, animals, people, or property. • In advance: Write and post the vocabulary words and definitions for students to refer to during Work Time, Part B and in preparation for homework. • Review: Back-to-Back, Face-to-Face, Milling to Music protocols (Appendix 1).

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Lesson Vocabulary	Materials
synthesize; “Earthquakes!” article: apart, rated “How Do Hurricanes Form?” article: converging, rotation, phenomenon, veer, clusters, disturbances, status, subject	• Earthquake Concepts and Hurricane Concepts note-catchers (from homework) • “Earthquakes!” article (from homework) • Completed Earthquake Concepts note-catcher (for teacher reference, one to display, see Work Time A.) • Vocabulary Strategies anchor chart (from previous lessons) • Journal • “How Do Hurricanes Form?” article (from homework) • Synthesizing Information about Hurricanes task card (one per group of four) • Earthquakes anchor chart (Lesson 1) • Hurricanes anchor chart (Lesson 1) • Evidence flags (three per student)

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Opening	Meeting Students' Needs
A. Engaging the Reader (5 minutes) • Ask students to take out the **Earthquake Concepts and Hurricane Concepts note-catchers** from homework. • Using the **Back-to-Back, Face-to-Face protocol**, have students share the information they added to their note-catchers using evidence from the two articles they read for the Mid-Unit 1 Assessment. • Review the steps for the protocol: 1. Find a partner and stand "back-to-back" with him/her. 2. Think about what it is you want to share from your note-catcher. 3. When you hear "face-to-face," turn, face your partner, and decide who will share first. 4. Listen carefully when your partner is speaking and be sure to give him/her eye contact. 5. When you hear "find a new partner," stand "back-to-back" and wait to be told to stand "face-to-face." • Repeat this process twice so students can share from both note-catchers. Circulate among the partners to listen in on the discussions, noting any students who were not able to add any new information to their note-catchers or added incorrect information. Be sure to meet with those students later to check in individually about their confusion. • Allow a few minutes for students to revise their note-catchers if they wish, given what they heard from their partners.	• Write and post the directions for the Back-to-Back, Face-to-Face protocol for students to refer to as they do the protocol. • Intentionally partner students who struggle with complex text with stronger readers to share evidence gathered from the two new texts. • Consider providing to students who struggle with complex text a partially filled-in note-catcher with new information from the texts or the texts highlighted with information that students should add to their note-catchers.
B. Review Learning Targets (3 minutes) • Remind students of the work they have done so far in this unit reading to understand relationships between science concepts, specifically how earthquakes and hurricanes are formed. • Tell them that they will now practice *synthesizing* information they have read in order to explain how earthquakes and hurricanes are a natural disaster. • Ask a student to read aloud the first learning target: – "I can synthesize information about earthquakes and hurricanes using details from several texts." • Focus the class on *synthesize*. Invite students to share with a partner what they know about synthesizing. Ask a few students to share their thoughts aloud. Listen for: "Synthesizing is when you take, combine, or put together all the information you know or learned about something."	• Provide a nonlinguistic symbol for synthesizing (a picture of two different sets of items coming together to form one group of items).

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Work Time	Meeting Students' Needs

A. Rereading and Modeling: Synthesizing Information about Earthquakes (15 minutes)
• Ask students to take out the article "**Earthquakes**!" (which they read during the previous lesson and reread for homework).
• Ask them to take about 5 minutes to reread the article with this question in mind:
  * "What makes an earthquake a natural disaster?"
• After 5 minutes, invite students to turn to a partner and share their thinking about this question.
• Cold call on a few partners to share their discussion. Listen for: "Earthquakes happen naturally because the forces in the Earth cause them. Earthquakes can be a disaster when they cause a lot of destruction to the environment and people."
• Remind students that they have now looked at several images (during the Gallery Walk) and read two articles about earthquakes. They have a lot of information (details) from these texts that will help them explain how an earthquake is a natural disaster.
• Display the completed **Earthquake Concepts note-catcher (for teacher reference)** and ask students to look again at their own Earthquake Concepts note-catcher (from Lesson 2, which they added to for Lesson 4 homework). Have students discuss with their partner:
  * "Which details from the note-catcher help to support the idea that an earthquake is a natural disaster?"
• Remind the class that *natural* is a normal event that happens in the natural world, the world of nature. Such a normal event becomes a *disaster* when it results in destruction of the environment, animals, people, or property.
• Invite a few students to share aloud their ideas. Listen for and indicate on the displayed note-catcher with an "N" for "Natural" or a "D" for "Disaster."
	• Chart all questions posed to students and their answers for students to refer to throughout the lesson.
	• Assign a color for "N" and another for "D." Use these two colors to highlight the information on the note-catcher that corresponds to those detail letters.

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Work Time (continued)	Meeting Students' Needs
• For "Natural": – Plates naturally and continually move. – They glide smoothly. – Plates catch in places. – Pressure builds up. – Pressure becomes too strong, and plates suddenly shift. – There is a main shock. – Tectonic plates move apart, bump into, or slide under one another. – Waves of energy are released in concentric circles. – Waves travel. – The surface of the Earth tears apart or crunches up. – A tsunami forms. – Waves lose energy as they travel. – There are aftershocks. • For "Disaster": – Buildings fall down. – Trees break in half. – Dishes and windows break. – People are killed. – People are frightened.	

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Work Time (continued)	Meeting Students' Needs
• Add any other details students may have on their note-catchers that are not on the displayed one. • Remind students that in order to form a synthesis, they need to use some of the details they have marked. Ask them to think about and discuss with their partner: * "What makes an earthquake a natural disaster?" • Have partners join another pair of students and share their synthesis about earthquakes as natural disasters. • Invite a few groups to share aloud with the class. Listen for statements that specifically use several details from the note-catcher that were marked. • Tell students that in the next lesson they will expand on their thinking about earthquakes as a natural disaster as they do some shared writing as a class.	
B. Vocabulary to Deepen Understanding: Milling to Music (10 minutes) • Call on a student to read aloud the second learning target: – "I can determine the meaning of new words about earthquakes and hurricanes through context." • Remind students that they have been working on this learning target all year. Ask them to share with a partner one strategy they are comfortable using to determine the meaning of new words in context. Encourage them to refer to the **Vocabulary Strategies anchor chart** posted. • Post and focus students on the list of vocabulary for this lesson. Assign each pair of students two or three words from the list, ensuring that all words are assigned. As in previous lessons, ask students to work with their partner to find each assigned word in the texts and underline or circle it. Then, using strategies listed on the anchor chart, determine the meaning of each word in context. Remind students to write the word, what it means, and a visual in the appropriate Glossary section of their **journal**. • Allow partners 4 or 5 minutes to determine the meaning of their words. Circulate to offer support and redirect as needed. • Using the **Milling to Music protocol**, have students meet with other students to share and exchange their words and the meanings they determined. Repeat two or three times, reminding students to meet with others who have a word they do not have yet when the music stops. • Ask students to return to their seats and call on members of the class to share aloud their words and what they think it means in context. Write the meaning next to the words posted for students.	• Some students may need a review of how to use some of the strategies listed on the anchor chart. Consider conducting a mini lesson on particular strategies that need more reinforcement. • Consider assigning students who struggle with language only one of the vocabulary words or intentionally assign those students words whose meaning is easily determined based on context clues in the text

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Work Time (continued)	Meeting Students' Needs
• Academic Words: – *apart*: away from – *rated*: ranked or classified – *converging*: coming together or close to – *rotation*: turn or bend in a circular motion – *phenomenon*: something that happens rarely or not often – *veer*: turn or bend – *clusters*: group – *status*: rank or classification – *subject*: bound by or affected by • Science Words: – *disturbances*: group of thunderstorms • Have students return to their Earthquake and Hurricane Concepts note-catchers and revise any details they may have a new understanding of now that they have reviewed vocabulary. • If there is time, remind students to add these words to their glossaries, or they may do so for homework.	• Consider providing a list of the words and the definitions or synonyms defined by the class to students who would have difficulty copying them themselves from the posted list.
C. Rereading and Guided Practice: Synthesizing Information about Hurricanes (20 minutes) • Place students in groups of four. Ask them to take out the article "**How Do Hurricanes Form?**" as well as the **Hurricane Concepts note-catcher** in their journals. • Distribute the **Synthesizing Information about Hurricanes Task Card** and review the instructions with students. Clarify any questions. • Give groups 10 to 12 minutes to work together on the task card. Circulate to each group to clarify or redirect as necessary. • Call on each group to share aloud their synthesis about how a hurricane is a natural disaster. Listen for specific details from their note-catchers about the natural causes of hurricanes and their impact on the environment and people.	• Consider providing a text that is pre-highlighted to students who struggle reading complex text in order to help them focus on important evidence

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Closing and Assessment	Meeting Students' Needs

A. Debrief and Review Learning Targets (5 minutes)
• Remind students that today they have been working on these learning targets:
  * "I can synthesize information about earthquakes and hurricanes using details from several texts."
  * "I can determine the meaning of new words about earthquakes and hurricanes through context."
• Invite students to share with their partner how their work today has helped them meet these learning targets.
• Focus the class on the **Earthquakes and Hurricanes anchor charts**. Ask students to skim the statements about what they have learned and the questions they still have. Invite them to share with their partner:
  * "What new information have you learned about earthquakes and hurricanes?"
  * "What questions can we cross off because we now have the answer?"
  * "What new questions do you have?"
• Call on several students to share aloud their answers to those questions. Be sure to add any new information to the "What We Have Learned" columns, cross off any questions they have answers for from the "Questions We Still Have" column, and add any new questions to the same column.
• Collect students' Earthquake Concepts and Hurricane Concepts note-catchers. Distribute **three evidence flags** to each student.
	• For students who struggle with sharing aloud, let them know before the debrief that they will be called upon to share their thinking; this will give them time to prepare what they will say. Consider helping them craft a sentence and write it down.

Homework	Meeting Students' Needs
• Continue reading in your independent reading book for this unit at home. Read for evidence to add to the What Do We Know about Natural Disasters? anchor chart. • Add to your glossaries any new vocabulary words from today's lesson that you have not already added. Be sure to list the word, what it means, and a visual to help remind you of its meaning. *Note: Review the students' Earthquake Concepts and Hurricane Concepts anchor charts. Note any students who have irrelevant information in specific columns or lack information. Be sure to meet with those students individually or in small groups to clarify misconceptions or reteach as necessary.*	• Provide audio recordings of independent reading books for those students who struggle with reading books independently. • For students who struggle with language, narrow the list of vocabulary words to four or five that they must add to their glossaries.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 5
Supporting Materials

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Earthquakes Concepts Note-Catcher
For Teacher to Display

Earthquake Concepts:					
What happens before an earthquake?	What causes an earthquake?	What happens during an earthquake Chain of Events			What happens after an earthquake?
	Event/cause	Effect (what happen next) This, them, causes...	Effect (what happens next) This, then, causes...	Effect (What happen last)	
• Plates naturally and continually move. • They glide smoothly	• Plates catch in places	• Pressure builds up • Buildings fall down • Trees break in half • Dishes and windows break	• Pressure becomes too strong, and plates suddenly shift. • Main shock • Tectonic plates move apart, bump into, or slide under each other • People are killed • People are frightened	• Waves of energy are released in concentric circles • Waves travel • The surface of the Earth tears apart or crunches up • A tsunami forms	• Waves lose energy as they travel • Aftershocks

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Synthesizing Information About Hurricanes Task Cards

With your group, complete the following:

1. On your own, reread the article "How Do Hurricanes Form?"
   Think about this question: "What makes a hurricane a natural disaster?"

2. With your group members, take turns sharing what you think about how hurricanes are a natural disaster.

3. On your own, mark the details on your Hurricane Concepts note-catcher with an "N" next to the details that would support how a hurricane is a natural event and a "D" next to the details that would support how a hurricane can be a disaster.

4. With your group members, take turns sharing the details you marked on your note-catcher. Be sure that everyone gets a turn to share and that all details that are marked are shared.

5. On your own, think about how you can use the details you marked to synthesize what you know about what makes a hurricane a natural disaster.

6. As a group, determine what you will share with the whole class using some of the details you marked on your note-catchers about what makes a hurricane a natural disaster.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 6

Organizing Evidence From Multiple Informational Texts To Prepare For Writing: What Makes An Earthquake A Natural Disaster?

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GRADE 5: MODULE 4: UNIT 1: LESSON 6

Organizing Evidence From Multiple Informational Texts To Prepare For Writing:

What Makes An Earthquake A Natural Disaster?

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	
Supporting Learning Targets	**Ongoing Assessment**
• I can group supporting details together about how earthquakes and hurricanes are a natural disaster. • I can develop the topic with details and quotes from the texts. • I can use accurate scientific vocabulary to explain earthquakes and hurricanes.	• Journal (glossaries) • Writing about Hurricanes graphic organizer

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Agenda	Teaching Notes
1. Opening A. Review Homework and Engaging the Writer (5 minutes) B. Review Learning Targets (5 minutes) 2. Work Time A. Model Planning: Organize Ideas about "What Makes an Earthquake a Natural Disaster?" (15 minutes) B. Criteria for High-Quality Essays: Examining a Model Essay (15 minutes) C. Independent Guided Practice: Planning For My "What Makes a Hurricane a Natural Disaster?" Essay (15 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework A. Finish completing the Writing about Hurricanes graphic organizer if you did not finish during class. Be sure to bring this graphic organizer back to class with you, since you will need it for the End of Unit Assessment. B. Continue reading in your independent reading book for this unit at home. Be sure to flag evidence as you are reading to add to the What Do We Know about Natural Disasters? anchor chart.	• In this lesson, students prepare for the End of Unit 1 Assessment (Lesson 7), a short essay that answers the question "What Makes a Hurricane a Natural Disaster?" • During work time, students see how to plan and then examine a model essay about the other natural disaster they have been studying: earthquakes. When using models, it is important to work with content students are familiar with (earthquakes) but that is different from the topic they themselves will write about (hurricanes). This ensures that students can follow the thinking but will not copy the model essay when they go to write their own. • Students also review criteria for high-quality essays, which builds on their writing from previous modules. In advance, think about specific connections you would like to reinforce with your students from their prior writing (particularly in Modules 2A and 3A). • Review: Fist-to-Five protocol (Appendix 1).

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Lesson Vocabulary	Materials
group, develop, topic, accurate	• Independent reading book • Journal • What Do We Know about Natural Disasters? anchor chart (Lessons 1–5) • Earthquake Concepts note-catcher (Lessons 2–5; one to display) • Writing about Earthquakes graphic organizer (one to display) • Model Essay: "Earthquakes" (one to display) • Writing about Natural Disasters essay rubric (one to display and one per student) • Writing about Hurricanes graphic organizer (one per student and one to display) • Hurricane Concepts note-catcher (Lessons 3–5) • Writing about Hurricanes graphic organizer (answers, for teacher reference) • Evidence flags (three per students)

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Opening	Meeting Students' Needs
A. Engaging the Reader (5 minutes) • Ask students to take out their **independent reading book** marked with the evidence flags from homework as well as their **journals** and turn to their glossaries. • Focus students on the **What Do We Know about Natural Disasters? anchor chart** that they have been adding to throughout the unit. • Have students review and share with a partner their evidence flags and vocabulary words. Ask: * "What new information can you add to the anchor chart?" • Call on several students to share aloud new information to add to the anchor chart. Be sure to add the information to the class anchor chart. Encourage students to add to their own anchor charts in their journals.	• Help struggling students determine what they will share aloud before asking them to do so; encourage them to write it down so they can refer to it as they share.

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Opening (continued)	Meeting Students' Needs
B. Review Learning Targets (5 minutes) • Remind students that they have been working on learning about what makes earthquakes and hurricanes natural disasters by reading for relationships about the science concepts for each one. • Tell students they will now prepare for writing about how hurricanes are natural disasters by practicing with earthquakes today. • Remind students that they have had a lot of practice writing informational, or explanatory, texts in past modules, and the learning targets for today's lesson are not new to them. • Ask a student to read aloud the first learning target: – "I can group supporting details together about how earthquakes and hurricanes are a natural disaster." • Focus students on the word *group* and invite them to share with a partner what they remember about grouping details together when writing. Call on a few students to share aloud. Listen for: "The details that have to do with the same thing should be put together in writing, like in paragraphs," and "All of the details should have to do with the same thing." • Ask another student to read aloud the second learning target: – "I can develop the topic with details and quotes from the texts." • Focus students on the words *develop* and *topic*. Ask students to discuss with a partner: * "How do you develop something when writing? * "What is the topic that we are writing about today?" • Call on a few partners to share aloud their discussions. Listen for: "You develop something when you write specific details about it, explaining it completely so the reader understands," and "The topic we are writing about today is earthquakes." • Read aloud the final learning target: – "I can use accurate scientific vocabulary to explain earthquakes and hurricanes." • Ask students to think about the word *accurate* and share with a partner what they think that word means. Invite a few students to share their thoughts. Listen for: "It means 'correct' or 'used in the right way.'" Remind students that they should use their glossaries to help them know which words to use and how to use them correctly when writing their essay.	• Provide a nonlinguistic symbol for group (e.g., a picture of a group of people, objects, or animals). • Chart all questions posed to students and their answers for students to refer to throughout the lesson.

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Work Time	Meeting Students' Needs
A. Model Planning: Organizing Ideas about "What Makes an Earthquake a Natural Disaster?"(15 minutes) • Remind students that in the last lesson they prepared to write by synthesizing their thoughts about how earthquakes are natural disasters and by adding to their **Earthquake Concepts note-catcher**. Display the note-catcher (from Lesson 5). • Focus class members on the details marked with an "N" for natural and "D" for disaster. Ask students to reread these details with a partner. • Now display the **Writing about Earthquakes graphic organizer.** Ask students to think about and share with a partner: * "How is this graphic organizer the same as and different from ones you have used in the past?" * "What do you notice about the similarities between the note-catcher and the graphic organizer?" • Invite a few students to share aloud their discussion. Listen for: "The graphic organizer begins with a topic statement, has body paragraphs, and ends with a concluding statement, like ones we have used before," "The details on the graphic organizer are some of the same ones marked on the note-catcher," And "The details marked with an 'N' are listed under the heading 'What makes an earthquake a natural event?' and the ones marked with a 'D' are listed under the heading 'What makes an earthquake a disaster?'" • Next, invite students to focus on, underline, and read aloud both the topic sentence and the concluding statement. Ask them to discuss with their partners: * How are these statements similar to or different from your synthesis about earthquakes?" • Call on a few students to share their thoughts aloud. Point out that the topic and concluding statements are similar to their synthesis. Some students may say that the two statements are the same as their synthesis; be sure that they note that the topic and concluding statements are similar but are not the same.	• Consider color-coding the Writing about Earthquakes graphic organizer so that each part is a distinct color to make it more visually clear for those students who have difficulty with writing.

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Work Time (continued)	Meeting Students' Needs

B. Vocabulary to Deepen Understanding: Milling to Music (10 minutes)
• Ask students:
  * "What is the next step in the writing process once you have organized your evidence and thoughts on a graphic organizer?"
• Invite a student to share aloud. Listen for: "Write a first draft of your essay."
• Project and have students read silently the **Model Essay: "Earthquakes**." Ask students to think and then discuss with a partner:
  * "What did you learn from this essay?"
• Next, focus students on the structure of the essay. Ask them to think and then discuss with a partner:
  * "What do you notice about the essay and the graphic organizer?"
• Invite a few partners to share aloud. Listen for: "The essay is in paragraph form, but the details are the same ones from the graphic organizer," and "Some of the details were reworded or written a bit differently when written into complete sentences, but they say the same thing as on the note-catcher."
• Say to students: "It is always important to know the criteria for a high-quality essay before and as we are writing it. We are going to review the criteria for an informative or explanatory essay. This is not new to you. You have seen this and used these criteria for other essays."
• Display and distribute to students the **Writing about Natural Disasters essay rubric**. Invite students to skim the rubric looking at each indicator and category. Ask them to discuss with their partner:
  * "What do you notice about the criteria/rubric?"
• Call on a few students to share aloud. Be sure they share: "There are criteria for each part of the essay: topic sentence, body paragraphs, and concluding statement," and "There are criteria for conventions: spelling, punctuation, and grammar."
• Have students work with a partner to do the following:
  1. Reread the Model Essay: "Earthquakes."
  2. Evaluate the essay according to the criteria on the rubric.
  3. Be ready to share your scores and evidence as to why you chose that score.
	• Students who struggle with reading text displayed may need their own Writing about Earthquakes graphic organizer and model essay.
	• Struggling readers may need to see the model essay one portion at a time. Consider revealing only one sentence at a time to students and pacing the criteria mini lesson accordingly.
	• Struggling writers may need a rubric with les indicators. Consider providing one for them that has fewer columns and indicators.
	• Write and post the directions of what students are to do with their partners as they work for them to refer to.

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Work Time (continued)	Meeting Students' Needs
• Ask partners to join another pair of students and compare their scores. • Have a few groups share aloud their scores and evidence for why they chose that score. For any score that was less than a 4, invite students to share how the essay could be revised to become a 4 in that category/indicator. • As time permits, make a few of the revisions the students suggested (on the model essay, projected on the document camera).	
C. Independent Guided Practice: Planning for My "What Makes a Hurricane a Natural Disaster?" Essay (15 minutes) • Tell students that they will now have the opportunity to prepare for the End of Unit 1 Assessment, writing an essay about the ways in which hurricanes are natural disasters, by completing the **Writing about Hurricanes graphic organizer**. Explain that they will actually write the draft of their essay during the next lesson. Today they will just prepare for the writing. Remind students that although they learned about the skills they would be using and what makes a high-quality essay by examining the model earthquake essay, they are to use their own words and thoughts for their essay about hurricanes. • Distribute the graphic organizer to students and have them take out their **Hurricane Concepts note-catchers**. • Remind students they should use the Writing about Natural Disasters essay rubric as well as their glossaries in their journals to help them meet the criteria for a high-quality essay. Because this is in preparation for the End of Unit 1 assessment, they will work independently, not with their partners or groups. • Allow students to work on their graphic organizer for 10 minutes. Circulate to offer encouragement and redirection if necessary. Do not assist students with the content of the graphic organizer or the grouping of evidence from their note-catcher to their graphic organizer. That is part of the students' assessment of learning (see **Writing about Hurricanes graphic organizer, answers, for teacher reference** for ideas students may record.) • Students may finish the graphic organizer for homework if they need more time to complete it.	• Struggling writers may need to have the teacher pace their work in gathering evidence from their Hurricane Concepts note-catcher and placing it in their Writing about Hurricanes graphic organizer by working with them in a small group or allowing them to dictate their evidence to the teacher.

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Invite students to share with a partner: * "What will you need to be sure to pay attention to when you write your essay tomorrow for the End of Unit 1 Assessment about 'What Makes a Hurricane a Natural Disaster?'" • Call on a few students to share aloud their thoughts. • Using the **Fist-to-Five protocol,** have students self-assess their mastery of each learning target. Read aloud each learning target one at a time. Note any students who show a fist, one, or two fingers. Be sure to meet with those students individually to clarify or reteach before the End of Unit 1 Assessment. • Distribute **three evidence flags** to each student for homework.	• Consider helping struggling writers to write a step-by-step list of instructions of what to do during the assessment that they can refer to as they are working. • Consider making a copy of students' Writing about Hurricanes graphic organizer for students who may have difficulty remembering to bring it back for the assessment.

Homework	Meeting Students' Needs
• Finish completing the Writing about Hurricanes graphic organizer if you did not finish during class. Be sure to bring this graphic organizer back to class with you, since you will need it for the End of Unit Assessment. • Continue reading in your independent reading book for this unit at home. Be sure to flag evidence as you are reading to add to the What Do We Know about Natural Disasters? anchor chart.	• Provide audio recordings of independent reading books for those students who struggle with reading books independently.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 6
Supporting Materials

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Model Essay:
Earthquakes for Teacher Reference

Earthquakes are one of many natural disasters that affect the environment and humanity.

Earthquakes are natural events that occur as a result of geological happenings. The Earth's surface is made up of large masses of rocks that are called tectonic plates that are continually moving. An earthquake happens when pressure builds up around the plates until it is too much and they suddenly shift, or move. This causes energy waves to be released and travel across the Earth's surface.

Earthquakes are considered a disaster when the impact on the environment or people is very large and destructive. The waves of energy cause the ground to move and shake, breaking windows and other property. Sometimes the shaking is so bad that it makes buildings fall down and destroys trees. People can become very frightened and even be killed during earthquakes.

Earthquakes are events that cannot be avoided and can have devastating effects on our lives.

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Writing about Natural Disasters Essay Rubric

	CCLS	4	3	2	1	0
CONTENT AND ANALYSIS (What makes a hurricane a natural disaster?)	W2 R1-9	• Clearly introduces the topic • Demonstrates insightful comprehension and analysis of the text(s)	• Clearly introduces the topic • Demonstrates grade-appropriate comprehension and analysis of the text(s)	• Introduces the topic • Demonstrates a literal comprehension of the text(s)	• Introduces the topic in a manner that is not logical • Demonstrates little understanding of the text(s)	• Demonstrates a lack of comprehension of the text(s) or task

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Writing about Natural Disasters Essay Rubric

	CCLS	4	3	2	1	0
COMMAND OF EVIDENCE (from both "Hurricanes" and "How a Hurricane Forms" articles)	W2 W9 R1-9	• Develops the topic with at least three pieces of relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) for each body paragraph	• Develops the topic with at least two relevant facts, definitions, details, quotations, or other information and examples from the text(s) for each body paragraph	• Partially develops the topic of the essay with the use of some textual evidence, some of which may be irrelevant and inconsistently	• Demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence that is generally invalid or irrelevant	• Provides no evidence or provides evidence that is completely irrelevant

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Writing about Natural Disasters Essay Rubric

	CCLS	4	3	2	1	0
COHERENCE, ORGANIZATION AND STYLE (What makes a hurricane a natural event [first body paragraph] and how is a hurricane a disaster? [second body paragraph])	W2 L3 L8	• Exhibits clear, purposeful organization • Uses grade-appropriate precise academic and scientific vocabulary • Provides a concluding statement that follows clearly from the topic and information presented and is different from the topic sentence	• Exhibits clear organization • Uses grade-appropriate academic and scientific vocabulary • Provides a concluding statement that follows from the topic and information presented	• Exhibits some attempt at organization • Inconsistently uses appropriate academic and scientific vocabulary • Provides a concluding statement that follows generally from the topic and information presented	• Exhibits little attempt at organization, or the attempts to organize are irrelevant to the task • Uses vocabulary that is imprecise or inappropriate for the text(s) and task • Provides a concluding statement that is illogical or unrelated to the topic and information presented	• Exhibits no evidence of organization • Uses vocabulary that is predominantly incoherent or copied directly from the text(s) • Does not provide a concluding statement

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Writing about Natural Disasters Essay Rubric

	CCLS	4	3	2	1	0
CONTROL OF CONVENTIONS	W2 L1 L2	Demonstrates grade-appropriate command of conventions, with few errors	Demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	Demonstrates emerging command of conventions, with some errors that may hinder comprehension	Demonstrates a lack of command of conventions, with frequent errors that hinder comprehension	Is minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student references only one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

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Writing about Hurricanes Graphic Organizer

Name:

Date:

Topic Sentence:

What makes a hurricane a natural event?

Detail 1:	Detail 2	Detail 3:

What makes a hurricane a disaster?

Detail 1:	Detail 2	Detail 3:

Concluding Statement:

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Writing about Hurricane Graphic Organizer
(Answers for Teacher Reference)

Name:

Date:

Topic Sentence:

Earthquakes are one of many natural disasters that affect the environment and humanity.

What makes a hurricane a natural event?

Detail 1:	Detail 2	Detail 3:
Tectonic plates on the Earth's surface naturally and continually move.	Pressure builds up around the plates until it is to much and they suddenly shift, or move.	Waves of energy are released and travel across the Earth's surface.

What makes a hurricane a disaster?

Detail 1:	Detail 2	Detail 3:
Windows and dishes are broken.	Buildings fall down and trees are broken.	People are frightened and killed.

Concluding Statement:

Earthquakes are events that cannot be avoided and can have devastating effects on our lives.

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Grade 5: Module 4: Unit 1: Lesson 7

End of Unit Assessment, Part 1: On-Demand Essay “What Makes A Hurricane A Natural Disaster?”

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GRADE 5: MODULE 4: UNIT 1: LESSON 7

End of Unit Assessment, Part 1:

On-Demand Essay "What Makes A Hurricane A Natural Disaster?"

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	
Supporting Learning Targets	**Ongoing Assessment**
• I can write a topic sentence to introduce the topic of my essay. • I can develop the topic with details and quotes from the texts. • I can use accurate scientific vocabulary to explain hurricanes. • I can write a concluding statement for my essay. • I can reflect on my learning about how the relationships between science concepts in texts can help explain natural disasters.	• Writing About Hurricanes graphic organizer (from Lesson 6 or homework) • End of Unit 1 Assessment, Part I • Tracking My Progress, End of Unit 1 recording form

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End of Unit Assessment, Part 1:
On-Demand Essay "What Makes A Hurricane A Natural Disaster?"

Agenda	Teaching Notes
1. Opening A. Share Homework and Engage the Writer (7 minutes) B. Review Learning Targets (3 minutes) 2. Work Time A. End of Unit 1 Assessment: "What Makes a Hurricane a Natural Disaster?" (35 minutes) B. Tracking My Progress: Reflecting on Learning (10 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework A. Continue reading in your independent reading book for this unit at home.	• Students take the End of Unit 1 On-Demand Assessment: "What Makes a Hurricane a Natural Disaster?" • They write an essay that uses evidence from each of the informational articles they read during this unit on hurricanes in order to describe how a hurricane is a natural disaster (see materials). • In the previous lesson, the teacher modeled the writing of the essay and students saw an exemplar using the information from the Earthquake Concepts graphic organizer. They will now use these practiced skills to write an on-demand independent essay to assess their proficiency with the W.5.2 standards. This is a first-draft essay—they will not be receiving feedback from the teacher or peers in order to improve their essay according to the rubric criteria. • Students will refer to the essays they write for Part I of the assessment, during Part II of the assessment in the next lesson, as they participate in a Science Talk. • Use the Writing about Natural Disasters essay rubric to assess student work.

Lesson Vocabulary	Materials
develop, accurate	• Independent reading book • Journal • What Do We Know about Natural Disasters? anchor chart (all previous lessons) • End of Unit 1 Assessment, Part I: On-Demand Essay: "What Makes a Hurricane a Natural Disaster?" • Lined paper (one piece per student) • Writing about Natural Disasters essay rubric (from Lesson 6, one each per student) • Writing about Hurricanes graphic organizer (from Lesson 6) • Tracking My Progress, End of Unit 1 recording form (one per student) • Evidence flags (three per student)

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Opening	Meeting Students' Needs

A. Share Homework and Engaging the Writer (7 minutes)
• Ask students to take out their **independent reading book** marked with the evidence flags from homework, as well as their **journals**.
• Focus students on the **What Do We Know about Natural Disasters? anchor chart** that they have been adding to throughout the unit.
• Ask students to turn to their glossaries in their journals. Have students review and share with a partner their evidence flags and vocabulary words:
  * "What new information can you add to the anchor chart?"
• Cold call on several students to share new information. Add the information to the anchor chart. Encourage students to add to their own anchor charts in their journals.
• Ask students to think and then talk with a partner:
  * "What makes a natural event *natural*?"
  * "What makes a natural event a *disaster*?"
• Cold call on a few partners to share their thinking aloud. Listen for: "Natural events happen because they are part of what just happens in the universe. Sometimes people know when these things happen, and sometimes they don't," and "A natural event becomes a disaster when it causes a lot of damage to the environment and/or people. Sometimes people even die."
• Give specific positive praise on facts or ideas that students have learned about natural disasters. Get them excited about the opportunity they will have to write their own essay about how hurricanes are a natural disaster in today's end of unit assessment.
	• Some students may need to focus on only one piece of evidence to add to the anchor chart instead of several at once.

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Opening	Meeting Students' Needs
B. Review Learning Targets (2 minutes) • Review the learning targets: ∗ "I can write a topic sentence to introduce the topic of my essay." ∗ "I can develop the topic with details and quotes from the texts." ∗ "I can use accurate scientific vocabulary to explain hurricanes." ∗ "I can write a concluding statement for my essay." • Review key vocabulary. Focus class members' attention on the words *develop* and *accurate*. Ask students to think about and share with a partner the meaning of those words in the learning targets. • Invite a few students to share aloud their definitions. Listen for: "Develop means to completely explain using evidence and details when we write," and "Accurate means that we use vocabulary correctly in our writing."	• Students who struggle with recalling the meaning of many academic words at one time would benefit from learning target annotations from previous lessons if they were kept. Display them for students to see. Then divide the class into groups to focus on each one, allowing them to report to the class the meaning of the key academic vocabulary in each one.

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Work Time	Meeting Students' Needs
A. End of Unit 1 Assessment: "What Makes a Hurricane a Natural Disaster?" Essay (35 minutes) • Distribute the **End of Unit 1 Assessment, Part I: On-Demand Essay "What Makes a Hurricane a Natural Disaster?"** and **lined paper**. Invite students to quickly skim the assessment. • Display and direct students to focus on the **Writing about Natural Disasters essay rubric** (from Lesson 6). Review with students the criteria for a good essay. Address any clarifying questions. • Tell students they should use the following resources: – **Writing about Hurricanes graphic organizer** – Glossaries • Invite the class to begin. Circulate to supervise. Because this is a formal on-demand assessment, do not provide support other than formally approved accommodations. • If students finish the assessment early, they may read independently or begin work on the End of Unit Tracking My Progress recording form. Collect students' End of Unit 1 Assessments.	• Provide extra time for completing the assessment for students who struggle with language. • Students who struggle with writing may need to dictate their essay for the end of unit assessment to a teacher.
B. Tracking My Progress: Reflecting on Learning (10 minutes) • Introduce the final learning target: "I can reflect on my learning about how the relationships between science concepts in texts can help explain about natural disasters." • Ask students to recall the meaning of the word *reflect*. Listen for responses such as: "Look back at my work to think about what I did," "how I did," "what I am having trouble with," and "what I am doing well." • Distribute the **Tracking My Progress, End of Unit 1 recording form**. Explain that this is a self-assessment, exactly like the Tracking My Progress forms they completed for previous assessments. They will reflect on their progress toward the learning targets. Read through the tracker and provide clarification as necessary. • Ask students to independently complete their Tracking My Progress forms. Have them hold on to this sheet to refer to during the lesson debrief.	• Consider allowing students who struggle with language to dictate their Tracking My Progress to a partner or the teacher.

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Closing and Assessment	Meeting Students' Needs
A. Debrief (5 minutes) • Give specific positive praise for things students have learned about natural disasters. Ask students to share with a partner the reflections on their Tracking My Progress forms. • Invite several students to share out with the whole group. • Pique students' interest for the upcoming unit. Say: "In Unit 2 you will apply what you have learned about natural disasters to help you understand imagery and point of view in literature." • Collect students' Tracking My Progress recording forms and distribute **three evidence flags** to each student.	• Strategically partner students so that students who struggle with language are paired with those who have stronger language skills.
Homework	**Meeting Students' Needs**
• Continue reading in your independent reading book for this unit at home. Be sure to flag evidence as you are reading to add to the What Do We Know about Natural Disasters? anchor chart. *Note: Students will need their End-of-Unit 1 Assessment essays for Part II of the assessment in Lesson 8, a Science Talk. Make copies of students' essays to review and assess so you are able to return students' original essays in the next lesson.*	• Consider providing audio recordings of independent reading books to students who struggle with reading complex text.

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Grade 5: Module 4: Unit 1: Lesson 7
Supporting Materials

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End of Unit 1 Assessment, Part I:
On-Demand Essay What Makes a Hurricane a Natural Disaster?

Name:

Date:

After reading two articles on hurricanes, write an essay that explains how hurricanes are a natural disaster. Support your discussion with evidence from the text(s).

Directions

1. Refer to the following resources: the articles "Hurricanes" and "How a Hurricane Forms" as well as your Hurricane Concepts note-catcher, the What Do We Know about Natural Disasters anchor chart, and the glossaries in your journal.
2. Identify at least three pieces of evidence to support what makes a hurricane a *natural* event and what makes it a *disaster*.
3. Refer to the Writing about Hurricanes graphic organizer to remind yourself of how to organize your essay
   before writing.
4. Write an essay that includes the following:
   - a topic sentence
   - two body paragraphs with evidence
     * paragraph 1: What makes a hurricane a natural event?
     * paragraph 2: What makes a hurricane a disaster?
   - a concluding statement
   - accurate academic and scientific vocabulary

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Tracking My Progress:
End of Unit 1

Name:

Date:

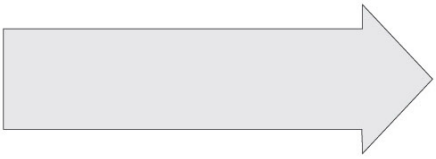
Learning Target: I can write a topic sentence to introduce the topic of my essay.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress:
End of Unit 1

Name:

Date:

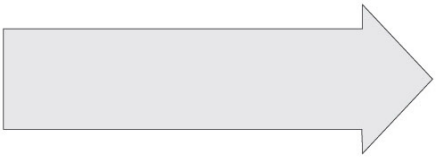
Learning Target: I can develop the topic with details and quotes from the texts.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress:
End of Unit 1

Name:

Date:

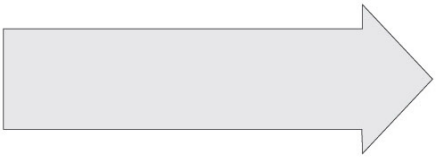
Learning Target: I can use accurate scientific vocabulary to explain about hurricanes.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress:
Mid-Unit 1

Name:

Date:

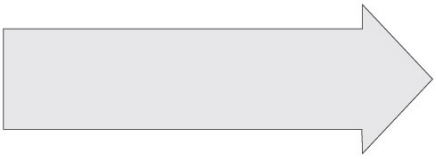
Learning Target: I can write a concluding statement for my essay.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 8

End of Unit 1 Assessment, Part II: Science Talk

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End of Unit 1 Assessment, Part II:
Science Talk

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can prepare myself to participate in discussions. (SL.5.1) I can draw on information to explore ideas in the discussion. (SL.5.1) I can follow our class norms when I participate in a conversation. (SL.5.1) I can ask questions that are on the topic being discussed. (SL.5.1) I can connect my questions and responses to what others say. (SL.5.1) After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)	
Supporting Learning Targets	**Ongoing Assessment**
• I can ask questions of my peers that are relevant to natural disasters. • I can share my ideas about natural disasters with my peers during a Science Talk. • I can use the ideas of my peers to help inform my ideas about natural disasters. • I can gather evidence from informational texts to prepare for a Science Talk about natural disasters. • I can synthesize my ideas about natural disasters.	• Science Talk note-catcher • Journal: Synthesis Statement

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Agenda	Teaching Notes
1. Opening A. Engaging the Speaker and Listener: Communicating Like Scientists (3 minutes) B. Introducing Learning Targets: What Are Relevant Questions? (7 minutes) 2. Work Time A. Reviewing Criteria for High-Quality Speaking and Listening: Establishing Norms For a Science Talk" (10 minutes) B. Preparing for and Participating in a Science Talk (20 minutes) C. Synthesizing Information from a Science Talk (10minutes) 3. Closing and Assessment A. Debrief (8 minutes) B. Review Learning Targets (2 minutes) 4. Homework A. Continue reading in your independent reading book for this unit at home.	• If students experienced Module 2A, they will be familiar with the Science Talk protocol, which they participated in during Unit 1 of that module. Familiarize yourself and the students once more with the protocol (Appendix 1). The purpose is to give the students an experience that allows them to practice and be assessed on the Speaking and Listening standards. • Consider the suggested compelling questions in the lesson; feel free to craft a different question if students have become interested in some other compelling angle on this topic. Just be sure that the question is provocative and open ended. • Envision the process for Work Time Part B: Orchestrating a Science Talk can be a bit complex. Students begin in two concentric circles (an inner circle of students facing an outer circle of students). • At the end of this lesson, build students' excitement about Unit 2. They will read two central texts, *Eight Days* and *Dark Water Rising*, fictional novels about characters who experience natural disasters. Unit 2 emphasizes CCLS RL.5.6 and RL.5.7.

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Lesson Vocabulary	Materials
relevant, share, use, inform, evidence, synthesize	• End of Unit 1 Assessment, Part I: On-Demand Essay "What Makes a Hurricane a Natural Disaster?" (from Lesson 7; students' completed on-demand essays) • Journals • Students' Earthquake Concepts note-catcher (from Lessons 2–6) • Students' Hurricane Concepts note-catcher (from Lessons 3–7) • What Do We Know about Natural Disasters? anchor chart (from Lessons 1–7) • Science Talk Norms anchor chart (Module 2A, Unit 1, Lesson 10) • Science Talk note-catcher (one per student) • End of Unit Assessment, Part II: Science Talk Scoring Guide (one per student for teacher scoring) • Sticky notes

Opening	Meeting Students' Needs
A. Engaging the Speaker and Listener: Communicating Like Scientists (2 minutes) • Congratulate students on all the learning they have done about natural disasters. Remind them that they have also been focusing on how scientists determine how earthquakes and hurricanes become natural disasters. • Tell students that today they are going to demonstrate how scientists think and discuss, or communicate, their ideas with other scientists by participating in a Science Talk. Remind them of the Science Talk that they participated in during Module 2A, when they were learning about biodiversity in the rainforest. Say: "Now we are going to do what scientists do when they get together."	• Some students may need to focus on only one piece of evidence to add to the anchor chart instead of several at once.

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Opening (continued)	Meeting Students' Needs

B. Introduce Learning Targets: What Are Relevant Questions? (8 minutes)
• Introduce the first learning target:
  * "I can ask questions of my peers that are relevant to natural disasters."
• Focus students' attention on the word *relevant* in the learning target. Ask what it means to ask relevant questions about natural resources. Listen for students to share ideas like: "Related to what we have read/viewed," "Connected to natural disasters," "Important to help us understand more about natural disasters," etc.
• Remind students of the guiding question by asking a student to read it aloud:
  * "What is a natural disaster?"
• Focus the class on resources that they have to help them think about relevant questions associated with the guiding question. Redistribute students' completed **End of Unit 1 Assessment, Part I: On-Demand Essay** "**What Makes a Hurricane a Natural Disaster?"** (collected at the end of Lesson 7).
• Orient students to their other resources: their **journals** (specifically their **Earthquake Concepts and Hurricane Concepts note-catchers**) and the **What Do We Know about Natural Disasters? anchor chart** (posted).
• Ask students to briefly review all the resources available to them and think about possible questions they would like to ask their peers about natural disasters.
• Direct them to write down at least three questions on the next blank sheet in their journal.
• Ask students to share their questions with a partner, reminding them to listen to whether the questions are relevant to natural disasters.
	• Consider highlighting, or pointing out, sections of the resources that would be helpful in formulating questions for students who struggle with large amounts of information at once.
	• Consider allowing students who struggle with writing the opportunity to dictate their questions to a peer or teacher.

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Work Time	Meeting Students' Needs

A. Reviewing Criteria for High-Quality Speaking and Listening: Establishing Norms for a Science Talk (10 minutes)
• Say to students: "Remember that a Science Talk is a discussion about a question scientists have. While scientists discuss these big questions with one another, it is important for them to create a set of rules, or norms, that they will all follow so everyone's ideas can be heard and considered."
• Introduce the next two learning targets by reading them aloud:
  * "I can share my ideas about natural disasters with my peers during a Science Talk."
  * "I can use the ideas of my peers to help inform my ideas about natural disasters."
• Review the **Science Talk Norms anchor chart** and focus students' attention on the phrases: "share my ideas" and "use the ideas of my peers to help inform." Ask students to read with a partner what it says for what it looks/sounds like to "share my ideas" with peers.
• Cold call a few students to share out what they read, listening for ideas such as: "Wait my turn to speak, so I am heard," "Don't shout/speak too loudly," "Make sure everyone gets a turn to speak," "No one person does most/all of the speaking," and "Use information from the text to support my ideas," etc. Invite students to share any other ideas they may have thought of that are not listed. Add students' ideas to the anchor chart.
• Ask students to recall what it looks/sounds like to "use the ideas of my peers to help inform my ideas," by asking them to read with their partner what is listed. Invite a few students to share aloud, listening for thoughts like: "Not thinking I have the one/right answer to the question," "Listening to what other people say, " Considering evidence others use when discussing questions—does it match my own/make me think about the question differently?" or similar suggestions. Record any new ideas students may have on the anchor chart.
• Give students a moment to consider which one they think will be most useful during a Science Talk with their peers, and why.
• Ask students to turn to a partner and share their thinking. Then invite several students to share with the whole group.
	• Display and review the directions for a Science Talk for students to refer to during the protocol.
	• Consider providing certain norms for students who struggle with collaboration and discussion to focus on during the Science Talk.

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Work Time (continued)	Meeting Students' Needs

B. Preparing for and Participating in a Science Talk (20 minutes)
• Introduce the fourth learning target by reading it aloud:
  * "I can gather evidence from informational texts to prepare for a Science Talk about natural disasters."
• Invite several students to define the word *evidence* (facts or details from the text that support a point, an answer, or a discussion) and share some examples of evidence from the resources they have available.
• Remind students that they can refer to all the resources listed in the opening of this lesson: note-catchers, their End of Unit 1 Assessment On-Demand Essay, and the informational texts used within this unit.
• Tell students they are now going to participate in a Science Talk, like real scientists do. Remind students to refer to the Science Talk Norms anchor chart as they participate in a Science Talk with their peers in order to ensure that all ideas are heard.
• Distribute the **Science Talk note-catcher** to students. Point out the three columns they will need to make notations in during the Science Talk:
  – Question: Record the question they are discussing.
  – Evidence: Record the evidence—from articles, journal notes, or anchor charts—that they refer to during their discussion of the question.
  – Gist: Write a brief statement of what their partner said.
• Have students gather in two concentric circles with their chairs and resources (their journals, texts, essay, and note-catcher). Be sure each student in the inner circle is facing a partner in the outer circle.
• Remind students of the guiding question:
  * "What is a natural disaster?"
• Ask students to refer to the questions they wrote in their journal that were relevant to natural disasters and write them in the Question column in their Science Talk note-catchers.
• Remind students that as they discuss their ideas about the questions, they will need to use evidence from their resources to support their thinking and follow the norms established for the Science Talk.
• Invite students to begin the Science Talk, taking turns to ask each other questions they have written down.
	• Model the Science Talk protocol by choosing a student to have a discussion with around a predetermined question, being sure to model norms listed.
	• Strategically place students in circles so that stronger readers and writers are in one circle and those students who struggle with complex text or language are in another one.

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Work Time (continued)	Meeting Students' Needs
• Use **the End of Unit Assessment, Part II: Science Talk Scoring Guide** to monitor student progression toward the learning targets. Be sure to listen to all student conversations briefly specifically to assess students on the learning target about sharing their ideas. Redirect and support students briefly if needed, but avoid leading the conversation. • Approximately every 5 minutes, ask students in the inner circle to move two places to the left. They now will be facing a new partner. • Ask these new pairs to discuss another question. • Students will move three times, so they have the opportunity to discuss the questions and make notations with three of their peers. • As students talk in pairs, circulate to note which students are speaking and what ideas they are sharing. Record on **sticky notes** any particularly intriguing comments made by students and additional questions that may arise during student discussions. These will be used during Work Time Part C and added to the class What Do We Know about Natural Disasters? anchor chart. • If specific pairs are losing momentum, offer additional probing questions to ensure that they remain on topic and explore the question fully.	

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Work Time (continued)	Meeting Students' Needs

C. Synthesizing Information from a Science Talk (10 minutes)
• Place students in triads.
• Introduce the day's final learning target by reading it aloud:
  * "I can synthesize my ideas about natural disasters."
• Focus students' attention on the word synthesize. Invite students to share what they remember about the meaning of this word from previous lessons, and listen for them to share ideas such as:
  – "Put all the ideas together" and "Summarize ideas/thoughts/information."
• Tell students: "You just had an opportunity to participate in a Science Talk around one of our guiding questions about natural disasters. Here are some of the ideas I heard from the class ..." (Read aloud the intriguing questions/comments recorded onto sticky notes while listening to student conversations during the Science Talk.)
• As you read aloud each comment/question, ask students why it is a compelling comment/question, and place sticky notes onto the class What Do We Know about Natural Disasters? anchor chart, for ongoing reference throughout this module.
• Ask students to discuss the following questions with their triad partners:
  * "What questions and answers did you and your peers discuss?"
  * "What evidence from your resources did you and/or your peers use to support your thinking?"
• After 5 minutes, invite triads to share out with the whole group.
• Ask students to start a new page in their journals. Tell them that they will write a synthesis statement responding to the guiding question they discussed during the Science Talk. For this statement they are to write their answer to the following question:
  * "What is a natural disaster?"
• Remind them to use evidence and details from the discussions they just had during the Science Talk. They will have an opportunity to continue synthesizing, or thinking about all that they have learned, in future lessons as well.
	• Allow students who struggle with writing to dictate their synthesis statement to a peer or teacher.

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Closing and Assessment	Meeting Students' Needs
A. Debrief (5 minutes) • Ask students to share their synthesis statements with their triads, being sure to listen for new ideas and thoughts about natural disasters. • Invite several students to share their synthesis statements with the whole group. • Add any new ideas to the What Do We Know about Natural Disasters? anchor chart.	• Consider reading aloud students' synthesis statements for those who struggle with language.

B. Review Learning Targets (2 minutes)
• Read aloud the following learning target:
  * "I can share my ideas about natural disasters with my peers during a Science Talk."
• Ask students to give a thumbs-up to show they met the target or a thumbs-down to show they still need to work on the target. Call on several students to share why they gave themselves a thumbs-up or thumbs-down, prompting them to refer to the norms they determined for the Science Talk Norms anchor chart as a way to support their self-assessment.
• Repeat for this target:
  * "I can use the ideas of my peers to help inform my ideas about natural disasters."
• Collect students' Science Talk note-catcher and journals to review their synthesis statement as a component of Part 2 of their End of Unit 1 Assessment.	

Homework	**Meeting Students' Needs**
• Continue reading in your independent reading book for this unit at home. *Note: Students will begin reading one of the central texts,* Eight Days, *in the next lesson to start Unit 2. Each student will need access to the text for the first few lessons of Unit 2.*	• Consider providing audio recordings of independent reading books to students who struggle with reading complex text.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 1: Lesson 8
Supporting Materials

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Science Talk Note-Catcher

Question	Evidence	GIST What my partner said…

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Science Talk Scoring Guide

Learning Target	0	1	2	3	Teacher Comments
I can ask questions of my peers that are relevant to natural disasters.	There were no questions listed or questions were not about natural disasters.	There were some questions listed and some of them were about natural disasters.	There were at least three questions listed and they were about natural disasters.	There were several detailed questions listed and all were about natural disasters.	
I can share my ideas about natural disasters with my peers during a Science Talk.	Did not participate in the Science Talk.	Shared one or two ideas with their partners but had to be prompted to do so.	Independently shared ideas with their partners, without prompting from the teacher or their partner.	Independently shared ideas with their partner and probed for deeper understanding by paraphrasing, sharing more details, and asking further questions.	

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Science Talk Scoring Guide

Learning Target	0	1	2	3	Teacher Comments
I can use the ideas of my peers to help inform my ideas about natural disasters.	Did not complete a synthesis statement or it was not about natural disasters.	Synthesis statement was about natural disasters; however, it contains few details about how their ideas have changed or stayed the same.	Synthesis statement has some details about how their ideas about natural disasters have stayed the same or changed.	Synthesis statement contains details and elaborations about how their ideas about natural disasters have either changed or stayed the same.	
I can gather evidence from informational texts to prepare for a Science Talk about natural disasters.	There was no evidence listed or evidence was not from texts read.	There was some evidence listed and some of it was from the texts read.	There was evidenced listed for each question from texts read.	There were multiple pieces of evidence listed from the texts read.	

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2:
Overview

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Unit 2: Comparing and Contrasting Literature about Natural Disasters: *Eight Days* and *Dark Water Rising*

In this unit, students will read two pieces of fiction that are set in a time and place where a natural disaster is occurring. Students will first read the picture book *Eight Days: A Story of Haiti*, focusing specifically on how the narrator's point of view influences his description of the 2010 earthquake in Haiti. They also will analyze the composition of elements and use of color in this book's artwork to determine how imagery is used to contribute to the meaning of the story. Students will then read the novel *Dark Water Rising*, which is set during the 1900 hurricane in Galveston, Texas. With this text too, they will continue to build their understanding of how a narrator's point of view influences the description of events before, during, and after the hurricane. Students will continue to think about how imagery can contribute to the meaning of a fictional text by creating both independent and group sketches based on key ideas, details, and language from the novel. For the mid-unit assessment, students will read an unfamiliar chapter from *Dark Water Rising* and answer text-dependent questions. They also will complete a short-response analysis of how a historical photograph from the book could be used to contribute meaning to the narrator's description of events in the chapter. In preparation for the end of unit assessment, students will synthesize their notes and sketches to analyze the similarities and differences of each narrator's point of view. For the on-demand end of unit assessment, students will use evidence from the stories to write an essay in which they compare and contrast each narrator's point of view and how that point of view influences how the narrator describes the natural disaster. In this unit, students are also asked to complete an original art piece (aligned with W.5.11): a visual timeline of Galveston before, during, and after the hurricane based on the narrator's description in *Dark Water Rising*. They will apply what they learn throughout this unit about composition and color to create three drawings that contribute to the meaning of the narrator's description of events.

Guiding Questions And Big Ideas
• **How does a narrator's point of view influence how events are described in literature?**
• *Visual elements in literature contribute to the meaning of the text.*

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Mid-Unit 2 Assessment	**Text-Dependent Questions, *Dark Water Rising*, Chapter 13** This assessment centers on standards NYSP12 ELA CCLS, RL.5.6, RL.5.7, and L.5.5 Students will read an unfamiliar chapter from *Dark Water Rising* to answer multiple-choice and short-response text-dependent questions related to determining the meaning of language in context, how the narrator's point of view influences the description of events, and analyzing how imagery is used to contribute meaning to the narrator's description of events.
End of Unit 2 Assessment	**Analysis of How Different Narrators Describe Similar Events** This assessment centers on standards NYSP12 ELA CCLS RL.5.6, RL.5.9, W.5.2, W.5.4, and W.5.9 How do authors use the narrator's point of view to describe events in literature? After reading *Eight Days* and *Dark Water Rising*, students will write an essay that compares and contrasts Junior's description of the earthquake in Haiti to Seth's description of the Galveston hurricane of 1900 in order to demonstrate their understanding of how different narrators' points of view influence how events in literature are described.

Unit 2 Original Art Work	**Visual Timeline of the Galveston Hurricane of 1900** This centers on standard NYSP12 ELA CCLS W.5.11. Students will create a visual representation of one scene from Chapters 9–12 of *Dark Water Rising*. It will be a drawing that contains details from the narrator's description of the Galveston hurricane of 1900. Students will apply what they have learned about composition and the use of color to create a drawing that contributes to the meaning of the narrator's description of specific events before, during, and after the hurricane that they choose to illustrate.

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Content Connections

This module is designed to address English Language Arts standards. 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:

- 5.10 Increasingly, the nations of the Western Hemisphere participate in and benefit from international organizations that promote peace, cooperation, economic development, global health, and cultural understanding.
- 5.10.a Multinational organizations and non-governmental organizations in the Western Hemisphere seek to actively promote democracy, protect human rights, support economic development, and encourage cooperation between nations.
- 5.10.b The United Nations helps maintain peace between nations and uses international pressure to protect human rights and promote cultural understanding.
- 5.10.c When nations or regions in the Western Hemisphere face challenges due to natural disasters, health epidemics, or political upheavals, multinational organizations provide global support and assistance.

Science:

- 2.1b Weather can be described and measured by:
  - Temperature
  - Wind, speed, and direction
  - Form and amount of precipitation
  - General sky conditions (cloudy, sunny, partly cloudy)
- 2.1e Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things.
- 5.2g The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight.

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Central Texts
1. Edwidge Danticat, *Eight Days: A Story of Haiti* (New York: Orchard Books, 2010); ISBN: 978-0-545-27849-2.
2. Marian Hale, *Dark Water Rising* (New York: Square Fish, 2010); ISBN: 978-0-312-62908-3.

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This unit is approximately 3.5 weeks or 17 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Summarizing Literature: Eight Days: A Story of Haiti	• I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) • I can summarize a literary text. (RL.5.2) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8)	• I can effectively engage in discussions with my peers by following group norms. • I can identify key details to support the summary of the story *Eight Days*. • I can write a summary of the story *Eight Days* by using information from the text.	• Summary paragraph (in journal)	• What Do We Know about Natural Disasters? • Literary Summary • Earthquakes
Lesson 2	How a Narrator's Point of View Influences the Description of Events, and Analyzing Images in Literature: Eight Days: A Story of Haiti	• I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can analyze how visual and multimedia elements add to the meaning, tone, or beauty of literary text. (RL.5.7) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	• I can describe how Junior's point of view influences his description of events in *Eight Days*. • I can analyze how color and composition of images are used to add to the meaning of the story *Eight Days*. • I can analyze the meaning of figurative language in *Eight Days*.	• Narrator's Point of View Analysis Task (in journal) • Composition and Color Analysis sheet • Language Analysis T-chart (in journal)	• What Do We Know about Natural Disasters?
Lesson 3	Summarizing Literature: *Dark Water Rising*, Chapters 1 and 2	• I can summarize a literary text. (RL.5.2) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8)	• I can identify key details to support a summary of Chapters 1 and 2 in the story *Dark Water Rising*. • I can write a summary of Chapters 1 and 2 of *Dark Water Rising* by using information from the text.	• Summary notes • Summary paragraph • Sketch the Meaning note-catcher	• What Do We Know about Natural Disasters? • Literary Summary

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Summarizing Literature and Figurative Language: *Dark Water Rising*, Chapters 3 and 4	• I can summarize a literary text. (RL.5.2) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	• I can identify key details to support a summary of Chapters 3 and 4 in the story *Dark Water Rising*. • I can write a summary of Chapters 3 and 4 of *Dark Water Rising* by using information from the text. • I can analyze the meaning of figurative language in *Dark Water Rising*.	• Sketch the meaning (in journal) • Summary notes (in journal) • Summary paragraph (Chapters 3 and 4) • Figurative Language Analysis chart	• Literary Summary
Lesson 5	How a Narrator's Point of View Influences the Description of Events: *Dark Water Rising*, Chapters 7 and 8	• I can summarize a literary text. (RL.5.2) • I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8)	• I can describe how Seth's point of view influences his description of events using key details from Chapters 7 and 8 of *Dark Water Rising*.	• Summary notes (in journal) • Narrator's Point of View Analysis Task (in journal)	• Back-to-Back, Face-to-Face protocol
Lesson 6	How a Narrator's Point of View Influences the Description of Events and Figurative Language, *Dark Water Rising*, Chapters 9 and 10	• I can summarize a literary text. (RL.5.2) • I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	• I can describe how Seth's point of view influences his description of events using key details from Chapters 9 and 10 of *Dark Water Rising*. • I can analyze the meaning of figurative language in *Dark Water Rising*.	• Summary notes (in journal) • Narrator's Point of View Analysis Task (in journal) • Language Analysis chart (in journal)	• What Do We Know about Natural Disasters?

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	How a Narrator's Point of View Influences the Description of Events and Analyzing Images, *Dark Water Rising*, Chapters 11 and 12, and *Eight Days*	• I can summarize a literary text. (RL.5.2) • I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can analyze how visual and multimedia elements add to the meaning, tone or beauty of literary text. (RL.5.7) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8)	• I can describe how Seth's point of view influences his description of events using key details from Chapters 11 and 12 of *Dark Water Rising*. • I can analyze images from *Dark Water Rising* to determine how they add meaning to the narrator's description of events.	• Summary notes (in journal) • Narrator's Point of View Analysis Task (in journal) • Image Analysis (in journal)	• Back-to-Back, Face-to-Face protocol
Lesson 8	Mid-Unit Assessment: Text-Dependent Questions, *Dark Water Rising*, Chapter 13	• I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can analyze how visual and multimedia elements add to the meaning, tone, or beauty of literary text. (RL.5.7) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	• I can describe how Seth's point of view influences his description of events using key details from Chapter 13 of *Dark Water Rising*. • I can analyze how an image from *Dark Water Rising* adds meaning to the narrator's description of events. • I can analyze the meaning of figurative language in *Dark Water Rising*. • I can reflect on my learning about how a narrator's point of view influences the description of events.	• Mid-unit assessment • Tracking My Progress recording form	• Written Conversation protocol • What Do We Know about Natural Disasters?

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Summarizing Literature and How a Narrator's Point of View Influences the Description of Events: *Dark Water Rising*, Chapters 14 and 15	• I can summarize a literary text. (RL.5.2) • I can draw on evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	• I can write a summary of Chapters 9–12 of *Dark Water Rising* by using information from the text. • I can support my analysis of the narrator's point of view by drawing on evidence from the text.	• Summary Paragraph, Chapters 9–12 (in journal) • Questions and Evidence Board • Narrator's Point of View Analysis Statement (in journal)	• Tea Party protocol • Literary Summary
Lesson 10	How a Narrator's Point of View Influences the Description of Events, and Figurative Language, *Dark Water Rising*, Chapters 16 and 17	• I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	• I can support my analysis of the narrator's point of view by drawing on evidence from the text. • I can analyze the meaning of figurative language in *Dark Water Rising*.	• Sketch the meaning and gist (in journal) • Questions and Evidence Board • Narrator's Point of View Analysis Statement (in journal) • Figurative Language Analysis chart (in journal)	• Back-to-Back, Face-to-Face protocol
Lesson 11	How a Narrator's Point of View Influences the Description of Events, and Determining the Meaning of Language in Text, *Dark Water Rising*, Chapters 18 and 19	• I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) • I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	• I can support my analysis of the narrator's point of view by drawing on evidence from the text. • I can determine the meaning of words and phrases in *Dark Water Rising*, Chapters 18 and 19.	• Sketch the meaning and gist (in journal) • Questions and Evidence Board • Narrator's Point of View Analysis Statement (in journal) • Key vocabulary (in journal)	• Back-to-Back, Face-to-Face protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	How a Narrator's Point of View Influences the Description of Events, and Figurative Language, *Dark Water Rising*, Chapters 20 and 21	• I can describe how a narrator's point of view influences the description of events. (RL.5.6) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	• I can support my analysis of the narrator's point of view by drawing on evidence from the text. • I can analyze the meaning of figurative language in *Dark Water Rising*.	• Sketch the meaning and gist (in journal) • Questions and Evidence Board • Narrator's Point of View Analysis Statement (in journal) • Figurative Language Analysis chart (in journal)	
Lesson 13	Gathering Evidence for Reflection, *Dark Water Rising*, Chapters 22 and 23	• I can explain what a text says using quotes from the text. (RL.5.1) • I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) • I can draw on evidence from literary texts to support analysis, reflection, and research. (W.5.9)	• I can use evidence from Chapters 22 and 23 of *Dark Water Rising* to write a reflection statement about how the people of Galveston recovered from the storm. • I can determine the meaning of words and phrases in *Dark Water Rising*, Chapters 22 and 23.	• Sketch the meaning and gist (in journal) • Evidence flags • Reflection Statement (in journal) • Key vocabulary (in journal)	• Popcorn Read protocol
Lesson 14	Gathering Evidence and Summarizing Literature, *Dark Water Rising*, Chapters 27–29	• I can explain what a text says using quotes from the text. (RL.5.1) • I can summarize a literary text. (RL.5.2) • I can summarize or paraphrase information in notes and finished work. (W.5.8)	• I can use evidence from Chapters 27–29 of *Dark Water Rising* to explain what life was like for the people of Galveston after the storm ended. • I can write a summary of Chapters 27–29 of *Dark Water Rising* by using information from the text.	• Sketch the meaning and gist (in journal) • Evidence flags • Summary paragraph (in journal)	• Popcorn Read protocol • Literary Summary

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 15	Connecting Informational Text with Literature and Art: Natural Disasters	• I can compare and contrast stories in the same genre for approach to theme and topic. (RL.5.9) • I can make connections in narratives to other texts. (RL.5.11) • I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) • I can create and present an original artwork in response to a particular theme studied in class. (W.5.11)	• I can use key details from *Dark Water Rising* to write captions for an art piece. • I can compare and contrast different narrators' descriptions of a natural disaster. • I can make connections between literature and informational texts about natural disasters.	• Journals (graphic organizers; opinion, reasons, and evidence) • Vocabulary cards	• Back-to-Back, Face-to-Face protocol • Chalk Talk protocol
Lesson 16	On-Demand End of Unit 2 Assessment: Analysis of How Different Narrators Describe Similar Events	• I can compare and contrast stories in the same genre for approach to theme and topic. (RL.5.9) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) • I can create and present an original artwork in response to a particular theme studied in class. (W.5.11)	• I can write an essay to compare and contrast how different narrators describe a natural disaster through literature. • I can support my ideas with evidence from the texts. • I can reflect on my learning about how different narrators describe a natural disaster through literature.	• On-demand end of unit assessment • Tracking My Progress recording form	• Peer Critique protocol • Written Conversation protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 17	Presentation: Visual Timeline of the Galveston Hurricane of 1900	• I can create and present an original artwork in response to a theme studied in class, with support as needed. (W.5.11) • I can speak clearly and at an understandable pace. (SL.5.4) • I can include multimedia components or visual support to a presentation in order to enhance main ideas or themes. (SL.5.5)	• I can refine my visual timeline of the Galveston hurricane of 1900 based on feedback. • I can present my visual timeline of the Galveston hurricane of 1900, speaking at a clear and understandable pace.	• Visual timeline of Galveston hurricane • Art Piece rubric (self-assessment)	• Peer Critique protocol • Praise-Question-Suggest protocol

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Optional: Experts, Fieldwork, And Service

Experts:

- Arrange for climatology experts, meteorologists, or other weather experts to speak to the class and answer questions about the accuracy of the details conveyed in each story.

Fieldwork:

- Ask students to interview individuals from the community who have experienced a natural disaster.

Service:

- Identify a current natural disaster (local, national, or international) and develop a class service project to educate others or to assist.

Optional: Extensions

- With an art instructor, explore and examine additional elements of imagery and/or complete a more thorough analysis of how color and composition add meaning to a story.
- During Social Studies or Science instruction, have students investigate how to locate factual information about the 2010 earthquake in Haiti and the 1900 hurricane in Galveston. Ask students to write about the connections they are able to make between their research and the details described by the narrators of each story.

Preparation and Materials

- Journals: In this module students will keep notes in a journal, as they have done in previous modules; however if you prefer there is a "one for display" example of each of the note-catchers that you can prepare as student handouts. Decide if students have enough room in their current journals to complete the routine reading and writing for this module. If not, ensure that students each have a spiral-bound or composition notebook.
- Determine groups of four that students will work in during this unit (Lesson 1).
- Gather texts from the Recommended Texts list for independent reading.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2:
Recommended Texts

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This list below includes text with a range of Lexile® text measures about literature related to natural disasters. This provides appropriate independent reading for each student to help build content knowledge about the topic.

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

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Where possible, texts 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 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.

Title	Author And Illustrator	Text Type	Lexile* Measure
Lexile text measures in Grade 2–3 band level (below 740L)			
Hurricane	David Wiesner (author)	Literature	460
Hurricane!	Jonathan London (author)	Literature	460
The Earth Dragon Awakes: The San Francisco Earthquake of 1906	Laurence Yep (author)	Literature	510
I Survived Hurricane Katrina, 2005	Lauren Tarshis (author)	Literature	590
Earthquake Terror	Peg Kehret (author)	Literature	690
The Blizzard's Robe	Robert Sabuda (author)	Literature	700
Blown Away!	Joan Hiatt Harlow (author)	Literature	730

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Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (740–925L)			
Escaping the Giant Wave	Peg Kehret (author)	Literature	750
Night of the Twisters	Ivy Ruckman (author)	Literature	790
Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival	Kirby Larson (author)	Literature	810
Earthquake at Dawn	Kristiana Gregory (author)	Literature	840
Storm Warriors	Elisa Carbone (author)	Literature	890
The Terrible Roar of Water	Penny Draper (author)	Literature	890
Lexile text measures within Grade 6–8 band level (925–1185L)			
Tales from the Gulf	Martha Tannery Jones (author)	Literature	1010*
Storm Surge: The Science of Hurricanes	Don Nardo (author)	Informational	1110
Earthshake: Poems from the Ground Up	Lisa Westberg Peters (author)	Poetry	NP

* Lexile based on a conversion from Accelerated Reading level.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 1

Summarizing Literature: *Eight Days: A Story Of Haiti*

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) I can summarize a literary text. (RL.5.2) I can summarize or paraphrase information in my notes and in finished work. (W.5.8)	
Supporting Learning Targets	**Ongoing Assessment**
• I can effectively engage in discussions with my peers by following group norms. • I can identify key details to support the summary of the story *Eight Days*. • I can write a summary of the story *Eight Days* by using information from the text.	• Summary paragraph (in journal)

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader (10 minutes) 2. Work Time A. First Read: *Eight Days: A Story of Haiti* (10 minutes) B. Second Read: Summary Notes (20 minutes) C. Summarizing: *Eight Days: A Story of Haiti* (15 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (5 minutes) 4. Homework	• Before beginning this lesson, group students intentionally, ideally in heterogeneous groups of four. • In this unit, students transition from reading informational texts about natural disasters to reading literature. Students begin the unit with a close read of *Eight Days: A Story of Haiti* by Edwidge Danticat. This short picture book (Lexile 820) depicts the first-person fictional account of a young boy trapped under his house during the 2010 earthquake in Port au Prince, Haiti. The second story students read is a full-length novel titled *Dark Water Rising* by Marian Hale (Lexile 970). The novel portrays the devastation caused by America's deadliest hurricane, the Galveston storm of 1900. This story is also told from a first-person point of view, but from the perspective of a teenager who has just settled in Galveston with his family before this catastrophic event. • In this unit, students further build their understanding of the Big Idea from Unit 1, "Extreme natural events can have positive and negative effects on humans and the environment," by focusing on RL.5.6: "Describe how a narrator's point of view influences how events are described." • In this first lesson, students in groups read aloud *Eight Days* as a "four-voice poem" (refer to Module 1, Unit 2, Lesson 15 for "two-voice poems"). Students then work together to take notes and write individual summary paragraphs. Students will need to refer to their notes and summaries in Lesson 2 in order to analyze how the narrator's point of view influences the way he describes events. • In advance: Create summary notes for each group on chart paper (see Teacher Reference: Summary Notes, Blank, in supporting materials). • Review: Glass Bugs, Mud protocol in Checking for Understanding Techniques (Appendix 1).

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Lesson Vocabulary	Materials
engage, effectively, discussions, norms, notes, (key) details, summary; in my mind I played (1), entire (3), crackled, sparked (8), solo (9–10)	• What Do We Know about Natural Disasters? anchor chart (from Unit 1) • Map of Haiti (one for display) • Group Norms anchor chart (from Module 3A) • *Eight Days: A Story of Haiti (*one book per student) • Read-aloud task card (one per group) • Journals (from Unit 1) • Summary notes anchor charts (one for display; one chart-sized per group) • Sample summary notes, *Eight Days: A Story of Haiti* (for teacher reference) • Exemplar summary paragraph: *Esperanza Rising* (one for display) • Literary Summary anchor chart (new; co-created with students during Work Time C) • Summary Paragraph task card (one per student) • Sample summary paragraph, *Eight Days: A Story of Haiti* (for teacher reference) • Earthquakes anchor chart (from Unit 1) • Evidence flags (three per student)

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Opening	Meeting Students' Needs

A. Engaging the Reader (10 minutes)
• Remind students that in Unit 1 they were introduced to the topic of natural disasters. Focus students on the **What Do We Know about Natural Disasters? anchor chart**. Ask students to think about and then use the popcorn strategy to share information they learned to help them answer the Unit 1 guiding question:
  * "What is a natural disaster?"
• If students are unfamiliar with the popcorn strategy, briefly explain that one student shares an idea, then another student shares her or his idea immediately following the first student, and so on. Allow 2 to 3 minutes for students to share.
• Also remind students of the Big Idea from Unit 1: "Extreme natural events can have positive and negative effects on humans and the environment."
• Direct students to think about how they can restate this big idea in their own words. Then have them share their thinking with a partner. Cold call several students to share whole group. Listen for: "Natural events can hurt people and the environment," "Natural events like hurricanes and earthquakes can help the environment in some ways but damage it in other ways," and similar ideas.
• Explain to students that during Unit 2 they will have the opportunity to read two pieces of fiction literature that are set in a time and place where a natural disaster is occurring. Say: "The purpose for reading each of these stories is to further build your understanding of how extreme natural events, like earthquakes and hurricanes, can affect people and the environment in a way that makes it a disaster."
• Tell students that in order to more fully understand the impact these extreme natural events can have on both humans and the environment, as they read each story they will focus on:
  – Describing how each narrator's point of view influences the way the natural event is described
  – Analyzing how visual elements included in each book contribute to the meaning or message that the story's author is trying to convey
• Say: "The first story we are going to read takes place in the country of Haiti." Display the **map of Haiti**. Remind students of the maps they have viewed in previous modules and bring students' attention to the orange arrow pointed at Haiti and the blue arrow pointed at New York. Ask students to briefly examine the map and think about where Haiti is in relation to New York.
	• Students who struggle with language may be reluctant to share aloud voluntarily. Provide a sentence frame such as: "A natural event is a disaster when it _____."
	• Intentionally assign students who struggle with reading and writing to a group that has stronger readers and writers.
	• If possible, ensure that ELL students are assigned to a group with another student who speaks the same home language for support.

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Opening (continued)	Meeting Students' Needs
• Cold call several students to share what they notice about the relationship of the two places. Listen for ideas like: "Haiti is also on the East Coast, or the Atlantic side of the U.S.," "Haiti is south of New York, near Florida," etc. Inform students that they will work in groups throughout this unit. Assign groups of four (see Teaching Note). Ask students to take out their journals and join their group members.	

Work Time	Meeting Students' Needs
A. First Read: *Eight Days: A Story of Haiti* (10 minutes) • Introduce the first learning target: "I can effectively engage in discussions with my peers by following group norms." • Invite several students to share out what they recall from previous modules about the meaning of engage (be involved in), effectively (useful, helpful, valuable), discussions (conversations, talks, dialogue), and norms (standard, rule). • Post and briefly review the **Group Norms anchor chart** (from Module 3A, Unit 3). • Ask students to take 1 minute in their groups to discuss which norms have most helped them to effectively engage in group discussions during previous lessons. • Distribute one copy of the book ***Eight Days: A Story of Haiti*** to each student. Tell students to take a quick look through book and discuss what they notice and wonder about the book with their group members. • Cold call each group to share out their notices and wonders. Listen for: "There is very little text," "It has color pictures, images, illustrations," "The book cover, or jacket, has information about the story, the author, and the illustrator," "There is an 'author's note' on the last page of the book," "I wonder what the author's note is about," "I wonder what this story will help me learn about natural disasters," "I wonder how this narrator will describe what it's like to be in a natural disaster," or similar ideas. • Ask students to share out what they typically do during a first read. Listen for: "Read for gist" or "Determine what the story is mostly about." Explain that determining the gist is a critical first step when engaging with a new text; however, the first read can also support students' understanding of the "flow," or rhythm, of a piece of literature. Say: "Because this is a shorter text at grade level, you will have a dual focus for the first read. You will read for flow and to get the gist." • Tell students that they will do their first read of *Eight Days* much like the reading of a two-voice poem.	• Provide a nonlinguistic symbol for discussions (a group of people talking). • If possible, provide *Eight Days: A Story of Haiti* to ELL students in their L1 language. • Refer students to the Things Close Readers Do anchor chart from previous modules. • Intentionally assign struggling readers a number that corresponds with a part of the text that would be easier for them to read the first time, OR intentionally chunk a smaller section of text to a particular number for those struggling students. • Provide a "script" for students who may struggle with identifying their part in the "four-voice" reading.

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Work Time (continued)	Meeting Students' Needs
• Remind students of the two-voice poems they read aloud in Module 1, Unit 2, Lesson 15. Ask students to briefly discuss then share out how a two-voice poem is read. Listen for: "We took turns reading parts of the poem," "One person spoke at a time," "Partners listened to the reader and followed along with the text so they would know when it was their turn to read or speak," etc. • Tell students that for this book, there will be "four voices" reading the text aloud, rather than just two. Assign each group member a number: 1, 2, 3, or 4. • Distribute the **Read-aloud task card**, one per group. Review the directions on the task card and clarify any directions as necessary. • Allow 6 or 7 minutes for students to complete reading the story aloud in groups. Circulate to support as needed. • Once students have finished reading the story aloud, prompt groups to discuss and then write on a new page of their **journals** what they think the gist of this story is. • Cold call members from each group to share out what they wrote for the gist. Listen for: "A boy is trapped under his house for eight days after an earthquake," "A boy uses his imagination while he is trapped under house," "A boy from Haiti who survived an earthquake," or similar ideas.	• Students who struggle with writing may need to dictate the gist to a peer or the teacher.

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Work Time (continued)	Meeting Students' Needs

B. Second Read: Summary Notes (20 minutes)
• Introduce the second learning target: "I can identify key details to support the summary of the story *Eight Days.*"
• Ask students to share out what they recall about taking notes that include *key details,* from previous modules. Listen for: "Paraphrase important information," "Restate big ideas in my own words," "Don't need to be in complete sentences," and similar ideas.
• Tell students that as they reread *Eight Days*, they will focus on taking notes to paraphrase details about the narrator, other characters, and the events that occur in order to support their summary writing during Work Time Part C.
• Display the **Summary Notes anchor chart** and point out the posted Summary Notes anchor charts each group has to record their notes. Point out that the largest box at the top of the notes is for recording details specifically about the narrator.
• Ask students for the name of the narrator, which they learned during their first read. Listen for: "Junior." Write this name on the line next to "WHO is the narrator?"
• Point out the smaller box—"WHO are the other characters?"—on the summary notes. Tell students that this is where they will record the name(s) of other characters who are involved with the narrator. Emphasize that because the focus for this unit is on the narrator's description of events, they will not record details about these minor characters except to briefly paraphrase the relationship or connection each has to the narrator.
• Tell students they will reread the first page of *Eight Days* to focus on identifying key details about:
  * Who is the narrator? (what he sees, hears, feels, thinks, looks like, and what his actions are)
  * Who are the other characters? (relationship to narrator)
• Invite students to begin reading (start at "When I was ..." and end at "But in my mind I played.").
• After 1 minute, ask students to briefly discuss the details they identified with their group members.
• Refer students once again to the displayed summary notes.
• Explain that it is important to record page numbers on their summary notes to show where in the book they located each detail. Model by writing "p.1" inside the box to the right of "WHO is the narrator?" (see **Sample Summary Notes, *Eight Days: A Story of Haiti, for teacher reference*.**)
	• Color code the information on the chart so that one color is used for notes in the "WHO is the narrator?" column and another color is used for the "WHO are the other characters?" column in order to help students visually see the difference between the information.
	• Consider reading aloud during the second and third reads for students who struggle with reading complex text on grade level.
	• Consider allowing students to use colored highlighters to correspond with the colors on the anchor chart to mark in the text where they found evidence for each box.
	• Write and post the directions of what to do with their group members for students to refer to as they work.
	• Chart and post all questions asked to students and answers they provide for students to reference throughout the lesson.

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Work Time (continued)	Meeting Students' Needs

• Cold call several students to share out details from their group discussions about WHO the narrator is. Listen for ideas like: "Young," "Wanted to be brave," "Cried and was afraid," "Missed his family," "Plays in his mind," etc. Record students' ideas next to "p.1" on the displayed summary notes.
• Next, ask students to choose a group "recorder" (one person who will record the group's ideas). Allow group recorders 1 or 2 minutes to write "p.1" and details about the narrator on their group Summary Notes anchor chart as the groups discuss.
• Cold call several students to name WHO the other characters are and their relationship to the narrator. Tell students it is fine to infer the relationship the narrator has with a character if it is not explicitly stated in the text, but they will need to justify why they made the inference. Listen for: "Manman—I infer that she is Junior's mother because he says he missed her and the name looks similar to 'mama,'" and "Papa—I infer that he is Junior's dad because he says his family was there waiting and Papa is another name for 'dad' or 'father'; he says Justine is his little sister."
• Write "p.1" in the space to the right of the "WHO are the other characters?" box. Record students' responses. Give group recorders 1 or 2 minutes to add this information to their own Summary Notes anchor chart.
• Direct students' attention to the section on the summary notes labeled "WHAT ... WHEN ... WHERE." Tell students they will record each important new event the narrator describes, a brief explanation of the event, and when and where the event takes place on these lines.
• Ask students to quickly reread page 1 to identify details about:
  * What event is happening?
  * When and where is the event happening?
• After 1 minute, ask students to briefly discuss in groups the details they were able to identify about the event.
• Finally, cold call several students to share out WHAT event is taking place, and WHEN and WHERE it is happening. Listen for: "What event—Junior is being interviewed; I infer this because he says, 'They asked me,' and I see pictures of reporters and cameras. When—he says this is one day after he was pulled from under his house. Where—he is being interviewed somewhere outside, in Haiti; I infer this because the picture looks like he is outside, and I know the story takes place in Haiti, so he is probably there." Ask students to briefly think about and then discuss how they could combine these details into one complete sentence to describe the what, when, and where about the event.	

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Work Time (continued)	Meeting Students' Needs

• Cold call students from each group to share out. Listen for: "Junior is interviewed one day after he is pulled from his house in Haiti," or similar examples. Use students' ideas to write a complete sentence about the event (what, when, and where) on the first line, "Event 1" (see Teacher Reference: Sample Summary Notes). Ask group recorders to write the sentence on the first line of their own Summary Notes anchor chart.
• Give directions. Tell students that they will have 8–10 minutes to work with their group members to reread pages 3–20 of *Eight Days* in order to locate and record more details on their Summary Notes anchor charts about:
  * Who is the narrator?
  * Who are the other character(s)? (relationship with the narrator)
  * What events take place? When and where does each event take place? (using a complete sentence)
• Encourage students to record a what, when and where for each day that Junior is trapped that includes language directly from the text.
• Clarify any directions as needed.
• Invite students to begin. Leave the model summary notes displayed for student reference and circulate to support as necessary.
• Once students have reread *Eight Days* and filled in their Summary Notes anchor charts, focus their attention whole group.
• Pose the following question for students to briefly discuss in groups:
  * "What else did you learn about who the narrator is? Who other character(s) are?"
  * "What is happening the first (second, third, etc.) day Junior is trapped?"
• Invite members from each group to share out the details they added to their summary notes about the narrator, other characters, and the events that take place in the story that help to answer the above questions (see Teacher Reference: Sample Summary Notes for examples of what students may record.)
• Say: "You just reread to identify key details and take notes about the narrator, Junior, and how he describes the events he experienced during the eight days of an earthquake."
• Tell the class that focusing on and determining the meaning of key terms and language in a story can help us to better understand the narrator and the events he describes. Ask students to turn to a new page in the academic vocabulary section in their journal glossaries to quickly add the following words and page number where each is located: *in my mind I played (1), entire (3), crackled, sparked (8), solo (9–10).*	

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Work Time (continued)	Meeting Students' Needs
• Pose the following question for students to think about and discuss in groups: * "What does it mean when he says, 'In my mind, I played'?" * "Is Junior actually doing things like playing marbles, singing in a choir, and so forth?" • After 1 minute, invite members from each group to share their thinking. Listen for suggestions like: "He is not actually playing marbles or singing in the choir; he is imagining that he is doing these things," "Playing in your mind means using your imagination," "It means imagining fun things instead of thinking about what is going on," etc. • Give students 3 or 4 minutes to work with group members to determine and record the meaning of the remaining four words. Circulate to support as needed. • After a few minutes, cold call several students to share out their definitions: *entire*—all; total *crackled* —sizzled; buzzed; made a rapid snapping noise *sparked*—flickered; flashed; glowed *solo*—alone; by yourself • Note: If students are not able to define words in the time allowed, tell them they may finish those for homework. • Focus students whole group. Ask them to think about and discuss in groups: * "How does understanding the phrase 'in my mind, I played' and other key terms help us understand the narrator better? * "How do these phrases/terms help us understand the events he describes?" • Give groups 2 to 3 minutes to discuss, then invite several students to share their thinking whole group. Listen for: "They help me understand that he is probably very young because he 'plays in his mind' or has a strong imagination and doesn't see what is really going on," "The narrator is creative, having a hard time understanding or dealing with being trapped under his house, so he focuses on imagining things he liked to do when he was safe, such as listening and watching the crackle and spark of hair burning at his dad's barbershop," "He feels lonely because he says 'solo' several times, and that means to be by yourself," or similar ideas. • Tell students that in Work Time Part C they will use their Summary Notes anchor charts and the key vocabulary to write a short summary of *Eight Days*.	

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Work Time (continued)	Meeting Students' Needs

C. Summarizing: *Eight Days: A Story of Haiti* (15 minutes)
• Introduce the final learning target:
  * "I can write a summary of the story *Eight Days* by using information from the text."
• Ask students to think about and discuss in their groups what the word *summary* means. Cold call students to share their thinking whole group and listen for: "A brief description of what the book is mostly about," "Includes important details, events, and characters from the story," "A description of the main ideas or events that take place in the story," or similar ideas.
• Tell students that a written summary can be used as a reference to help the reader remember key ideas and details. A summary can also serve as a way to interest another reader in a book.
• Say: "For the purposes of this unit, your summaries will primarily be used for ongoing reference. Once we begin reading the novel in Lesson 3 and analyzing how *that* narrator's point of view influences the description of events, we may need to come back to the notes and summary paragraph to compare and contrast the two narrators' points of view."
• Tell students that summary paragraphs typically focus on answering the questions: who, what, when, where, why and how.
• Say: "Your written summary of the story *Eight Days* will focus on four basic components of a summary paragraph: who, what, when and where. You recorded details about each of these components on your Summary Notes anchor charts earlier today."
• Tell students that before they begin writing their summaries about *Eight Days*, they will review and analyze an exemplar summary paragraph.
• Display **the exemplar summary paragraph: *Esperanza Rising*** for all students to see, and point out that this is an excerpt from the novel they read during Module 1. Ask students to follow along silently as the paragraph is read aloud.
• Allow 3 or 4 minutes for students to complete the following:
  1. Turn to a new page in your journal to record what you notice as strong features of this summary paragraph.
  2. Independently reread the summary, pausing to record what you notice as strengths of this summary paragraph.
  3. Discuss what you noted as strengths with your group members.
	• Write and post the directions for students to refer to as they read the exemplar summary.
	• For students who struggle with determining the strengths of the Exemplar Summary Paragraph, consider providing a version that is highlighted with key details. This would provide clues for the students to notice as they read.
	• For students who struggle with sequencing, consider providing sentence strips featuring a number of events from the book so that the students can physically manipulate them in the right order.
	• Students who struggle with writing may need to dictate their summary paragraph to a peer or the teacher.

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Work Time (continued)	Meeting Students' Needs
• Once students complete their discussions, post and bring their attention to the **Literary Summary anchor chart.** • Cold call members from each group to share the strengths they noted in the exemplar paragraph and highlight or underline those areas in the paragraph as the students share. Listen for: "The summary states the title of story and the name of author," "Major events are named or described, but not small details," "Setting is mentioned—when and where each major event is happening," "The main character, Esperanza, is named first and there are a couple of important details about her; other characters are named and their relationship or how they interact with Esperanza is briefly mentioned," "It is written in present tense," "There is key vocabulary—language from the text," "There are transitional words and phrases," "The summary is written in the order in which the events in the story happened," and similar suggestions. Record students' ideas on the anchor chart. If students do not mention each of these elements, add them to the anchor chart and define as needed. • Explain that summaries of literary text (e.g., novels or stories) are written in the order in which events occur in the book. Ask students to briefly look back at and discuss the events they recorded on their Summary Notes anchor charts in order to determine the order of events as Junior described them. • After 1 to 2 minutes, cold call groups to share their thinking aloud. Listen for ideas like: "Junior's description of events in the book start *after* he has been trapped under the house and rescued," "He is describing the 'end,' or last thing that happened first," "The next series of events Junior describes all occur on Day One through Day Seven," and "The last event he describes is being rescued, which actually took place before he was interviewed but after he was trapped." • Ask students to turn to a new page in their journals. Tell them to discuss with their group members, then write a summary paragraph, three to five sentences long, about *Eight Days* in their journals. Reiterate that these summary paragraphs need to: – Be written in the order the narrator used to describe events – Include key words from the story – Include the elements listed on the Literary Summary anchor chart • Distribute one **Summary Paragraph task card** to each student. Read the directions aloud. Clarify as necessary. • Allow students 6 or 7 minutes to write their summary paragraphs. Encourage students to regularly refer to their summary notes, the Literary Summary anchor chart, and the displayed exemplar as references. Circulate to support as needed (see the **Sample summary paragraph, *Eight Days: A Story of Haiti*, for teacher reference**, for ideas students may include in their summaries.)	• Consider providing sentence stems or a graphic organizer for students who may need more scaffolding toward writing a summary paragraph. The graphic organizer may include boxes for each of the who, what, where, when, why, and how portions of the paragraph.

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Work Time (continued)	Meeting Students' Needs
• As time allows and individual students complete their summaries, ask them to share their paragraphs with another classmate (in their own group or a different group) who has also completed his or her summary. Ask students to think about one "star" (compliment) they would give about their peer's summary, based on the criteria listed on the anchor chart. • If time does not permit students to finish their summaries, ask them to complete the paragraphs for homework.	

Closing and Assessment	Meeting Students' Needs
A. Debrief and Review of Learning Targets (5 minutes) • Bring students together whole group. Ask them to think about the following: * "Based on Junior's description of an earthquake, what were we able to learn about the positive or negative effects an earthquake can have on the environment and humans?" • Ask students to pair to share their ideas and invite several students to share their thinking whole group. Add their comments to or confirm their new learning on the **Earthquakes anchor chart** form Unit 1. • Read each of the learning targets aloud and ask students to use the Glass, Bugs, Mud protocol to demonstrate their level of understanding the targets. Note students who show "mud," as they may need extra support. • Distribute **three evidence flags** to each student for homework.	• Intentionally partner ELL students with students who speak the same L1 in order to discuss the question posed about natural disasters.

Homework	Meeting Students' Needs
• Complete your summary paragraphs about the story *Eight Days* in your journal. • Complete writing a brief definition, synonym, and picture for these key words/phrases from *Eight Days: in my mind I played, entire, crackled, sparked, solo, and recited.* • Read your independent book to locate additional evidence about natural disasters to add to the What Do We Know about Natural Disasters? anchor chart. As you read, mark pages with evidence flags.	• Provide an audio recording of independent reading books for students who struggle with reading independently.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 1
Supporting Materials

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Map of Haiti

Source: http://commons.wikimedia.org/wiki/File:Western_Hemisphere_LamAz.png

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Read-Aloud Task Card

Reader 1: pages 1–6 (Start, "When I was pulled ..." and end, "On the second day ... Alarive! Surprise!"
Reader 2: pages 7–10 (Start, "On the morning of the third day ..." and end, "And I did get my solo ... in the entire world!"
Reader 3: pages 11–14 (Start p.12, "On the fifth day ..." and end, "On the sixth day ... mouthful of rain."
Reader 4: pages 15–20 (Start p.16, "On the seventh day ..." and end, "On the eighth day ... never let go.")

1. Locate the pages you are assigned to read, and then mark the pages where you will start and where you will end (mark with a sticky note, bookmarks, slips of paper, or other method).
2. Take a moment to read through your part of the text silently.
3. Once all group members have had a moment to read their section of the text silently, Reader 1 begins. Make sure to read so all group members can hear, but not so loudly that it interferes with other groups' reading.
4. After Reader 1 finishes, Reader 2 begins, then Reader 3, finishing with Reader 4.
5. Group members who are not currently reading need to follow along silently as each portion of the text is read aloud.

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Summary Notes, Blank

WHO are the other characters? (relationship to narrator)	WHO is the narrator? _____

Write a complete sentence to briefly describe …

WHAT events take place? (What happens?) **WHEN** and **WHERE** does each event take place?

Event 1:

Event 2:

Event 3:

Event 4:

Event 5:

Event 6:

Event 7:

Event 8:

Event 9:

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Summary Notes, *Eight Days: A Story of Haiti*
Answers, For Teacher Reference

WHO is the narrator? *Junior*	WHO are the other characters? (relationship to narrator)
• **p.1—young; brave; afraid; cried; missed family; "plays in mind"** • **pp.3–18—imaginative; plays pretend** • **pp.9–10—likes to sing** • **p.12—sad; cries about Oscar** • **p.18—misses Oscar** • **p.19—happy; feels warmth from sun; hugs family tightly**	• **Manman—mother (infer)** • **Papa—father (infer)** • **Justine—little sister (p.1)** • **Oscar—best friend; with Junior when house fell (p.3)**

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Summary Notes, *Eight Days: A Story of Haiti*

Answers, For Teacher Reference

Write a complete sentence to briefly describe …
WHAT *events* take place? (What happens?) **WHEN** and **WHERE** does each *event* take place?

Event 1: **Junior describes being interviewed one day after he is "pulled from under his house" in Haiti (infer).** *(p.1)*

Event 2**: Junior imagines playing "marbles" and flying kites "high up in the sky" the first day he is trapped under his house. (p.3)**

Event 3*:* **Junior imagines playing hide and seek in a "dark, dusty corner" with Oscar the second day he is trapped under his house. (p.5)**

Event 4: **Junior imagines "painting" and the hair that "crackled and sparked" when he burned it at his father's "barbershop" the third day he is trapped under his house. (pp.7–8)**

Event 5: **Junior imagines he is singing a "solo" for "the entire world" the fourth day he is trapped under his house. (pp.9–10)**

Event 6: **Junior imagines playing soccer with Oscar, then Oscar "went to sleep but never woke up" the fifth day he is trapped under his house. (p.12)**

Event 7: **Junior imagines going to the countryside to play in the "warm" rain the sixth day he is trapped under his house. (p.14)**

Event 8*:* **Junior imagines "racing" his bike and "reciting lessons" in a "blackout" the seventh day he is trapped under his house. (pp.16, 18)**

Event 9: **Junior is "found" and is "so happy" to "feel the hot sun on his skin" and be reunited with his family the eighth day after he was trapped under his house. (p.19)**

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Summary Paragraph task card

1. Refer to the exemplar paragraph and the Literary Summary anchor chart. Discuss with your group members how you would like to begin your summary paragraph. (What information should come first?) Write your first sentence in your journal.

2. Continue to refer to the exemplar paragraph and the Literary Summary anchor chart and discuss with group members the details you think should be written second, third, and so forth. Continue writing sentences in your journal.

3. After you complete your summary paragraph, review to make sure it includes:

- Name of story and author
- WHO the narrator is (important known and inferred details)
- WHAT the major event(s) are and in what order they happen in the story
- WHEN and WHERE the major event(s) take place
- WHO other characters are and their relationship or interactions with the narrator
- Does not give your opinion of the story
- Written in the present tense ("is," "says," "experiences," "happens," etc.)
- Key vocabulary and language from the text
- Transitional words and phrases

4. Revise as necessary.

5. As time allows, share complete paragraph with a peer who has also completed her or his summary (from your group or another group). Give your peer a "star" (compliment) about her or his summary, based on Literary Summary criteria.

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Exemplar Summary Paragraph:
Esperanza Rising

The novel *Esperanza Rising*, by Pam Munoz Ryan, is about a thirteen-year-old girl named Esperanza who lives a life of privilege on her family's ranch in Aguascalientes, Mexico. Esperanza's life changes drastically when her father is killed and she, her mother, and their servants must flee to California during the Great Depression of the 1930s. In California, Esperanza lives as a poor farm worker harvesting the fruits and vegetables that grow each season. Esperanza experiences many hardships once she moves to California. Her mother becomes ill and Esperanza must take on more responsibility. She also witnesses how poorly immigrant workers are treated and as a result, the strikes that are organized to demand fair treatment and equal opportunity for all workers. Because of these and other experiences, Esperanza changes over the course of the novel and eventually learns to find happiness in her new home.

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Sample Summary Paragraph, *Eight Days: A Story of Haiti*
(For Teacher Reference)

Note: This sample is an exemplary model of a summary paragraph. Look for student work to include key elements listed on the Literary Summary anchor chart.

The book *Eight Days: A Story of Haiti* by Edwidge Danticat is about a young boy named Junior who "plays in his mind" while he is trapped under his house for days after an earthquake destroys his home in Haiti. The story begins a day after Junior is rescued; he is being interviewed about how he felt and what he did while he was trapped. Junior tells the reporters that he was scared and he missed his family, but he also wanted to be brave so he pretended to play. For most of the story, Junior describes how he pretends to play games with his friend Oscar, who is trapped with him, and spend time with his family in different places near his home. The story ends on the eighth day, when Junior is rescued and gets to see his family again.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 2

How a Narrator's Point of View Influences the Description of Events, and Analyzing Images in Literature: *Eight Days: A Story Of Haiti*

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GRADE 5: MODULE 4: UNIT 2: LESSON 2

How a Narrator's Point of View Influences the Description of Events, and Analyzing Images in Literature:

Eight Days: A Story Of Haiti

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can describe how a narrator's point of view influences the description of events. (RL.5.6) I can analyze how visual and multimedia elements add to the meaning, tone, or beauty of literary text. (RL.5.7) I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	
Supporting Learning Targets	**Ongoing Assessment**
• I can describe how Junior's point of view influences his description of events in *Eight Days*. • I can analyze how color and composition of images are used to add to the meaning of the story *Eight Days*. • I can analyze the meaning of figurative language in *Eight Days*.	• Narrator's Point of View Analysis Task (in journal) • Composition and Color Analysis sheet • Language Analysis T-chart (in journal)

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Agenda	Teaching Notes
1. Opening A. Homework Review (5 minutes) B. Engaging the Reader (5 minutes) 2. Work Time A. How the Narrator's Point of View Influences the Description of Events (15 minutes) B. Analyzing Images (15 minutes) C. Analyzing Figurative Language (15 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (5 minutes) 4. Homework	• In Work Time Part A, students refer to their summary notes and summary paragraphs from Lesson 1 to analyze how Junior's point of view in *Eight Days: A Story of Haiti* influences his description of events. • Then students think about how the use of color and composition adds meaning to a story by analyzing images found in *Eight Days*. • Students will begin a new routine of analyzing figurative language in this unit. Students will begin with an analysis of the figurative language found in *Eight Days* as a scaffold toward the more complex analysis of similes, metaphors, and idioms in the novel that students will read next. This is a reinforcement of skills learned in Module 1 working with *Esperanza Rising*. In lessons where figurative language analysis is not part of Work Time, students will have an opportunity to briefly focus on the academic vocabulary found in the text. They will add and define those terms in the academic section of the glossary in their journals from Unit 1 (see Lesson 1 for an example). • In advance: Post students' Summary Notes anchor charts from Lesson 1. • Review: Fist to Five protocol (Appendix 1).

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Lesson Vocabulary	Materials
point of view, influence, description, events, analyze, color, image, meaning, interpret, figurative language; in my mind I played (1), entire (3), crackled, sparked (8), solo (9–10)	• Independent reading book • What Do We Know about Natural Disasters? anchor chart (begun in Unit 1) • Journals • *Eight Days: A Story of Haiti* (one per student) • Narrator's Point of View Analysis task card (one for display) • Summary notes (chart-sized, from Lesson 1) • Students' Summary paragraphs (from Lesson 1, in journal) • Sample Narrator's Point of View Analysis, *Eight Days: A Story of Haiti* (for teacher reference) • Document camera or overhead projector • Image Analysis Questions (one for display) • Figurative Language Analysis T-chart (new, teacher-created, one for display) • Sample Figurative Language Analysis T-chart (for teacher reference) • Evidence flags (three per student)

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Opening	Meeting Students' Needs
A. Homework Review (5 minutes) • Ask students to take out their **independent reading book** with evidence flags they completed for homework. • Focus students' attention on the **What Do We Know about Natural Disasters? anchor chart** (from Unit 1). Cold call students to share out the evidence they marked to add to the anchor chart. Record their ideas.	

B. Engaging the Reader (5 minutes)
• Say: "Remember that we are studying natural disasters in this module. During Unit 1, you built some background knowledge about what natural disasters are, as well as the positive and negative impacts extreme natural events can have on people and the environment.
• Our focus in Unit 2 is reading literature set in a time and place where a natural disaster is occurring in order to analyze:
  * How does each narrator's point of view influence the way an extreme natural event is described?
• Ask students to think about, then pair to share:
  * "What were we able to learn about the impact the earthquake in Haiti had on humans or the environment from Junior's description of events in *Eight Days*?"
• Invite students to share their partner's response whole group. Listen for ideas such as: "Earthquakes frighten people," "They trap people," "Homes are destroyed," "Families are separated," "People are injured," etc.
	• Chart and post all questions asked to students and answers they provide for students to reference throughout the lesson.
	• Students who struggle with language may be reluctant to share aloud voluntarily. Consider beginning the share with those students and warn them that they will start the sharing; this will give them an opportunity to prepare their statement.

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Work Time	Meeting Students' Needs

A. How the Narrator's Point of View Influences the Description of Events (15 minutes)
• Direct students to gather their **journals** and the book ***Eight Days*** and then join their groups (from Lesson 1).
• Introduce the first learning target:
• "I can describe how Junior's point of view influences his description of events in *Eight Days*."
• Ask students to think about what they recall about first-person versus third-person *point of view*. Invite several students to share their thinking aloud. Listen for:
  * "First person uses the pronouns 'I, me, and we,'" "Usually it's the main character," "It's told from the narrator's own view," and "We only hear, see, or know what the narrator shares or describes."
  * "Third person uses the pronouns 'he, she, and they,'" and "It tells many characters' views and feelings—what they hear and see."
• Solidify students' understanding of first versus third person by providing a simple example such as: "If I describe what I did this morning, it is first person, but if I describe what my friend Al did this morning, then it is third person."
• Explain that a narrator's *point of view* can also be thought of as his perspective, or the way he describes what he sees, hears, or feels, and his actions.
• Ask the class to think about what the word *influence* means in this context. Invite several students to share their thinking aloud. Listen for: "have an effect on how events are described," "impact," or similar ideas.
• Ask the class what the word *description* means in this target. Cold call several students to share out and listen for ideas like: "The way something is explained or described."
• Ask the class to consider what the word *events* means. Cold call several students to share their definitions aloud. Listen for: "Something important that happens," "An occurrence, especially one of importance," or "Events occur in certain places, during certain times (setting)."
• Direct students to quickly look back at page 1 of *Eight Days* to determine:
  * "Is this story told from a first-person or third-person point of view?"
• Ask students to show either one or three fingers to demonstrate which. Look for students to show one finger, then cold call a few students to share out the details they used to help them decide. Listen for: "The pronouns 'I' and 'my,'" Description of only his own feelings," or similar examples.
• Remind students of the guiding question for this unit:
  * "How does a narrator's point of view influence the way events are described?"
	• Chart and post the differences between first and third person on a Point of View anchor chart for students to refer to throughout the unit.
	• Write synonyms or short phrases above the academic words in learning targets for students to refer to during the lesson.
	• Consider giving students who struggle with writing from displayed or projected text their own Point of View Analysis task card.
	• Consider allowing students who struggle with writing to dictate their responses to the task card to a peer or teacher.

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Work Time (continued)	Meeting Students' Needs

• Explain that authors choose to tell stories from particular points of view, or perspectives, because it helps them to convey an "experience" to the reader through the use of a narrator who describes and emphasizes certain details and emotions associated with a major event. Say: "The narrator is created by the author to tell the story, and the narrator's point of view influences *how* the event is described."
• Display the **Narrator's Point of View Analysis task card**. Ask students to turn to a new page in their journals to record their responses to the three parts of the analysis task.
• Read the first prompt aloud: "The author wrote this story from the point of view of ... (WHO is the narrator?)"
• Ask students to refer to the chart-sized **summary notes** (from Lesson 1), their **summary paragraphs** (from Lesson 1, in journals), and the text. Then tell students to think about and discuss who the narrator is. Cold call several students to share out. Listen for: "The author wrote this story from the point of view of a young boy named Junior," "A frightened child named Junior," or similar ideas. Ask students to record the prompt and complete the sentence to describe the narrator's point of view in their journals.
• Read aloud the second prompt of the analysis task: "In this story the narrator *mainly* describes ..." Tell students to think about:
  * "What specific details and language from the text is used to describe what is happening (events)?
  * "Is there a pattern to Junior's description of events? Do you see any repetition of language?"
• Ask students to look back once again at their Summary Notes anchor charts and paragraphs (from Lesson 1) to determine what the narrator mainly describes happening during this story, or what he emphasizes (gives importance to, repeats), and then discuss in groups.
• Cold call several students to share their thinking whole group. Listen for: "Throughout most of the story, Junior imagines he is playing in everyday places he is familiar with," "He 'plays in his mind,' meaning he uses his imagination," "He thinks about doing his favorite things with family and friends instead of thinking about being trapped under his house," or similar ideas.
• Ask students to record the second part of the analysis prompt and complete the sentence to state what the narrator mainly describes happening in the story.
• Read the third fill-in-the-blank part of the analysis task: "I think that because the narrator is _____, s/he describes the event by using the details and/or words _____."
• Direct students to focus on the word event in this statement. Ask them to think about and then discuss:
  * "What major *event* is the narrator experiencing in this story?"	

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Work Time (continued)	Meeting Students' Needs
• Cold call members from each group. Listen for: "An earthquake causes a boy to become trapped under his house for eight days," or similar suggestions. • Explain to students that in order to fill in the first part of the statement, they will need to think about who the narrator is, his point of view or perspective. To complete the second portion of the statement, they need to consider what he mainly focuses on as he describes being trapped under his house. • Allow students 1 to 2 minutes to refer to their responses to the first two prompts, then to think about and discuss how they would fill in the final part of the analysis. • Invite several students to share their thinking whole group. Listen for ideas like: "I think because Junior is young and frightened, he describes the event by using the details and/or words: 'He played in his mind,' or used his imagination, instead of thinking about the fact that he was trapped or that there was an earthquake and he was separated from his family." • Direct students to record their statements for the final part of the analysis task in their journals (see **Sample Narrator's Point of View Analysis, *Eight Days: A Story of Haiti*, for teacher reference** for possible student responses.)	

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Work Time (continued)	Meeting Students' Needs

B. Analyzing Images (15 minutes)
• Introduce the second learning target: "I can analyze how color and composition in images are used to add to the meaning of the story *Eight Days*."
• Ask students to recall and share out what they remember about the meaning of the word *analyze* (examine, study, evaluate, explore).
• Focus students' attention on the word *images* in this target. Direct students to think about and discuss in groups what this word means. Cold call several students to share out. Listen for: "pictures," "visual elements," or similar ideas.
• Next, draw students' focus to the word *composition*. Ask what this word means in relation to *images*. After providing a few seconds for them to think, invite a few students to share their ideas. Listen for: "How objects are arranged on a page," "Where objects or people are placed," "How big or small objects or people are," or similar ideas.
• Point out the word meaning in the target. Ask students to think about how they would define *meaning* in the context of this target. Invite a few students to share their thinking whole group. Listen for ideas like: "The message a picture can convey," "The way pictures help the reader 'see' what is happening or being described in the story," "The feelings the image expresses," etc.
• Explain to students that artists incorporate specific colors in their images to convey a message (meaning) to a viewer or reader (if the images are in a book), in the same way that an author uses specific words to help the reader understand the message. Similarly, artists think carefully about where they place objects and people in a picture in order to help convey the message (meaning).
• Tell students that in order for them to analyze how color and composition influence meaning, they will go back into the book and focus on:
  * The colors the artist used in these images
  * How the artist composed the picture—in other words, how s/he decided to arrange objects and people
• Ask students to turn to pages 5 and 6 of *Eight Days* ("On the second day ..."). Using a **document camera**, display the **Image Analysis Questions** for all students to see.
• Read the first questions aloud:
  * "What are the main colors used on these pages? What feeling(s) do these colors convey to the viewer?"
• Direct students to closely examine, then discuss the image on page 5 to answer these questions.
	• Consider creating an anchor chart about images for students that lists the words associated with images, especially those in the learning targets, and the definitions or synonyms for students to refer to throughout the unit.
	• Write and post the instructions on how to analyze color and composition for students to refer to as they work.
	• Refer students to the anchor chart created (if done) for words associated with images and their definitions or examples (composition, color, tone, meaning, etc.) to remind students what to look for or focus on.

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Work Time (continued)	Meeting Students' Needs

• After 1 or 2 minutes, cold call students to share their thinking whole group. Listen for: "Mostly dark blue color is used," "There are small bits of lighter colors around his family members," "It is dark, which makes me think it is scary, like nighttime," "Little bits of light in the dark make me think of hope, because there are small bits of happy colors like yellow, which make me think of the sun or joy," and similar observations. Record students' ideas below the first Image Analysis Question.
• Read the next question aloud:
  * "Examine the characters and objects in this image. What detail(s) does the artist emphasize in this composition?"
• Ask students to think about and discuss this question with their group members.
• After 1 or 2 minutes, invite several students to share out. Listen for: "shadow and light," "members of his family searching," "Junior's face," etc. Record students' ideas below the second image question. Leave questions and responses displayed for student reference.
• Pose the final analysis question to students:
  * "What *meaning*, or message, is the artist trying to help the reader understand about this event?"
• Give students 2 minutes to think about and discuss this question in groups. Cold call members from each group to share out. Listen for: "The artist and author want the reader to understand that even though Junior describes playing, he is really in a scary situation being trapped under his house," "It is dark and he is lonely; he is thinking of his family searching for him," and similar ideas.
• Direct students to turn to the last two pages of the story (pages 19 and 20).
• Allow groups 5 minutes to do the following:
  1. Read the Image Analysis Questions.
  2. View the image on pages 19 and 20.
  3. Think about and discuss with group members how you would respond to the first analysis question.
  4. Write your response to Question 1 on a blank page in your journal.
  5. Repeat the steps above for Questions 2 and 3.
	• Display the pictures/images from *Eight Days* as students are giving answers to the questions; highlight or circle the details they mention so students can see which details lead to analysis.
	• Write and post the directions of what to do with their groups when analyzing the images for students to refer to as they work.
	• Provide hints of what to focus on for each question for students who struggle with visual clues.

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Work Time (continued)	Meeting Students' Needs
• Once students complete their analysis questions, invite several students to share out whole group. Positively reinforce student references to specific details within the image and how the details add "meaning" to the story. Listen for students to share ideas such as: "The colors used are mostly bright blue, yellow, orange, green; I associate happiness and warmth with these colors," "The artist emphasizes the family grouped together; I think the artist used these colors and this composition to convey the joy Junior feels about being rescued and seeing his family again," "The artist wants the reader to understand the sense of safety Junior feels about being rescued," etc.	
C. Analyzing Figurative Language (15 minutes) • Introduce the final learning target: "I can analyze the meaning of figurative language in *Eight Days*." • Ask students to consider and then briefly discuss what the word *analyze* means in the context of this target. Invite several students to share out. Listen for: "understand," "determine," and similar suggestions. • Focus students' attention on the phrase *figurative language* in this target. Tell students that *figurative language* usually refers to similes and metaphors (comparisons), idioms (expressions), or other nonliteral language (e.g., hyperbole, personification) used by authors to help create a lasting image in a reader's mind. • Tell students they are going to focus on the figurative language in *Eight Days* to further support their understanding of the narrator's point of view as he is trapped and subsequently rescued after an extreme natural event—an earthquake. • Display the **Figurative Language Analysis T-chart**. Direct students to turn to a new page in their journals to create this T-chart. • Read the first example of descriptive language: "The author used this figurative language ..." from p.1: "But in my *mind*, I *played*." Focus students on the words *mind* and *played* in this line of text. Ask students to recall their discussion of this phrase from Lesson 1 and discuss in groups what it means to "play" in one's "mind." • Invite members from each group to share their thinking. Listen for: "'Playing in your mind' means using your imagination," "It means imagining fun things instead of thinking about what is going on, like sad events," etc. Record students' ideas on the right side of the T-chart (next to the p.1 text), under "What the author literally means is ..." • Tell students to do the following: 1. Read through the remaining three examples of figurative language. 2. Focus on the italicized words; what do they mean?	• If students are not familiar with, or have not been taught yet, the types of figurative language mentioned, take the opportunity for some mini lessons to teach these concepts. • Add nonlinguistic visuals (such as simple drawings or icons) of each example of figurative language from the text on the T-chart. This helps students who struggle with language to be able to visualize what is being described. • Write and post the directions for analyzing figurative language for students to refer to as they complete the T-chart.

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Work Time (continued)	Meeting Students' Needs

3. Discuss interpretations with group members.
4. Record your ideas about "What the author literally means is ..." next to each example on the right side of the T-chart.
• As students work, move throughout the room to offer support.
• After 4 to 5 minutes, focus students whole group.
• Direct their attention to the second example of figurative language and ask:
  * "What does the word *solo* mean? What is significant about the narrator repeating this word over and over? What does he want us to understand about how he is feeling?
  * "What does this phrase *literally* mean?"
• Cold call students to share their thinking with the class (see **Sample Figurative Language Analysis T-chart, for teacher reference)**.
• Repeat with the third example:
  * "What does it mean to *sleep* but never *wake up*? Why would this narrator describe his friend that way? What could have happened to Oscar to cause him to never wake up?"
  * "What does this phrase *literally* mean?"
• Repeat with the fourth example:
  * Is it possible to *never let go* of someone? How does the use of exaggeration help us understand what Junior is feeling after he is rescued and reunited with his family?
  * "What does this phrase *literally* mean?"
• Direct groups to discuss and add one or two new ideas about WHO the narrator is to their Summary Notes anchor chart, based on their language analysis.
• After 1 or 2 minutes, cold call groups to share out a detail they added about WHO the narrator is. Listen for ideas such as: "lonely," "creative," "imaginative," "can't understand his friend's death; calls it falling asleep and never waking up," "relieved to see his family," etc.
	• Color-code the T-chart so that each example of figurative language is in a different color in order to help students see the difference when a lot of text is displayed.

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Reviewing the Learning Targets (5 minutes) • Bring students together whole group. Ask them to consider and then pair to share: * "How do images and figurative language contribute to the meaning (message) of a story?" • Invite several students to share out their ideas. Listen for: "Images help me understand how the character is feeling—scared or hopeful," "The figurative language of 'solo' being repeated helps me understand how lonely Junior is," "Describing Oscar as 'falling asleep but never waking up' helps me know that he is too young to directly talk about death," etc. • Read each learning target aloud and ask students to use the Fist to Five protocol to demonstrate their mastery toward each target. Note students who show a three or lower, as they may need more support. • Distribute **three evidence flags** per student.	• Intentionally partner ELL students with students who speak the same home language in order to discuss the question posed about figurative language.
Homework	**Meeting Students' Needs**
• Read your independent book to locate additional evidence about natural disasters to add to the What Do We Know about Natural Disasters? anchor chart started in Unit 1. As you read, mark pages with evidence flags. *Note: Students will begin reading the novel* Dark Water Rising, *by Marian Hale, in Lesson 3. Each student will need his or her own novel to read from. Read this novel carefully, in advance, as some content may be difficult for students. See Unit Overview for further details.*	• Provide an audio recording of independent reading books for students who struggle with reading independently. • Consider allowing students who struggle with determining evidence to find two pieces of evidence instead of three.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 2
Supporting Materials

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Narrator's Point of View Analysis Task

The author wrote this story from the point of view of ... (WHO is the narrator?)

In this story, the narrator **mainly** describes ...

I think that because the narrator is_____,
s/he describes the event(s) by using the details and/or words

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Sample Narrator's Point of View Analysis, *Eight Days: A Story of Haiti*

For Teacher Reference

The author wrote this story from the point of view of ... (WHO is the narrator?)
a young boy named Junior who is trapped under his house after an earthquake.

In this story, the narrator **mainly** describes ...
how he pretends to play games and spend time with his friends and family in familiar places near his home in Haiti.

Because Junior is **young and scared**, he mostly describes how he **"plays in his mind,"** or uses his imagination, instead of thinking about the scary stuff that is going on around him.

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Image Analysis Questions

1. What are the main colors used on these pages? What feeling(s) do these colors convey to the viewer?

2. Examine the characters and objects in this image. What detail(s) does the artist emphasize in this composition?

3. What **meaning**, or message, is the artist trying to help the reader understand about the narrator and/or this event?

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Figurative Language Analysis T-Chart

The author used this figurative language…	What this literally means…
"But in my *mind*, I *played*." (p.1)	
"*Solo*"—repeated (pp.9–10)	
"Oscar felt really tired and went to *sleep*. He *never woke* up." (p.12)	
"... I hugged them so tight I thought I would *never let go*." (p.19)	

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Sample Figurative Language Analysis T-Chart

For Teacher Reference

The author used this figurative language…	What this literally means…
"But in my *mind*, I *played*." (p.1)	**Junior used his imagination.**
"*Solo*"—repeated (pp.9–10)	**Junior feels lonely, alone.**
"Oscar felt really tired and went to *sleep*. He *never woke* up." (p.12)	**Junior's friend Oscar died.**
"... I hugged them so tight I thought I would *never let go*." (p.19)	**Junior is relieved and happy to see his family in real life and doesn't want to be separated from them.**

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 3

Summarizing Literature: *Dark Water Rising*, Chapters 1 and 2

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Summarizing Literature:
Dark Water Rising, Chapters 1 and 2

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can summarize a literary text. (RL.5.2) I can summarize or paraphrase information in my notes and in finished work. (W.5.8)	
Supporting Learning Targets	**Ongoing Assessment**
• I can identify key details to support a summary of Chapters 1 and 2 in the story Dark Water Rising. • I can write a summary of Chapters 1 and 2 of *Dark Water Rising* by using information from the text.	• Summary notes • Summary paragraph • Sketch the Meaning note-catcher

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Agenda	Teaching Notes
1. Opening A. Homework Review (5 minutes) B. Engaging the Reader (5 minutes) 2. Work Time A. Read-aloud and Sketching Meaning: Dark Water Rising, Chapters 1 and 2 (25 minutes) B. Second Read: Summary Notes (13 minutes) C. Summarizing: Dark Water Rising, Chapters 1 and 2 (10 minutes) 3. Closing and Assessment A. Debrief and Reviewing the Learning Targets (2 minutes) 4. Homework	• In this lesson, students continue to work in their same groups (from Lesson 1) and begin to read the novel *Dark Water Rising*, by Marian Hale. This story is set during the time of the Galveston, Texas, hurricane in 1900. Be sure to read this novel in advance of reading it aloud to students. Some content may be emotionally difficult for students to hear or read about. See Unit 2 Overview, Preparation and Materials for further detail. Also, the story includes situations where African American characters are faced with challenges of inequality and prejudice. Remind students of their learning from Module 3A about Jackie Robinson. Reiterate to students that during the early 1900s, particularly in the south, African Americans were not treated as equals and were not afforded the same rights and opportunities as white people. Explain that the author chooses to show historical reality in this book. This novel is at a 970 Lexile range and contains a great deal of complex language, including dialect. Therefore, students first hear each chapter read aloud. Reading aloud to students models fluency and supports their comprehension of the text. • During the first read, students are asked to pause and "sketch the meaning" to capture their initial thinking about the text and then write gist statements. Work Time Parts B and C of this lesson follow a pattern that is similar to Lesson 1. Students will reread chunks of the text in order to create summary notes in their journals (rather than on charts), and then will write a combined summary paragraph for Chapters 1 and 2. • In advance: Make sure each student has access to the novel *Dark Water Rising*, by Marian Hale. • Review: Thumb-o-Meter protocol (Appendix A).

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Lesson Vocabulary	Materials
summary, key details; undoing (3), tapestries (11), showplace (12), gulf, brimming-full (16), stewing (20)	• Independent reading book • Evidence flags (from homework) • What Do We Know about Natural Disasters? anchor chart • Document camera or overhead projector • Map of Galveston, Texas (for display) • Close-up map of Galveston Island, Texas (for display) • Journals • *Dark Water Rising* (one book per student) • Sketch the Meaning blank note-catcher (one for display) • Summary notes, blank (one for display) • Summary Notes task card (one per student) • Sample summary notes, *Dark Water Rising* (for teacher reference) • Literary Summary anchor chart (from Lesson 1) • Summary Paragraph task card (one per student) • Sample summary paragraph, *Dark Water Rising* Chapters 1 and 2 (for teacher reference)

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Opening	Meeting Students' Needs
A. Homework Review (5 minutes) • Ask students to take out their **independent reading book** with **evidence flags** they completed for homework. • Focus students' attention on the **What Do We Know about Natural Disasters? anchor chart** (from Unit 1). Cold call students to share out the evidence they marked to add to the anchor chart. Record their ideas.	
B. Engaging the Reader (5 minutes) • Remind students that during Unit 2 they are reading fiction that is set in a time and place where a natural disaster is occurring in order to learn more about the impact extreme natural events can have on people and the environment. • Say: "We just completed reading a short picture book set during the 2010 earthquake in Haiti. Today we are going to start reading our novel, *Dark Water Rising*, which takes place in Galveston, Texas, in the year 1900, before, during, and after a hurricane. This event actually took place and it happened a very long time ago, so this story is considered 'historical fiction' because it describes a real event that happened many years in the past, but the characters are not real people—they were created by the author, Marian Hale." • Using a **document camera**, display the **map of Galveston, Texas**, and bring students' attention to the red arrow pointed at Galveston versus the arrows pointed at Haiti and New York. Ask students to briefly examine the map and think about where Galveston is in relation to Haiti and New York. • Cold call several students to share what they notice. Listen for ideas like: "Galveston is closer to Haiti, in the south," "It is not meeting the Atlantic side of the U.S. and is tucked into a gulf (Gulf of Mexico)," "Galveston is south and west of New York, north and west of Haiti," etc. • Next, display the **close-up map of Galveston Island, Texas**. Point out to that Galveston, like Haiti and parts of New York, is an island. It lies off the eastern coast of Texas within the Gulf of Mexico.	

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Work Time	Meeting Students' Needs
A. Read-aloud and Sketching Meaning: Dark Water Rising, Chapters 1 and 2 (25 minutes) • Ask students to take out their **journals** and join their regular groups (from Lesson 1). • Distribute one copy of the book ***Dark Water Rising***, by Marian Hale, to each student. • Tell students to take a quick look through book and discuss what they notice and wonder about the book with their group members. • Cold call each group to share out their notices and wonders. Listen for: "There are 29 chapters and a lot more text than was in the picture book," "There are historical photos in the back of the book," "The book cover, or jacket, has information about the story and the author," "There is an 'author's note' with some of the photos in the back pages of the book," "I wonder what the author's note is about," "I wonder what this story will help me learn about natural disasters," "I wonder how this narrator will describe what it was like to be in a natural disaster in the past," or similar ideas. • Ask students to recall and share out what they often do during a first read. Listen for: "Read for gist," and "Determine what the story is mostly about." • Tell students that because this is a full-length novel with detailed descriptions of events, and because it contains a great deal of complex language, the first read of the text will be aloud. Students are asked to pause and "sketch the meaning" to help them process the description of events that occur. Explain that these sketches are quick 1- or 2-minute sketches or drawings that show key details in response to a prompt. Emphasize that the focus is not on the quality of their sketches; it is about helping them make meaning by quickly drawing an image that contains relevant details from the text in response to a prompt. • Display the **Sketch the Meaning blank note-catcher**. Ask students to quickly create a copy of the note-catcher on a blank page in their journals. • Direct students to turn to page 1 of the book and follow along silently as the first chapter is read aloud. (Start, "The train clicked on its rails ..." and pause at the end of page 12, "I couldn't give up ... than he could.") • Tell students they will create their first sketch for Chapter 1, showing the main event (the most important thing that happens) in this chapter. • Allow students to think about and briefly discuss in groups what the main event is and what details they think should be included in their image. • Ask students to: * "Sketch a picture of the main event that takes place in this chapter. Include the narrator in your image."	• If possible, for ELL students, provide *Dark Water Rising* in the students' home language. • Refer students to the Things Close Readers Do anchor chart from previous modules. • Students who struggle transferring from displays to their own writing may need their own Sketch the Meaning note-catcher. • Reassure students that this note-catcher is not to evaluate how well they draw or how good their art skills are. This is a place to help capture their thinking, and drawing is one way to do that. • Consider flagging the pages for each reading in the book for students who may have difficulty finding the right pages each time. • Students who struggle with writing may need to dictate their gist to a peer or teacher.

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Work Time (continued)	Meeting Students' Needs
• Give students 2 minutes to create their sketch. Invite a few students to share out what they drew and why. Listen for: "I drew the narrator on a train moving with his family to Galveston, because most of the description is about the train trip to Galveston and arriving there," or similar ideas. • Ask students to open to page 13 and follow along silently as Chapter 2 is read aloud. (Start, "We turned south ..." and stop at the end of page 20, "Come Tuesday, I'd show him.") • After reading Chapter 2, tell students they are about to draw a picture of how the narrator feels at the beginning and end of Chapter 2. • Once again, allow students a moment to think and discuss their ideas with group members. • Pose the following prompt: * "Draw a picture of how the narrator feels in the beginning of the novel; then draw a picture of how he feels at the end of Chapter 2." • Give students 2 minutes to create their sketch. Cold call members from each group to share out what they drew and why. Listen for: "I drew an angry, frustrated face for the beginning of the story, but a happy, excited face for the end of Chapter 2—because the narrator is frustrated and angry, especially with his Papa, at the beginning of the story, but then he is excited because he gets a job as a carpenter's helper, doing something he wants to do," etc. • Say: "Based on what we have read in these first two chapters and the sketches you created, think about, then discuss in your groups what the gist of both chapters is." • After 2 minutes, cold call several students to share their thinking whole group. Listen for: "A boy (teenager) who wants to become a carpenter moves to Galveston with his family," "A family in the 1900s moves to Galveston from Lampasas," and similar suggestions. • Give students 1 minute to write a gist statement for Chapters 1 and 2 at the bottom of their sketches.	

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Work Time (continued)	Meeting Students' Needs
B. Second Read: Summary Notes (13 minutes) • Introduce the first learning target: "I can identify key details to support a summary of Chapters 1 and 2 in the story *Dark Water Rising*." • Ask students to think about, then share out what they recall about taking notes that include *key details*, from Lesson 1 and previous modules. Listen for: "Paraphrase important information," "Restate big ideas in my own words," "They don't need to be complete sentences," and similar ideas. • Tell students that they will reread chunks of Chapters 1 and 2 from *Dark Water Rising*, focusing on taking notes to paraphrase details about the narrator, other characters, and the events that occur, just as they did with *Eight Days* in Lesson 1. • Ask students to recall and then share the purpose for taking notes about key details from a story. Listen for: "It helps us keep track of key information to include in a summary paragraph." • Display the **summary notes, blank**. Ask students to quickly create a copy of the summary notes on a blank page in their journals. Point out that this is the same format they used for their chart-sized notes about *Eight Days* in Lesson 1. • Distribute a **Summary Notes task card** to each student. Read through the key vocabulary and directions. Clarify as needed. • Give students 6 to 7 minutes to complete their summary notes, and circulate to support as necessary. • After students complete their notes, cold call members from each group to briefly share out what they recorded about the narrator, other characters, and the main events in the first two chapters. (See **Teacher Reference: Sample Summary Notes** for examples of student responses.) • As time allows, invite students to share out key vocabulary terms they were able to define and use in their summary notes: *undoing*—downfall; ruin; defeat; destruction *tapestries*—rich, varied, or intricately woven designs *showplace*—a place; something that is exceptionally beautiful *gulf*—inlet of an ocean; similar to a bay but usually longer and more enclosed by land *brimming-full*—brim (edge, rim, top); overflowing; spilling over the top *stewing*—being very upset; agitated; anxious	• Provide a nonlinguistic visual for *key details* (a picture of a key) in the learning target. • Consider providing the key words (who, what, when, where) on an anchor chart or posted for students to refer to in order to help them remember the components of a summary. • Consider providing summary notes for students who may have difficulty copying them in their journal. Focus students who struggle with language on only a few of the vocabulary words, not all of them.

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Work Time (continued)	Meeting Students' Needs
C. Summarizing: *Dark Water Rising*, Chapters 1 and 2 (10 minutes) • Introduce the second learning target, "I can write a summary of Chapters 1 and 2 of *Dark Water Rising* by using information from the text." • Cold call several students to share what they recall about the meaning of the word *summary* from Lesson 1. Listen for: "A brief description of what the book is mostly about," "Includes important details, events, and characters from the story," "A description of the main ideas or events that take place in the story," or similar ideas. • Ask students to think about and share the purpose for writing a summary paragraph. Listen for: "A summary can be used as a reference, or to help the reader remember key ideas and details about a story." • Next, display the **Literary Summary anchor chart** (from Lesson 1.) Ask students to review and briefly discuss in groups the elements to include in a summary. Be sure to reiterate key components of a summary, such as: including the name of the story and author; providing brief details about the narrator; describing events in the order in which they occur in the book; using present tense; including key vocabulary; and using transitional words and phrases. • Tell students they should refer to their summary notes to write a short summary of both Chapters 1 and 2 combined. • Distribute the **Summary Paragraph task card** to each student. Review the directions and provide clarification as needed. Circulate to support students. • After 4 or 5 minutes, focus students whole group. As time allows, invite several students to share their summary paragraphs aloud. Reinforce students' use of key vocabulary and elements listed on the Literary Summary anchor chart (see Teacher Resource: **Sample Summary Paragraph, *Dark Water Rising*, Chapters 1 and 2** for details students may include in their summaries).	• Consider pre-highlighting details for the summary in the text for students who struggle reading complex text in order to focus them on important evidence.

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Closing and Assessment	Meeting Students' Needs
• **A. Debrief and Reviewing the Learning Targets (5 minutes)** • Focus students' attention whole group. Pose the following question: * "What details about Galveston does the narrator, Seth, emphasize in the initial chapters of *Dark Water Rising*?" • Allow 1 minute for students to Think-Pair-Share their ideas with a partner. Invite a few students to share their thinking aloud. • Ask students to consider which of today's two targets they felt the greatest mastery of, and then show one finger (to represent the first target) or two fingers (to represent the second target).	• Intentionally partner ELL students with students who speak their same home language during the debrief.
Homework	**Meeting Students' Needs**

• Reread Chapters 1 and 2 with someone at home.
• Locate and determine the meaning of key vocabulary from these chapters: *undoing* (3), *tapestries* (11), *showplace* (12), *gulf*, *brimming-full* (16), and *stewing* (20).
  – Record each word in the academic section of the glossary in your journal.
  – Write the sentence from the text in which the word is located.
  – Write a short definition or synonym for each word.
• If needed, finish your summary paragraph.
Note: Pre-read Chapters 3 and 4 of Dark Water Rising.
	• Provide an audio recording of Chapters 1 and 2 of *Dark Water Rising* for students who struggle with reading independently.
	• Students who struggle with writing may need to dictate their title to someone at home and have him or her write it down for them

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 3
Supporting Materials

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Map of Galveston, Texas

Source: http://commons.wikimedia.org/wiki/File:Western_Hemisphere_LamAz.png

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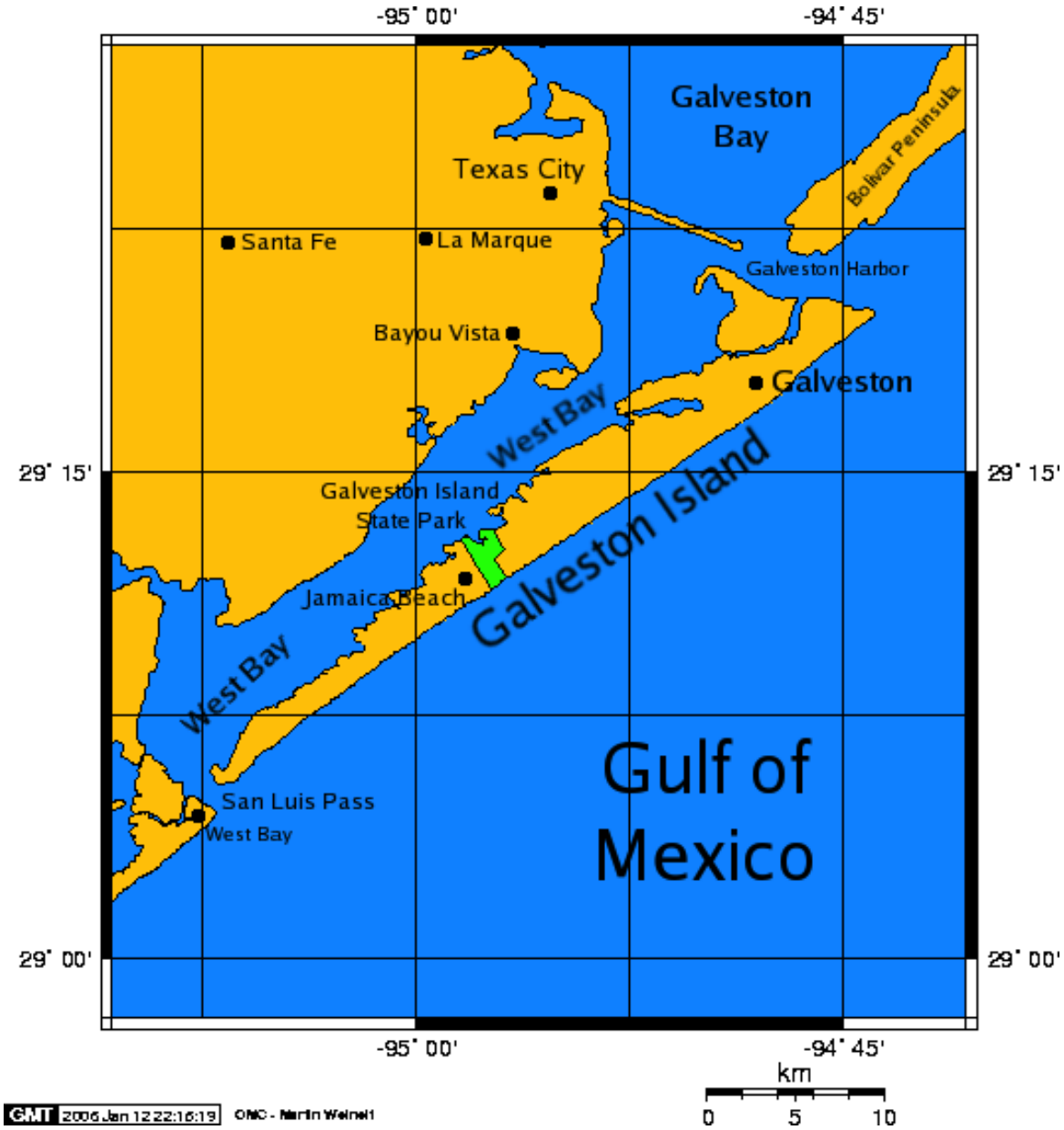
Close-Up Map, Galveston Island, Texas



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Sketch the Meaning Note-catcher

Image Pause 1, p. 12	Image Pause 2, p. 20
Gist of Chapters 1 and 2:	

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Summary Notes, Blank

WHO is the narrator? _____	WHO are the other characters? (relationship to narrator)

Write a complete sentence to briefly describe …

WHAT events take place? (What happens?) **WHEN** and **WHERE** does each event take place?

Event 1:

Event 2:

Event 3:

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Summary Notes Task Card

Chunk 1: Start page 1, "The train clicked ..." and end page 3, "... around and felt ... my uncle's fault."

Chunk 2: Start page 10, "Ezra walked ..." through the end of Chapter 1, page 12, "... more than he could."

Chunk 3: Start page 16, "It's been such a hot August ..." through the end of Chapter 2, page 20, "... I'd show him."

Key vocabulary: undoing (3), tapestries (11), showplace (12), gulf, brimming-full (16), stewing (20)

Directions:

1. Read Chunk 1 to locate details about:
   a. WHO is the narrator? (name, thoughts, feelings, actions)
   b. WHO are the other characters? (relationship to the narrator)
   c. WHAT main *events* take place? WHEN and WHERE do they take place? (Details, language from the text used to *describe* the event)
2. Focus on "key vocabulary" (listed above) in this chunk. Try to determine the meaning(s) of unknown words by using context clues or other strategies you have learned.
3. Discuss the details you locate with your group members.
4. Record the details you locate in the appropriate spaces on your summary notes in your journal. Make sure to include **key vocabulary** from the text in your notes.
5. Repeat Steps 1–3 with Chunks 2 and 3.

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Summary Notes, Dark Water Rising, Chapters 1 and 2:
Teacher Reference

WHO is the narrator? *Seth*	**WHO are the other characters? (relationship to narrator)**
• Doesn't want to go to Galveston (1) • Doesn't like taking care of little sister (1–2) • Mature—corrects brothers (2) • "Shocked"; thinks his dad is "unkind" because of the way he talks about Ezra (10) • Won't give up on dream of being a carpenter (12) • "Shock" about job offer (19) • Excited to be a carpenter's helper (19) • Wants to prove he should be a carpenter; working outside where he can breathe (20)	Mama (1) Kate—little sister (infer) (1) Lucas—younger brother (2) Matt—younger brother (2) Uncle Nate (3) Papa (4) Ezra—Uncle Nate's "hired man" (10) Elliott—younger cousin (16) Aunt Julia (16) Ben—older cousin (infer) (17) George Farrell—foreman (19)

Write a complete sentence to briefly describe …
WHAT events take place? (What happens?) **WHEN** and **WHERE** does each event take place?

Event 1: **Seth describes traveling on a "clicking" train on a "hot August Day" to move with his family to Galveston from Lampasas. (pp.1–3)**

Event 2: **Seth describes being with his family at his Uncle Nate's house in Galveston, during a "hot August." (p.16)**

Event 3: **Seth describes feeling "shock" when he learns he will have a job on a home "near the beach" as a "carpenter's helper" after "Labor Day." (p.19)**

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Summary Paragraph Task Card

1. Refer to the Literary Summary anchor chart and your summary notes. Discuss with your group members how you would like to begin your summary paragraph (what information should come first?). Write your first sentence in your journal.

2. Continuously refer to the anchor chart and your summary notes; discuss with group members the details you think should be written second, third, and so forth. Continue writing sentences in your journal.

3. After you complete your summary paragraph, review to make sure it includes:

- Name of specific chapters, title of novel, and author
- WHO the narrator is (important known and inferred details)
- WHAT the major event(s) are and in what order they happen in the story
- WHEN and WHERE the major event(s) take place
- WHO other characters are and their relationship or interactions with the narrator
- Verbs in the present tense ("is," "says," "experiences," "feels," etc.)
- Key vocabulary and language from the text
- Transitional words and phrases
- Make sure your paragraph does NOT include your opinion of the story.

4. Revise as necessary.

5. If you don't complete your summary paragraph in class, finish it for homework.

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Sample Summary Paragraph, Dark Water Rising, Chapters 1 and 2:
Teacher Reference

Note: This sample is an exemplary model of a summary paragraph. Look for student work to include key elements listed on the Literary Summary anchor chart.

Chapters 1 and 2 of *Dark Water Rising*, by Marian Hale, are about a teenage boy named Seth moving to Galveston with his family. At first Seth is frustrated and feels like the move to Galveston will be his "undoing" because his father wants him to become a doctor instead of a carpenter, which is Seth's dream. However, as the family settles in to their new home, Seth's feelings change when his Uncle Nate gives him the opportunity to become a carpenter's helper. Seth is excited about working on the "showplaces" he sees all over Galveston, and he is determined to stop "stewing" and prove to his father that he should become a builder.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 4

Summarizing Literature and Figurative Language: *Dark Water Rising*, Chapters 3 and 4

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Summarizing Literature and Figurative Language: *Dark Water Rising,* Chapters 3 and 4

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can summarize a literary text. (RL.5.2) I can summarize or paraphrase information in my notes and in finished work. (W.5.8) I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)

Supporting Learning Targets	Ongoing Assessment
• I can identify key details to support a summary of Chapters 3 and 4 in the story *Dark Water Rising*. • I can write a summary of Chapters 3 and 4 of *Dark Water Rising* by using information from the text. • I can analyze the meaning of figurative language in *Dark Water Rising*.	• Sketch the meaning (in journal) • Summary notes (in journal) • Summary paragraph (Chapters 3 and 4) • Figurative Language Analysis chart

Agenda	Teaching Notes
1. Opening A. Homework Review (7 minutes) 2. Work Time A. Read-aloud and Sketching Meaning: *Dark Water Rising*, Chapters 3 and 4 (20 minutes) B. Second Read: Summarizing (15 minutes) C. Analyzing Figurative Language: Similes and Metaphors (15 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (3 minutes) 4. Homework	• This lesson follows a pattern that is similar to Lesson 3 of this unit. Students join their same groups from Lesson 1 and "sketch the meaning" during the read-aloud of Chapters 3 and 4 of *Dark Water Rising*. In Work Time Part B, students add details to their summary notes from Lesson 3, then write a summary paragraph about Chapters 3 and 4 combined. • In Work Time Part C, students focus specifically on similes and metaphors from the text, including ones found in Chapters 1 and 2. Students will work with idioms in later lessons. • In advance: Post Key Vocabulary Terms in different areas of the room. • Review: Milling to Music and Fist to Five protocols (Appendix 1).

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Lesson Vocabulary	Materials
key details, summary, analyze, meaning, figurative language; tiered, massive (23), festivities (34), abundance (35), peculiar, enormity (36)	• Key vocabulary terms (one of each to post) • Journals • *Dark Water Rising* (one book per student) • Sketch the Meaning blank note-catcher (one for display) • Summary Notes task card (one per student) • Sample summary notes, *Dark Water Rising*, Chapters 3 and 4 (for teacher reference) • Figurative Language Analysis T-chart (one for display) • Sample Figurative Language Analysis chart (for teacher reference)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Reader (7 minutes) • Point out the **key vocabulary terms** posted in different areas of the room. Read each one aloud: gulf, tapestries, undoing, showplace, brimming-full, and stewing. • Ask students to turn to the page in the glossary of their **journals** where they wrote and defined each of these terms for homework. • Tell students a statement about each word will be read aloud; students should turn to their homework to help them determine which word the statement relates to. Start with an example. Say: "If I make the statement 'an inlet of the ocean where Galveston Island is located,' which of the eight key vocabulary terms does that statement best relate to and why?" • Allow students a brief moment to refer to their glossaries and share their ideas with a partner. Cold call a few students to share their thinking aloud. Listen for: "Gulf, because a gulf is an inlet of the ocean." Direct students to move to the area of the room where the word "gulf" is posted. Clarify directions if needed. • Then read the next statement: "A word used to describe the way the ocean looks in these chapters." Allow students to quickly refer to their glossaries and move to the word they believe best relates to the statement. Look for students to move to "brimming-full." Tell students to discuss why they chose that word. Cold call students to share their thinking whole group. Listen for: "I chose 'brimming-full' because Seth's aunt describes the water as warm and 'brimming-full' like bath-water." If students chose "stewing" or another key vocabulary term, probe their thinking and ask them to look back at the page where the word(s) is found to clarify their understanding, based on how the word is used in context. • Read the next statement aloud: "A word Seth uses to describe the buildings and homes he sees as he walks through Galveston." Give students 1 to 2 minutes to: – Refer to their glossaries – Move to the word they think best relates to the statement – Then discuss their choice with other students at the same word • Look for students to move to either "tapestries" or "showplace." • Cold call several students from each word group to share their thinking. Listen for: "We chose 'tapestries' because that's how Seth described the bricks and surfaces of buildings he saw," "We chose 'showplace' because Seth says the spine of the island, Broadway, was like a 'showplace' for the wealthy," etc.	• Intentionally partner students who struggle with reading complex text with students who are stronger readers for the homework review. • Check struggling students' journals for accurate vocabulary definitions before the homework review in order to give them an opportunity to fully participate in the review without having to worry about whether their vocabulary is correct.

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Opening (continued)	Meeting Students' Needs
• Read the final statement: "The word that best describes how Seth feels about moving to Galveston." Once again allow students 1 to 2 minutes to: – Refer to their glossaries – Move to the word they think best relates to the statement – Then discuss their choice with other students at the same word • Look for students to move to "undoing" or "stewing." After a moment, cold call students from each word group to share their ideas. Listen for: "We chose 'undoing' because he says he feels 'dragged' down and the island will be his undoing," "We chose 'stewing' because he describes that is how he felt for weeks in Galveston before he got a job as a carpenter's helper," and similar ideas. • Remind students that the novel they are reading is set in a time and place where a natural disaster actually occurred, so they can learn more about the impact of this extreme natural event on people and the environment. • Say: "During the previous lesson, we read the first two chapters of *Dark Water Rising,* which is historical fiction about a real hurricane that took place on the island of Galveston, Texas, in 1900. Today we are going to closely read Chapters 3 and 4 to continue building our background knowledge about the narrator, characters, and events that take place leading up to the hurricane."	

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Work Time	Meeting Students' Needs

A. Read-aloud and Sketching the Meaning: *Dark Water Rising*, Chapters 3 and 4 (20 minutes)
• Ask students to take out their journals and the book ***Dark Water Rising***.
• Direct students to join their regular groups (from Lesson 1).
• Ask students to recall and share out what they typically do during a first read. Listen for: "Read for gist," and "Determine what the story is mostly about."
• Remind students this is a full-length novel with detailed descriptions and complex language. Therefore, the first read of chapters will be aloud.
• Display the **Sketch the Meaning blank note-catcher.** Ask students to quickly create a copy of this on a blank page in their journals.
• Remind students that the focus is not on the quality of their sketches; it is about helping them make meaning by quickly drawing an image that contains relevant details from the text in response to a prompt.
• Direct students to turn to page 21 and follow along silently as Chapter 3 is read aloud. (Start, "Papa and Uncle Nate ...")
• Pause midway to ensure that students are focused and to check for understanding.
• Conclude at end of page 28, "I stopped to listen ... three days away from my future."
• Tell students they will now create their sketch for Chapter 3. Ask students to:
  * "Draw a picture of the beach scene Seth describes seeing in Galveston."
• Allow students to think, then briefly discuss in groups what the main event is and what details they think should be included in their image.
• Give students 2 minutes to create their sketch, and then invite a few students to share out what they drew and why. Listen for: "I drew the beach, water full of people, because he describes 'all of Galveston being there,'" "I drew the people walking near the beach among the buildings (merchant stands) because he gives a lot of details about the buildings," "I drew the swimmers and bathhouses because he mentions swimming and his mom being in a bathhouse," or similar ideas.
• Ask students to turn to page 29 and follow along silently as Chapter 4 is read aloud. (Start, "Ezra's rooster woke me ..." and stop at end of page 38, "... I closed my eyes.")
• Pose the following prompt:
  * "Draw a picture of how the narrator feels about living in Galveston at the end of Chapter 4."
	• Refer students to the Things Close Readers Do anchor chart from previous modules as a reminder of what to do for the first read.
	• Provide a Sketch the Meaning note-catcher for students who would struggle with creating their own in their journal.
	• Consider flagging the novel with portions of the text that will be read in the lesson for students who struggle finding the specific passages.
	• Remind students that the purpose of the lesson is to capture their thinking visually, not how well they draw.
	• Consider allowing students who struggle with writing to dictate their gist to a peer or teacher.

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Work Time (continued)	Meeting Students' Needs
• Once again, allow students a moment to think and discuss their ideas with group members, then give them 2 minutes to quickly create their sketch for Chapter 4. • Cold call members from each group to share out what they drew and why. Listen for: "I drew him sleeping happily because he says he closed his eyes and it feels more like home," or similar ideas. • Say: "Based on what we read in Chapters 3 and 4 and the sketches you created, think about and then discuss in your groups what the gist of both chapters is." • After 1 to 2 minutes, cold call several students to share their thinking whole group. Listen for: "Seth sees everything in Galveston and begins to feel more at home," "Seth and his family settle into Galveston," and similar suggestions. • Give students 1 minute to write a gist statement for Chapters 3 and 4 at the bottom of their sketches.	

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Work Time (continued)	Meeting Students' Needs
B. Second Read: Summary Notes (15 minutes) • Introduce the first two learning targets: "I can identify key details to support the summary of Chapters 3 and 4 in the story *Dark Water Rising*," and "I can write a summary of Chapters 3 and 4 of *Dark Water Rising* by using information from the text." • Ask students to recall and then share out the meaning of key details that support (paraphrase important information; restate big ideas in my own words; don't need to be in complete sentences) and the word summary (brief description of what the book is mostly about; includes important details, events and characters from the story; a description of the main ideas or events that take place in the story). • Say: "Because you started summary notes about the novel during Lesson 3, as you read new chapters you will simply add to your existing notes rather than recreate a new note-catcher each lesson." • Distribute the **Summary Notes task card,** one per student. Read through the directions with students. Point out Step 4 and emphasize that they do not need to re-record details that are the same as or similar to ones they already noted (in Lesson 3). Instead, students will draw a star (*) and the page number where they found the repeated detail. Model or clarify directions as necessary. • Give students 6 or 7 minutes to complete their summary notes and circulate to support as necessary. Remind students to include specific details and language directly from the text in their notes, especially when describing WHO the narrator is and WHAT is happening (events). • After students complete their notes, cold call members from each group to briefly share out repeated and new details about the narrator, other characters or the main events that that are described in chapters (see **Teacher Reference: Sample Summary Notes, Chapters 3 and 4** for examples of student responses). • Reinforce or clarify key vocabulary terms students use in their summary notes: *tiered*—arrange things in rising rows; layers *massive*—huge; enormous; colossal; gigantic *festivities*—parties; celebrations *abundance*—large amount; plenty *peculiar*—odd; strange; unusual *enormity*—sheer size; scale; vastness	• Provide a nonlinguistic symbol for key details (a picture of a key) in the learning target for students.

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Work Time (continued)	Meeting Students' Needs
C. Analyzing Figurative Language: Similes and Metaphors (15 minutes) • Introduce the final learning target: "I can analyze the meaning of figurative language in *Dark Water Rising*." • Cold call several students to share out what they remember about the meaning of analyze in the context of this target (understand, determine) and *figurative language* (refers to similes and metaphors, idioms, or hyperbole; used by authors to help create a special or important image in a reader's mind) from Lesson 2. • Tell students that the author of this novel incorporates a lot of figurative language, particularly in the form of metaphors and similes, to help the reader create a mind picture of important details related to the characters, events, and setting. Ask students to think and then discuss in groups what they learned about "big metaphors" in Module 1 while reading *Esperanza Rising*. • Invite several students to share their thinking whole group. Listen for: "Metaphors compare two things that are not similar in a direct and surprising way; they say one thing is another thing, without using 'like' or 'as,'" or similar ideas. Record the definition of "metaphor" and post it where students can refer to it throughout this unit. • Tell students that as they read *Dark Water Rising*, they will focus on analyzing the meaning of various types of figurative language found in the novel in order to better understand the message (meaning) the author is trying to convey. The focus for this lesson is on similes and metaphors. • Ask students to consider and then discuss what a *simile* is. Invite several students to share out. Listen for ideas like: "A simile compares two unlike things but uses the words 'like' or 'as' to make a comparison," or similar suggestions. If students are unfamiliar with similes, define the term for students. Record the definition of "simile" and post it where students can refer to it throughout the unit. • Display the **Figurative Language Analysis T-chart**. Tell students that figurative language found in Chapters 1 and 2 is included with the examples from Chapters 3 and 4 as a way to revisit some of the key language from those chapters. • Model with the first simile under "The author used this figurative language ..." for pages 2 and 3. Focus students' attention on the italicized words in each example, including the word "like" in the text: • "I … *felt a bit like a kite flying too close to the waves*, dragged toward the long, narrow island that was sure to be my undoing." • Direct students to think about and discuss with their group: * "What two things are being compared using the word 'like'?"	• Remind students of the work they did with *Esperanza Rising* in Module 1 with metaphors and similes. • Consider creating an anchor chart with examples of similes and metaphors from other texts students have read or are reading for students to refer to throughout the unit. • Students who struggle with language would benefit from visuals of the examples of figurative language from the text. Draw simple pictures and icons next to them on the anchor chart. • Write and post the directions for analyzing figurative language for students to refer to as they work. • Consider color-coding the summary notes for students who may need the visual distinctions between the boxes of text.

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Work Time (continued)	Meeting Students' Needs
• Cold call several students to share out. Listen for: "The narrator compares his feelings to a kite flying too close to the waves," or similar ideas. • Say: "When the narrator, Seth, describes himself feeling like a kite flying too close to the waves, what is he trying to describe to us about how he feels? What does this *literally* (actually, factually) mean?" • Give students 1 minute to think and discuss in groups. Cold call several students to share out whole group. Listen for: "I think this means he feels out of control, or like he is being dragged down," "He feels scared or a lack of control over his situation," etc. Record students' ideas on the right side of the chart (next to the pp. 2–3 text), under "What the author literally means is ..." • Next, draw students' attention to the first metaphor under "The author used this figurative language ..." for page 3. Focus students on the italicized words in each example, including the word "is" in the text: "Galveston is fast becoming the *New York City of Texas*." • Direct students to think about then discuss with their group members: * "What two things are being compared?" • Cold call several students to share out. Listen for: "The island of Galveston and New York City," or similar ideas. • Say: "When the narrator's Uncle Nate describes Galveston as the New York City of Texas, what is he trying to describe to us about what Galveston is like? What does this literally mean?" • Give students 1 minute to think and discuss in groups. Cold call several students to share out whole group. Listen for: "I think this means Galveston is a very popular place," "A lot of people want to live there," "There is a lot going on in Galveston," "It is an interesting, exciting place to be," etc. Record students' ideas on the right side of the chart (next to the p.3 text), under "What the author literally means is ..." • Tell students to do the following: 1. Read through the remaining examples of figurative language. 2. Focus on the italicized words. What is being compared? 3. Discuss interpretations with group members. 4. Record your ideas about "What the author literally means is ..." next to each example, on the right side of the Figurative Language Analysis chart. • As students work, move throughout the room to offer support. • After 4 or 5 minutes, cold call students to share their ideas with the class (see **Sample Figurative Language Analysis T-Chart For Teacher Reference**, in supporting materials).	• Consider pre-highlighting details for the summary in the text for students who struggle reading complex text in order to focus them on important evidence.

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Work Time (continued)	Meeting Students' Needs
• As students share their thinking, ask probing questions such as: ∗ "How does comparing two different things help us to understand the character, event, or setting?" ∗ "What does the author want us to understand, or see, by using this simile or metaphor to describe the character(s), event, or setting?" • As time allows, direct students to add one or two new ideas about who the narrator is or what events take place (when and where) to their summary notes, based on their language analysis. • Allow students to complete the Figurative Language Analysis chart for homework if they are not able to finish during Work Time Part C.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (3 minutes) • Bring students together whole group. Pose the following questions: * "How are Seth's feelings about living in Galveston changing? Why? Refer to specific details from the text in your discussions." • Allow students 1 minute to think and discuss this with a nearby partner. Invite several students to share their thinking whole group and listen for ideas like: "He didn't want to be in Galveston at first because he said it would be his 'undoing,' but now he feels more at home and part of the festivities because he has met more people, moved into a new house, is starting a new job he is excited about," etc. • Read the third learning target aloud again: "I can analyze the meaning of figurative language in *Dark Water Rising*." • Ask students to demonstrate their level of mastery toward this target using the Fist to Five checking for understanding technique. Note students who show three, two, one, or fist, as they may need more support with analyzing figurative language.	• Intentionally pair ELL students with students who speak the same home language for the debrief

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Homework	Meeting Students' Needs
• Locate and determine the meaning of key vocabulary from Chapters 3 and 4: *tiered, massive* (23), *festivities* (34), *abundance* (35), *peculiar*, and *enormity* (36). – Record each word in the academic section of the glossary in your journal. – Write a short definition or synonym for each word. • Read Chapters 5 and 6 of *Dark Water Rising* to someone at home. – Pause at the end of Chapter 5 (p. 44, "... someone like Henry."). In your journal, "sketch the meaning" of: "How does Seth feel about his first day of work?" – Pause at the end of Chapter 6 (p. 52, "... never be anything else."). In your journal, "sketch the meaning" of: "What is most important to Seth?" • Write the gist of Chapters 5 and 6 in your journal. *Note: Read Chapters 5–7 of* Dark Water Rising**.** *Find other times during the day to meet with students and/or collect students' journals in order to provide specific and meaningful oral or written feedback about their summaries from Lessons 3 and 4, based on the class Literary Summary anchor chart criteria. Note that if you collect students' journals overnight, they won't have them for their homework.*	• Provide an audio recording of Chapters 5 and/or 6 of *Dark Water Rising* for students who need additional support. • Consider flagging or marking where students are supposed to read and pause and then read again. • Consider narrowing the focus of vocabulary words for students who struggle with language to: *massive* (23), *abundance* (35), and *enormity* (36).

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 4
Supporting Materials

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Key Vocabulary Terms

gulf
tapestries
undoing
showplace
brimming-full
stewing

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Sketch the Meaning Note-catcher

Image Pause 1, p. 28	Image Pause 2, p. 38
Gist of Chapters 3 and 4:	

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Summary Notes Task Card

Chunk 1: Start page 23, Paragraph 7, "Ben and I left ..." and end page 24, "Their sloping roofs ... than a bathhouse."

Chunk 2: Start page 25, "Voices rose and fell ..." and end page 27, "Ben and I changed ... cheers from late-night swimmers."

Chunk 3: Start page 32, Paragraph 3, "We pulled up to a ..." and end page 33, "While they were gone ... she said, 'please do not hesitate to call on us.'"

Chunk 4: Start page 34, "All day Saturday ..." and end page 36, "All three of us ... the sea lapping at my door."

Chunk 5: Start page 32, last paragraph only, "But sleep didn't come easy." and end, "... I closed my eyes."

Key vocabulary: tiered, massive (23), festivities (34), abundance (35), peculiar, enormity (36)

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Summary Notes Task Card, Continued

Directions:

1. Read Chunk 1 to locate details about:
   a. WHO is the narrator? (name, thoughts, feelings, actions)
   b. WHO are the other characters? (relationship to the narrator)
   c. WHAT main *events* take place? WHEN and WHERE do they take place? (Details, language from the text used to *describe* the event)

2. Focus on "key vocabulary" (listed above) in this chunk. Try to determine the meaning(s) of unknown words by using context clues or other strategies you have learned.

3. Discuss the details you locate with your group members.

4. Adding details to your summary notes:
   a. If you locate a detail about "WHO is the narrator?" that is the same/similar to a detail you previously recorded, draw a star (*) after the detail and note the page number with the similar detail.
   b. Add the names of new characters to the "WHO are the other characters?" space.
   c. Add new lines below the "WHAT, WHEN, WHERE" description of events you recorded in the previous lesson and number events accordingly (e.g., if the last event you recorded was "Event 3," the next event you record will be "Event 4" and so on).
   d. Make sure to include key vocabulary from the text, in your notes.

5. Repeat Steps 1–3 with Chunks 2 and 5.

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Sample Summary Notes, Dark Water Rising, Chapters 3 and 4

For Teacher Reference

WHO is the narrator? *Seth*	**WHO are the other characters? (relationship to narrator)**
• Doesn't want to go to Galveston (1) • Doesn't like taking care of little sister (1–2) • Mature—corrects brothers (2) • "Shocked"; thinks his dad is "unkind" because of the way he talks about Ezra (10) • Won't give up on dream of being a carpenter (12) • "Shock" about job offer (19) • Excited to be a carpenter's helper (19) • Wants to prove he should be a carpenter; working outside where he can breathe (20) • **Doesn't understand why he's not supposed to help Ezra (33)** • **Doesn't miss friends from home (35)** • **Feels "odd" or "peculiar" about "rented" things, "strange animals" (36)** • **Feels like an "ant" (36)** • **Feels like things are different (36)** • **Feels a "bit more at home" (38)**	Mama (1) Kate—little sister (infer) (1) Lucas—younger brother (2) Matt—younger brother (2) Uncle Nate (3) Papa (4) Ezra—Uncle Nate's "hired man" (10) Elliott—younger cousin (16) Aunt Julia (16) Ben—older cousin (infer) (17) George Farrell—foreman (19) **Virginia Mason—neighbor (33)** **Neighbors—Peek, Vedder, Munn, Captain Minor, Collums, Masons (34)**

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Sample Summary Notes, Dark Water Rising, Chapters 3 and 4

For Teacher Reference

Write a complete sentence to briefly describe …
WHAT events take place? (What happens?) **WHEN** and **WHERE** does each event take place?

Event 1: **Seth describes traveling on a "clicking" train on a "hot August Day" to move with his family to Galveston from Lampasas. (pp.1–3)**

Event 2: **Seth describes being with his family at his Uncle Nate's house in Galveston, during a "hot August." (p.16)**

Event 3: **Seth describes feeling "shock" when he learns he will have a job on a home "near the beach" as a "carpenter's helper" after "Labor Day." (p.19)**

Event 4: **Seth describes the "bright" and "massive" buildings he sees as he walks through Galveston after dinner (one evening). (pp.23–24)**

Event 5: **Seth describes going to the beach, how the "air sizzled" and he saw "most all of Galveston" in the "evening." (p.25)**

Event 6: **Seth describes moving with his family one Saturday to a "rented nice two-story" house near the gulf, which is "built atop a raised basement" "like most homes in Galveston."**

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Figurative Language Analysis T-Chart

	The author used this figurative language…	What this literally means is…
Simile	• "I glanced out the window at the green water all around and *felt* a bit *like a kite flying too close to the waves*, dragged toward the long, narrow island that was sure be my undoing." (pp.2–3) • "But Nate says this weather is best ever for surf and bathing and that *the gulf* is brimming-full and *warm as bathwater*." (p.16) • "... the bright, octagon-shaped *dancing pavilion tiered like* a *massive wedding cake*." (p.23) • "... the faint crash of surf.... It *made me feel like* an *ant* in a house of sand, with the overfull bowl of the sea lapping at my door." (p.36)	
Metaphor	• "*Galveston* is fast becoming the *New York City* of Texas." (p.3) • "By the time we started home, there was nothing left but *twinkling silver in a black umbrella* sky." (p.27)	

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Sample Figurative Language Analysis T-Chart

For Teacher Reference

	The author used this figurative language…	What this literally means is…
Simile	• "I glanced out the window at the green water all around and *felt* a bit *like* a *kite flying too close to the waves*, dragged toward the long, narrow island that was sure be my undoing." (pp.2–3) • "But Nate says this weather is best ever for surf and bathing and that *the gulf* is brimming-full and *warm as bathwater*." (p.16) • "… the bright, octagon-shaped *dancing pavilion tiered like* a massive *wedding cake*." (p.23) • "… the faint crash of surf.… It *made me feel like* an *ant* in a house of sand, with the overfull bowl of the sea lapping at my door." (p.36)	• **Seth feels out of control, or like he is being dragged down; he feels scared or a lack of control over his situation.** • **The ocean water feels very warm.** • **The pavilion building has several stories, one on top of the other, that become smaller as they get higher.** • **Seth feels very small and powerless next to the force of the ocean.**
Metaphor	• "*Galveston* is fast becoming the *New York City* of Texas." (p.3) • "By the time we started home, there was nothing left but *twinkling silver in a black umbrella* sky." (p.27)	• **Galveston is a very popular place; a lot of people want to live there; there is a lot going on in Galveston; it is an interesting, exciting place to be.** • **Seth is describing stars in the night sky.**

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 5

How a Narrator's Point of View Influences the Description of Events: *Dark Water Rising*, Chapters 7 and 8

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How a Narrator's Point of View Influences the Description of Events: *Dark Water Rising,* Chapters 7 and 8

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can summarize a literary text. (RL.5.2) I can describe how a narrator's point of view influences the description of events. (RL.5.6) I can summarize or paraphrase information in my notes and in finished work. (W.5.8)

Supporting Learning Targets	Ongoing Assessment
• I can describe how Seth's point of view influences his description of events using key details from Chapters 7 and 8 of *Dark Water Rising*.	• Summary notes (in journal) • Narrator's Point of View Analysis Task (in journal)

Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader(7 minutes) 2. Work Time A. Read-aloud and Sketching Meaning: *Dark Water Rising*, Chapters 7 and 8 (20 minutes) B. Second Read: Summary Notes (15 minutes) C. How the Narrator's Point of View Influences the Description of Events (13 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (5 minutes) 4. Homework	• This lesson follows a pattern that is similar to Lesson 2 in which students take summary notes, then refer to the details and key terms they record to describe how the narrator's point of view influences the way events in these chapters are described. • Find a time during the day to review students' journals. Provide specific and meaningful oral or written feedback of students' Narrator's Point of View Analyses.

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Lesson Vocabulary	Materials
key details, point of view, influence, description, events; senses (n.) (57), peculiar (haze) (58), unusually (warm and humid) (59), storm(s) (62, 64, 66), swells (63, 68), strange (64), worried (66, 68), newcomer (67)	• Journals • *Dark Water Rising* (one book per student) • Sketch the Meaning, blank note-catcher (one for display) • Summary Notes task card (one per student) • Sample summary notes, *Dark Water Rising*, Chapters 7 and 8 (for teacher reference) • Narrator's Point of View Analysis task card (from Lesson 2; one for display) • Sample Narrator's Point of View Analysis, *Dark Water Rising* (for teacher reference)

Opening	Meeting Students' Needs
A. Homework Review and Engaging the Reader (7 minutes) • Ask students to take out the Sketch the Meaning note-catchers they completed for homework. • Allow students 3 minutes to share their sketches and gist statement from Chapters 5 and 6 with a partner. • Invite several students to share out the gist statement they recorded for Chapters 5 and 6 of Dark Water Rising. Listen for: "Seth starts working as a carpenter's helper," "Seth enjoys working with the men on his job and feels connected to them," "He feels accomplished," or similar ideas. • Bring students together whole group. Read aloud from the first page of Chapter 5, page 30. Begin, "A loud clap of thunder ..." and end page 30, "Rain would ruin everything." • Ask students to think about this passage, then pose the following question: * "What connections can you make between Seth's description of the weather and what you learned in Unit 1 about what causes a hurricane to form?" • Ask students to Think-Pair-Share their ideas. Invite several students to share their partner's thinking whole group.	• Intentionally partner struggling readers with stronger readers and writers for the Back-to-Back, Face-to-Face protocol. • Consider creating an anchor chart that lists the chapters of *Dark Water Rising* and the gist statements for each one for students to refer to throughout the unit.

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Work Time	Meeting Students' Needs

A. Read-aloud and Sketching Meaning: *Dark Water Rising*, Chapters 7 and 8 (20 minutes)
• Ask students to take out their **journals** and the book ***Dark Water Rising.***
• Direct students to join their regular groups.
• Remind students that this is a novel with detailed descriptions and complex language. Therefore, the first read of most chapters is done as a read-aloud.
• Ask students to recall and share out what they have typically done during a first read in this unit. Listen for: "Sketch the meaning and determine the gist, what the story is mostly about."
• Ask students to quickly create a new **Sketch the Meaning note-catcher** on a blank page in their journals.
• Reiterate to students that the focus is not on the quality of their sketches; it is about helping them make meaning by quickly drawing an image that contains relevant details from the text in response to a prompt.
• Ask students to open their books to page 53 and follow along silently as Chapter 7 is read aloud. Ask them to think about the following as they listen:
  * "How does Seth describe the weather?"
• Start reading with, "I came home Wednesday evening ..." and stop at the end of page 61, "The men were here, and it was time to go to work."
• Reread the prompt: "How does Seth describe the weather?" and allow students a moment to think about and then discuss their ideas with group members. Give students 2 minutes to create their quick sketch for Chapter 7.
• Cold call members from each group to share out what they drew and why. Listen for: "I drew clouds and a wind from the north because he mentions a 'north wind' several times," "I drew tall waves because he says the 'tide was high,'" "I drew a sun, Seth sweating, and mosquitoes around Seth's head because he describes 'wiping sweat from his face' and the mosquitoes having an 'appetite for his neck,'" or similar ideas.
• Ask students to turn to page 62 and follow along silently as Chapter 8 is read aloud. Ask students to think about the following prompt:
  * "How does Seth feel about the changing weather?"
• Start reading, "The north wind has swept clouds ..." and stop at the end of page 68, "Mr. Covington ... and right into my bones."
	• Provide *Dark Water Rising* to ELL students in their home language when possible.
	• Provide a Sketch the Meaning note-catcher for those students who would have difficulty transferring it into their journal.
	• Consider reading Chapters 7 and 8 in chunks (a page at a time) with students who struggle reading complex text, pausing after each chunk to discuss the gist and the focus question.
	• Students who struggle with writing may need to dictate their gist statements to a partner or teacher.

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Work Time (continued)	Meeting Students' Needs
• Once again, reread the prompt: "How does Seth feel about the changing weather?" and give students a moment to think about and discuss their ideas in groups. Provide 2 minutes for students to "sketch the meaning" of Chapter 8. • Cold call members from each group to share out what they drew and why. Listen for: "I drew him looking confused, because he says he doesn't understand what is strange about the waves; he is a newcomer," "I drew him looking relaxed because he says everyone else isn't worried about the storm," and similar ideas. • Say: "Based on what we read in Chapters 7 and 8 and the sketches you created, think about and discuss in your groups: * "What is the gist of these two chapters?" • After 1 to 2 minutes, cold call several students to share their thinking whole group. Listen for: "Seth is noticing the weather change," "He senses a change," "Seth is told a storm is coming, but no one seems worried about it," or similar suggestions. • Give students 1 minute to write a gist statement for Chapters 7 and 8 at the bottom of their sketches.	

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Work Time (continued)	Meeting Students' Needs
B. Second Read: Summary Notes (15 minutes) • Review the learning target: "I can describe how Seth's point of view influences his description of events using key details from Chapters 7 and 8 of *Dark Water Rising*." • Cold call several students to share out what they recall about the meaning of *key details* (important information; restate big ideas in my own words; don't need to be in complete sentences). • Remind students that they started summary notes about the novel during Lesson 3 to support their written summary of chapters. Say: "In this lesson, you will not use your notes to write a summary paragraph. Instead you will use your notes to help you *describe how Seth's point of view influences his description of events*." Remind students that they used key details from their summary notes to describe how Junior's point of view influenced his description of events in *Eight Days*, during Lesson 2. • Distribute the **Summary Notes task card**, one per student. Read through the directions and key vocabulary with students. Once again, point out Step 4 to students, emphasizing that they will draw a star (*) and write the page number where they find similar or repeated details. Clarify as needed. • Give students 8–10 minutes to complete their summary notes, and circulate to support as necessary. • After students complete their notes, cold call members from each group to briefly share out what they recorded about the narrator, other characters, and the main events that are described in these chapters (see **Teacher Reference: Sample Summary Notes, Chapters 7 and 8** for examples of student responses.) • Refer students to the key vocabulary listed at the top of their task cards: *senses*, *peculiar* (haze), *unusually* (warm and humid), *storm*(s), *swells*, *strange*, *worried*, and *newcomer*. • Then ask students to look back at pages 57–59 and point out the sections of text where Seth says "... something was tingling at the edge of his *senses*," (end of p.57); he notices a "... *peculiar haze*" (second paragraph p.58); and how the air feels "... *unusually* warm and humid," (last paragraph p.59). Also point out that the word *storm*(s) is repeated several times in these chapters. • Invite several students to quickly determine and share out the meaning of these words and phrases: *senses*—feelings; awareness; sensation *peculiar* (haze)—unusual; strange; odd *unusually* (*warm and humid*)—strangely; oddly; rare; "un-" means "not"; "usual" means "normal"—"not normal" *storm*(s)—violent weather; strong, heavy rain and wind	• Provide a nonlinguistic visual for *key details* (e.g., a picture of a key). • Consider providing text that is pre-highlighted with areas of focus in order to help students who may struggle identifying key details in complex text. • Display the text on a document camera with the vocabulary words highlighted in order to help students identify where they are located in the text. • Refer students to the Strategies to Help Find Meaning of Words in Context anchor chart from previous modules. • Write and post all vocabulary words and definitions for students to refer to throughout the lesson.

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Work Time (continued)	Meeting Students' Needs
• Pose the following questions: * Why do you think the narrator repeats the word storm several times in these chapters? * "In what ways do the words *senses*, *peculiar*, and *unusually* give us an idea about Seth's perspective (point of view) about what is happening?" * "What other key words does Seth emphasize in his description of events? What pattern or repetition in the types of (synonymous or related) key words is he using to describe events?" • Listen for students to share ideas such as: "Because *storm* is repeated, that makes me think it is something the narrator is thinking about a lot, it is important to him, a 'clue' about how important the storm is in these chapters, or what he thinks might happen next," "The words *senses*, *peculiar*, and *unusually* make me think that Seth is feeling like something is odd, this is not a 'normal' storm; I also noticed he repeats terms like 'a north(erly) wind brings change' and the 'sweat he wipes from his face,' which makes me think he believes the weather is becoming worse, hotter, showing signs of change or a storm that will become a 'natural disaster'; Seth also describes how most people are not 'worried' about the storm, but because he repeats the word 'storm' so often, I think he is worried about it," etc. • As time allows, invite students to share out the meaning of other key vocabulary from the text: *swells*—waves that increase in size and number *strange*—peculiar; unusual; odd *worried*—concerned; scared; anxious *newcomer*—recent arrival; new to the area; beginner • Tell students to consider these key words when they describe how Seth's point of view influences the way events are described, during Work Time Part C.	
C. How the Narrator's Point of View Influences the Description of Events (13 minutes) • Reread the learning target: "I can describe how Seth's point of view influences his description of events using key details from Chapters 7 and 8 of *Dark Water Rising*." • Ask students to share out what they recall from Lesson 2 about *point of view*. Listen for ideas like: "First person uses the pronouns 'I, me, we," "Usually the main character," "Third person uses the pronouns 'he, she, they," "*Eight Days* and *Dark Water Rising* are told from a first-person point of view," "Point of view can also be thought of as the narrator's (Seth's) perspective, or the way he describes what he sees, hears, or feels, and his actions," etc.	

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Work Time (continued)	Meeting Students' Needs

• Remind students they already determined this story is told from a first-person point of view (Lesson 3), but they are really focusing on understanding Seth's point of view as it relates to his perspective, what he describes seeing, hearing, and feeling about each of the events. Say: "Understanding Seth's point of view (perspective) supports your understanding of how that *influences* his *description of events.*"
• Invite several students to share what they recall about the meaning of the words *influences* (have an effect on how events are described; impact), *description* (the way something is explained or described) and *events* (something important that happens; events occur in certain places, during certain times).
• Briefly remind students that authors choose to tell stories from particular points of view, or perspectives, because it helps them to share an experience with the reader through the use of a narrator who describes and emphasizes certain details and emotions associated with a major event.
• Display the **Narrator's Point of View Analysis task card.** Ask students to turn to a new page in their journals to record their responses to the three parts of the analysis task.
• Read the first prompt aloud:
  * "The author wrote this story from the point of view of ... (WHO is the narrator?)"
• Ask students to briefly review their summary notes from Work Time Part B and then discuss in groups:
  * "How would you describe who Seth is in these chapters?"
• After 1 minute, invite several groups to share their thinking aloud. Listen for: "Seth, the narrator of this story, is a teen or young man who is new, a "newcomer" to Galveston," or similar ideas. Ask students to record the prompt and complete the sentence to describe the narrator's point of view in their journals.
• Read aloud the second prompt of the analysis task:
  * "In these chapters the narrator *mainly* describes ..."
• Ask students to think about:
  * "What specific details are used to describe what is happening (events)?
  * "Is there a pattern to Seth's description of events? Is there a repetition of language?"
	• Consider writing synonyms discussed for the words *influences*, *description*, and *events* above the words in the learning targets for students to refer to throughout the lesson.
	• Consider encouraging students who are visual learners to color-code their three parts of the analysis of point of view.
	• Consider pointing out specific notes in their summary notes for students to refer to when trying to determine the event Seth is describing.
	• Some students would benefit from the teacher providing key words from the text to help them describe the event.

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Work Time (continued)	Meeting Students' Needs

• Ask students to look back once again to their summary notes (from Work Time Part B) to determine what Seth mainly describes during these chapters, or what he emphasizes (gives importance to, repeats), and then discuss in groups.
• After 1 or 2 minutes, cold call several students to share out. Listen for: "In Chapters 7 and 8, Seth mainly describes how he feels or 'senses' a 'change' brought by the 'north wind,'" "Seth feels the weather become 'unusually warm and humid,'" "He says the 'storm flag' was raised and sees 'huge swells' hitting the beach," "Because he is a "newcomer" to Galveston, he doesn't understand what is so 'strange' about the waves," "He hears other people say they are not 'worried,'" and similar ideas.
• Ask students to record the second part of the analysis prompt and complete the sentence to state what the narrator mainly describes happening in these chapters.
• Read the third fill-in-the-blank part of the analysis task:
  * "I think that because the narrator is _____, s/he describes the event by using the details and/or words _____."
• Direct students to focus on the word event in this statement. Ask students to think about and discuss:
  * "What does Seth *mostly* describe happening in these chapters?"
• Cold call members from each group. Listen for: "Seth *mostly* describes a 'storm' coming," "How the weather is changing and getting hotter," "The tide is rising," "There is a peculiar haze in the air," "How unusually warm and humid it is outside," "The 'huge swells' hitting the beach," "How other people are not worried," and similar ideas.
• Remind students to think about who the narrator is, to complete the first part of the statement. For the second portion of the statement, students need to consider the details Seth uses to describe the most important event that takes place in these chapters.
• Allow students 1 to 2 minutes to refer to their responses to the first two prompts, then to think about and discuss how they would fill in the final part of the analysis.
• Invite several students to share their thinking aloud whole group. Listen for ideas like: "I think that because the narrator is a 'newcomer' to Galveston and doesn't know about storms on the island, he describes the event(s) by using the details and/or words, like a 'peculiar haze' in the air, that he doesn't understand what is 'strange' about the waves, and that other (local) people are not 'worried' about the storm," etc.
• Direct students to record their statements for the final part of the analysis task in their journals (see **Teacher Reference: Sample Narrator's Point of View Analysis, *Dark Water Rising*** for responses students may record.)	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review of Learning Targets (5 minutes) • Focus students whole group. Pose the following question: * "Based on your background knowledge (from Unit 1) and Seth's description of the 'storm,' in Chapters 7 and 8, make a prediction about what event(s) might occur next in the story." • Allow students 2 minutes to think and then pair to share their ideas with a nearby peer. Invite several students to share their thinking whole group. • Review the learning target. Ask students to show a thumbs-up or thumbs-down to demonstrate their mastery toward the target. Note students who show a thumbs-down as they may need more support with identifying key details or describing how the narrator's point of view influences how events are described.	• Students who struggle with language would benefit from a sentence stem to help them respond to the debrief question. ("I think _____ will happen next in the story ."

Homework	Meeting Students' Needs

• Reread Chapters 7 and 8 of *Dark Water Rising* to someone at home.
• Locate and determine the meaning of key vocabulary from Chapters 7 and 8: *senses* (57), *peculiar* (haze) (58), *unusually* (*warm and humid*) (59), *storm*(s) (62, 64, 66), *swells* (63, 68), *strange* (64), *worried* (66, 68), and *newcomer* (67).
  – Record each word in the academic section of the glossary in your journal.
  – Write a short definition or synonym for each word.
 	
Note: Read Chapters 9 and 10 of Dark Water Rising. *Note that certain portions of the text, beginning in Chapter 10, will not be read aloud to students due to content that may be emotionally difficult for students. Skipping these portions of the text will not affect the meaning of the story as a whole or hinder students' ability to master the learning target. See note in Unit 2 Overview and Lesson 1 for more details.*
	• Provide an audio recording of Chapters 7 and 8 of *Dark Water Rising* for students who struggle with reading complex text.
	• Consider focusing students who struggle with language on the following words to add to their glossaries: *senses* (57), *unusually (warm and humid)* (59), *strange* (64), and *worried* (66, 68).

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 5
Supporting Materials

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Sketch the Meaning Note-catcher

Image Pause 1, p. 61	Image Pause 2, p. 68
Gist of Chapters 7 and 8:	

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Summary Notes Task Card

Chunk 1: Start page 57, last paragraph, "By afternoon, a few clouds ..." and end page 58 "As the day wore on ... fall asleep by the open windows."

Chunk 2: Start page 59, last sentence, "The still-dark sky ..." and end page 60, "... appetite for my neck."

Chunk 3: Start page 62, "The north wind..." and end page 65, "... up in the streets and yards."

Chunk 4: Start page 66, "Ella Rose gave her father a shiny smile." and end page 67, "... I might not see her ever again."

Chunk 5: Start page 68, last paragraph, "Mr. Covington ..." and end page 68, "... and right into my bones."

Key vocabulary: senses (n.) (57), peculiar (haze) (58), unusually (warm and humid) (59), storm(s) (62, 64, 66), swells (63, 68), strange (64), worried (66, 68), newcomer (67)

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Summary Notes Task Card, Continued

Directions:

1. Read Chunk 1 to locate details about:

   a. WHO is the narrator? (name, thoughts, feelings, actions)
   b. WHO are the other characters? (relationship to the narrator)
   c. WHAT main *events* take place? WHEN and WHERE do they take place?

2. Focus on "key vocabulary" (listed above) in this chunk. Try to determine the meaning(s) of unknown words by using context clues or other strategies you have learned.

3. Discuss the details you locate with your group members.

4. Adding details to your summary notes:

   a. If you locate a detail about "WHO is the narrator?" that is the same/similar to a detail you previously recorded, draw a star (*) after the detail and note the page number with the similar detail.
   b. Add the names of new characters to the "WHO are the other characters?" space.
   c. Add new lines below the "WHAT, WHEN, WHERE" description of events you recorded in the previous lesson and number events accordingly (e.g., if the last event you recorded was "Event 3," the next event you record will be "Event 4" and so on).
   d. Make sure to include key vocabulary from the text, in your notes.

5. Repeat Steps 1–3 with Chunks 2 and 5.

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Sample Summary Notes, *Dark Water Rising*, Chapters 7 and 8

For Teacher Reference

Note: These are only some examples students may record. Make sure students include page numbers in their notes to ensure they are including accurate details from the text. The new details students may add to their notes from Chapters 7 and 8 are in **bold**.

WHO is the narrator? *Seth*	**WHO are the other characters? (relationship to narrator)**
• Doesn't want to go to Galveston (1) • Doesn't like taking care of little sister (1–2) • Mature—corrects brothers (2) • "Shocked"; thinks his dad is "unkind" because of the way he talks about Ezra (10) • Won't give up on dream of being a carpenter (12) • "Shock" about job offer (19) • Excited to be a carpenter's helper (19) • Wants to prove he should be a carpenter; working outside where he can breathe (20) • Doesn't understand why he's not supposed to help Ezra (33) • Doesn't miss friends from home (35) • Feels "odd" or "peculiar" about "rented" things, "strange animals" (36) • Feels like an "ant" (36) • Feels like things are different (36) • Feels a "bit more at home" (38) • **"Senses" a "change" brought by "north wind" (58)** • **Can't "figure out" what Mr. Farrell "sensed"; his "bewilderment" (58)**	Mama (1) Kate—little sister (infer) (1) Lucas—younger brother (2) Matt—younger brother (2) Uncle Nate (3) Papa (4) Ezra—Uncle Nate's "hired man" (10) Elliott—younger cousin (16) Aunt Julia (16) Ben—older cousin (infer) (17) George Farrell—foreman (19) Virginia Mason—neighbor (33) Neighbors—Peek, Vedder, Munn, Captain Minor, Collums, Masons (34) **Mr. Farrell—man he works with (58)** **Ella Rose—friend (62)** **Henry, Zach, Josiah, Frank, Charlie—friends; men he works with (62)** **Mr. Covington—friend's (Ella Rose's) dad (66)**

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Sample Summary Notes, *Dark Water Rising*, Chapters 7 and 8

For Teacher Reference

WHO is the narrator? *Seth*	WHO are the other characters? (relationship to narrator)
• Notices the "tide is high"; "peculiar haze"; feels heat grow "sultrier," or "sitting heavy on brow and chest"; "weighing" him down (58) • Feels "unusually warm and humid" (59) (*62) • Sees "clouds" sweep across sky (62) (*63) • Learns "storm flag" went up (62) • Hasn't "been here long enough to know" the waves look "strange" (64) • Wonders "why this north wind is different" (64) • Thinks "storms" happen all the time here, so wonders how this is different (64) • Notices people (Ella Rose, Mr. Farrell, Mr. Covington) don't seem too "worried" (63, 64, 66) (*68) • Feels like a "newcomer" (67) • Feels the "swells falling upon the beach"; feels the shock "into his bones." (68)	

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Sample Summary Notes, *Dark Water Rising*, Chapters 7 and 8

For Teacher Reference

Write a complete sentence to briefly describe …
WHAT events take place? (What happens?) **WHEN** and **WHERE** does each event take place?

Event 1: **Seth describes traveling on a "clicking" train on a "hot August Day" to move with his family to Galveston from Lampasas. (pp.1–3)**

Event 2: **Seth describes being with his family at his Uncle Nate's house in Galveston, during a "hot August." (p.16)**

Event 3: **Seth describes feeling "shock" when he learns he will have a job on a home "near the beach" as a "carpenter's helper" after "Labor Day." (p.19)**

Event 4: **Seth describes the "bright" and "massive" buildings he sees as he walks through Galveston after dinner (one evening). (pp.23–24)**

Event 5: **Seth describes going to the beach, how the "air sizzled" and he saw "most all of Galveston" in the "evening." (p.25)**

Event 6: **Seth describes moving with his family one Saturday to a "rented nice two-story" house near the gulf, which is "built atop a raised basement" "like most homes in Galveston."**

Event 7: **Seth describes the weather becoming "sultrier" (a north wind; tide is high; peculiar haze; unusually warm and humid) each day he works on the new house. (pp.58–60)**

Event 8: **As Seth is working on the house one morning, he learns the "storm flag" went up; people are talking about the "huge swells" coming up on the beach but don't seem worried. (Ch. 8)**

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Sample Narrator's Point of View Analysis, *Dark Water Rising*: Chapters 7 and 8

(For Teacher Reference)

The author wrote this story from the point of view of ... (WHO is the narrator?)
a teen or young man, named Seth, who is a "newcomer" to Galveston.

In this story, the narrator **mainly** describes ...
how he feels or "senses" a "change" brought by the "north wind"; Seth sees the "tide is high" and feels the heat become "sultrier," "unusually warm and humid"; the "storm flag" was raised and "huge swells" hitting the beach; how he is a "newcomer" to Galveston so he doesn't understand what is so "strange" about the waves, this storm; hears that other people are not "worried."

I think that because the narrator is **a "newcomer" to Galveston and doesn't know about storms on the island,** s/he describes the event(s) by using the details and/or words, **a "peculiar haze" in the air; he doesn't understand what is "strange" about the waves, storm; other (local) people are not "worried" about the storm.**

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 6

How a Narrator's Point of View Influences the Description of Events and Figurative Language: *Dark Water Rising*, Chapters 9 and 10

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GRADE 5: MODULE 4: UNIT 2: LESSON 6

How a Narrator's Point of View Influences the Description of Events and Figurative Language:

Dark Water Rising, Chapters 9 and 10

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can summarize a literary text. (RL.5.2) I can describe how a narrator's point of view influences the description of events. (RL.5.6) I can summarize or paraphrase information in my notes and in finished work. (W.5.8) I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	
Supporting Learning Targets	**Ongoing Assessment**
• I can describe how Seth's point of view influences his description of events using key details from Chapters 9 and 10 of *Dark Water Rising*. • I can analyze the meaning of figurative language in *Dark Water Rising*.	• Summary notes (in journal) • Narrator's Point of View Analysis Task (in journal) • Language Analysis chart (in journal)

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader(7 minutes) 2. Work Time A. Read-aloud and Sketching Meaning: *Dark Water Rising*, Chapters 9 and 10 (15 minutes) B. How the Narrator's Point of View Influences the Description of Events (20 minutes) C. Analyzing Figurative Language: Similes, Metaphors, and Idioms (13 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (5 minutes) 4. Homework	• This lesson follows a pattern that is similar to Lessons 4 and 5. • Students will "sketch the meaning" for Chapters 9 and 10 of the novel. Note that portions of text from pages 80 and 81, in Chapter 10, will not be read aloud to students due to content that may be emotionally difficult for students. These portions of the text will not affect the meaning of the story as a whole or the mastery of the learning targets by students. See note in Unit 2 Overview and Lesson 1 for more details. • As in Lesson 5, students record key details that support their understanding and description of how the narrator's point of view influences the way events are described. In this lesson, noting key details and completing the point of view analysis are combined in Work Time Part B rather than being broken into two separate work times. • As in Lesson 4, students analyze similes and metaphors from the text. In this lesson, students are also introduced to idioms as an example of figurative language.

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Lesson Vocabulary	Materials
point of view, influences, description, events, key details, analyze, meaning, figurative language; waves, overflows (69), knee-deep (71), debris (72), (the) staggering truth (74), wondered (81), powerless (82)	• Journals • *Dark Water Rising* (one book per student) • Sketch the Meaning blank note-catcher (one for display) • Summary Notes task card (one per student) • Sample summary notes, *Dark Water Rising,* Chapters 9 and 10 (for teacher reference) • Narrator's Point of View Analysis task card (from Lesson 2; one for display) • Sample Narrator's Point of View Analysis, *Dark Water Rising* (for teacher reference) • Figurative Language Analysis T-chart (one for display) • Sample Figurative Language Analysis chart (for teacher reference) • What Do We Know about Natural Disasters? anchor chart (from Unit 1, Lesson 1)

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Reader (7 minutes)
• Ask students to take out their **journals** and open to the page in their glossary where they recorded and defined academic vocabulary terms from Chapters 7 and 8 for homework. Then ask students to partner with a peer who is *not* a member of their regular group.
• Ask students to think about and discuss with their partner:
  * "Which of these key vocabulary terms from Chapters 7 and 8 are synonyms?" If necessary, remind students that synonyms are words that mean the same thing.
• After 1 to 2 minutes, cold call several students to share their thinking whole group. Listen for: "'Peculiar,' 'unusually,' and 'strange' are synonyms because they all mean something is odd, not normal."
• Next, ask partners to think about and discuss:
  * "Which of these key vocabulary terms refer to how Seth or other characters feel?"
• After 1 to 2 minutes, cold call a few students to share out. Listen for: "Senses—because he feels like something is strange," "Worried—because Seth describes how other people do not seem to be worried, even though he senses something strange, peculiar," "Newcomer—because Seth says he doesn't know what the weather should feel like, if this is a bad storm, because he is new to Galveston."
• Finally, ask students to think about and discuss:
  * "Which of these key vocabulary terms describes the weather in these chapters?"
• Ask students to use related vocabulary they have learned when discussing these terms.
• Give students 1 to 2 minutes to discuss their ideas with partners, then cold call students to share out. Listen for: "Storm—because the weather is getting worse," "Swells—because it describes the size of the waves as the storm comes in," "Unusually—because Seth describes the air as unusually warm and humid."
• After students share their ideas, focus their attention whole group.
	• Intentionally partner ELL students with students who speak the same home language for the Opening.
	• Write and post all vocabulary words and definitions with visuals for students to refer to throughout the unit.

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Opening (continued)	Meeting Students' Needs
• Say: "Remember that we are reading this novel as a way to better understand the impact of an extreme natural event on people and the environment. In Chapters 7 and 8, Seth emphasizes the word *storm* and describes how he *senses* a tingling, sees a *peculiar haze*, and feels the air become *unusually warm and humid*. He also tells the reader that a *storm* flag has been raised, but people do not seem *worried* about the sudden *swells* from the ocean. Pay close attention to the details Seth emphasizes about this *storm* in Chapters 9 and 10 today. Given your background knowledge from Unit 1 about natural disasters, consider the difference between a 'storm' and an 'extreme natural event' as we read the next two chapters from *Dark Water Rising*."	

Work Time	Meeting Students' Needs
A. Read-aloud and Sketching Meaning: Dark Water Rising, Chapters 9 and 10 (15 minutes) • Ask students to gather their journals and the book ***Dark Water Rising***. • Direct students to join their regular groups. • Remind students that the first read of chapters is aloud because this text is complex. Remind them of the learning target they are focused on: "I can describe how Seth's point of view influences his description of events using key details." Tell students they will skip small sections of text today that may be emotionally difficult for some students, but that this won't affect their ability to reach the learning target. (See "Teacher Note" for more details.) • Ask students to share out what they typically do during a first read in this unit. Listen for: "Sketch the meaning and determine the gist." • Ask students to quickly create a new **Sketch the Meaning note-catcher** on a blank page in their journals. • Ask students to open their book to page 69 and follow along silently as Chapter 9 is read aloud. Provide the following prompt to focus students as they listen: * "What does Seth notice the residents of Galveston doing as the storm hits?" Begin reading with, "I took Broadway ..." and stop at the end of page 73, "Like a wounded Goliath ... into the sea." • Allow students a moment to think and discuss their ideas with group members, then 1 to 2 minutes to quickly create their sketch for Chapter 9.	• Consider providing a Sketch the Meaning note-catcher for those students who may struggle with creating their own in their journal. • Some students may need the text read aloud more than once in order to determine the gist of that section. • Students who struggle with writing may need to dictate their gist statement, summary notes, and Point of View Analysis to a partner or teacher.

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Work Time (continued)	Meeting Students' Needs

• Cold call group members to share out what they sketched and why. Listen for: "I sketched crowds gathering at the shore because he says as the storm increased, so did the crowds," "People dressed for work, going to the beach in celebration because Seth says they gathered to see a sight as grand as fireworks on the Fourth of July," "Kids floating on homemade rafts, and families heading for higher ground," or similar ideas.
• Ask students to open to page 74 and follow along silently as portions of Chapter 10 are read aloud. (Start, "My heart pounded ..." and stop on page 80, "At Forty-fourth and ... its foundation.") Direct students to follow along silently once again beginning on page 81, second paragraph, "I flailed for footing ..." and ending page 82, "All around us ... the swift brown river and be gone."
• After Chapter 10 is read aloud, provide the following prompt:
  * "What is Seth experiencing as the storm hits Galveston?"
• Once again, give students a moment to think about and discuss their ideas in groups. Provide 1 to 2 minutes for students to "sketch the meaning" of Chapter 10.
• Cold call members from each group to share out what they drew and why. Listen for: "I drew Seth and Josiah in the water up to their knees, surrounded by broken buildings, because he says they had to walk in knee-deep water and that buildings broke apart," "Seth and Josiah looking for family members to make sure they're safe, because Seth describes going to Ezra's, Aunt Julia's house to see if his and Josiah's family members are okay," "Seth looking upset about not finding his family, because he says he wonders if he'll ever see his father, mother, and sister and describes how powerless he feels," and similar ideas.
• Direct students to look back at their sketches, then think about and discuss in groups:
  * "What is the gist of Chapters 9 and 10?"
• After 1 to 2 minutes, cold call several students to share their thinking whole group. Listen for: "A major storm arrives in Galveston," "The storm floods Galveston and destroys many of the buildings," "People are missing," "They are not safe in the storm," and similar suggestions.
• Give students 1 minute to write a gist statement for Chapters 9 and 10 at the bottom of their sketches.	

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Work Time (continued)	Meeting Students' Needs
B. How the Narrator's Point of View Influences the Description of Events (20 minutes) • Review the first learning target: "I can describe how Seth's point of view influences his description of events using key details from Chapters 9 and 10 of *Dark Water Rising*." • Ask students to quickly recall and then share out the meaning of *point of view* (the narrator's, Seth's, perspective or the way he describes what he sees, hears, feels, and his actions), *influences* (have an effect on how events are described; impact), *description* (the way something is explained), *events* (something important that happens in the story), and *key details (to support)* (paraphrase important information; restate big ideas in my own words). • Tell students that in Work Time Part B, they will reread chunks of Chapters 9 and 10 to take summary notes that include key details. Then they will use their summary notes to support their analysis of how Seth's point of view in these chapters influences his description of events. • Distribute the **Summary Notes task card**, one per student. Read the directions and key vocabulary with students. Clarify as needed. • Give students 7 or 8 minutes to complete their summary notes and circulate to support as needed. • Once students complete their notes, cold call members from each group to briefly share out what they recorded about the narrator, other characters, and the main events that that are described in Chapters 9 and 10 (see **Teacher Reference: Sample Summary notes**, **Chapters 9 and 10** for examples of student responses). • Refer students to the key vocabulary listed at the top of their task cards: waves, overflows, knee-deep, debris, (the) staggering truth, wondered, and powerless. • Tell students to discuss in groups, referring to the text to see how the key vocabulary was used, then share out the meaning of the words: *waves*—water in the ocean that curls over and falls as it reaches the shore or beach *overflows*—floods; pours out; spills over *knee-deep*—as high as one's knees *debris*—wreckage; fragments (of something that has been destroyed or broken to pieces) • Point out that the narrator repeats each of these words several times in Chapters 9 and 10. Pose the questions: * "How does the repetition of, or emphasis, on these words help the reader understand the effects of this storm on Galveston?"	• Students who struggle with writing may need to dictate their gist statement, summary notes, and Point of View Analysis to a partner or teacher. • Consider focusing students who struggle with language on just a few vocabulary words rather than the entire list. • Highlight the vocabulary words in the text for students who struggle with locating them in order to allow them to focus their time on determining the meaning in context. • Color-code each part of the analysis on the task card to help students who learn visually to distinguish between each part easily. • Model scripting the Point of View analysis on a document camera for students to follow as they are paced through this task.

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Work Time (continued)	Meeting Students' Needs
* "How do they help us understand Seth's perspective of the storm?" • Allow students a moment to think about and discuss their ideas in groups. Invite several students to share out their thinking. Listen for: "Because these words are emphasized, they help me 'see' how much water is covering the city," "How dangerous it is to be in the storm," "How frightened Seth must feel because he is surrounded by so much water and destruction," and similar ideas. • Next, display the **Narrator's Point of View Analysis task card** and ask students to quickly turn to a new page in their journals to record their responses to each part of the analysis. • Read the first prompt aloud: "The author wrote this story from the point of view of ... (WHO is the narrator?)" • Focus students on the remaining three key vocabulary terms (from the Summary Notes task card) to support their thinking about "WHO is the narrator?" Ask students to briefly discuss and then share out what these words mean: *(the) staggering truth*—the shocking reality of a situation or event *wondered*—wanted to know; questioned *powerless*—"power" (control; influence) "-less" (without), without control • Pose the following question for students to discuss with group members: * "What do these words tell you about Seth's point of view? WHO Seth is in Chapters 9 and 10?" • After 1 to 2 minutes, invite several students to share their ideas whole group. Listen for ideas such as: "He is shocked by how terrible this storm really is," "He wonders if his family is okay," and "He feels powerless to help his family and friends." • Redirect students' attention to the first prompt of the analysis task and ask them to record a response that includes key vocabulary about who Seth is in their journals. • Read the second part of the analysis task aloud: "In these chapters the narrator *mainly* describes ..." Ask students to think about: * "What specific details and key vocabulary are used to describe what is happening (events)?" * "What does Seth emphasize in his description of events? What key terms or language is repeated?" • Direct students to review their summary notes and key vocabulary to help them determine which details Seth emphasizes in these chapters. Allow students a moment to discuss their ideas with group members.	

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Work Time (continued)	Meeting Students' Needs
• After 1 to 2 minutes, cold call several students to share out. Listen for: "In these chapters, Seth emphasizes the waves and the swells flooding Galveston," "The knee-deep water he and Josiah walk through," "How the waves lift and break buildings apart," "The debris that is everywhere," "Buildings collapsing into the sea, ripped apart," "He wonders if his family is okay," "The worry he sees on people's faces because of missing family and friends," "How powerless he feels to help his family," and similar ideas. • Ask students to record the second part of the analysis prompt and complete the sentence to explain what Seth mainly describes happening in these chapters. • Read the third fill-in-the-blank part of the analysis task: "I think that because the narrator is _____, s/he describes the event by using the details and/or words _____." • Tell students to think about their responses to the first two questions as they consider how to answer the third part of the analysis task. Allow them 1 to 2 minutes to discuss their thinking in groups. • Cold call group members to share out their thinking. Listen for ideas such as: "Because the narrator is feeling worried about his family, or powerless to offer aid, he describes the event by using the details, 'he will feel better knowing that things are okay at home,' 'wondered' if he would find or see his family, searching for family members in the 'debris,'" "Because the narrator realizes the 'staggering truth' that this is not a 'simple storm,' he describes the event by using words like 'waves,' 'knee-deep water,' 'overflows,' and 'debris' repeatedly in these chapters to describe how the storm affects Galveston," etc. • Direct students to record their statements for the final part of the analysis task in their journals (see **Teacher Reference: Sample Narrator's Point of View Analysis, *Dark Water Rising*** for possible student responses.)	

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Work Time (continued)	Meeting Students' Needs

C. Analyzing Figurative Language: Similes, Metaphors, and Idioms (13 minutes)
• Review the second learning target: "I can analyze the meaning of figurative language in *Dark Water Rising*."
• Cold call several students to share out what they recall about the meaning of the word *analyze* in this target (understand, determine) and *figurative language* (refers to similes and metaphors [comparisons], idioms [expressions], or other nonliteral language [e.g., hyperbole, personification] used by authors to help create a lasting image in a reader's mind.)
• Remind students that the author of *Dark Water Rising* includes a great deal of figurative language in this novel to help create an image in the reader's mind related to important details about the characters, events, and setting. Refer students to the definitions of "metaphor" and "simile" that were posted during Lesson 4, then ask students to briefly discuss in groups what they know about these two concepts.
• Cold call several students to share their thinking whole group. Listen for: "Metaphors compare two things that are not similar in a direct and surprising way," "They say one thing is another thing, without using 'like' or 'as,'" "A simile compares two unlike things, but uses the words 'like' or 'as' to make a comparison," or similar suggestions.
• Remind students that as they read *Dark Water Rising*, they will focus on analyzing the meaning of various types of figurative language in the novel in order to better understand the message (meaning) the author is trying to convey. The focus for this lesson is on similes and metaphors as well as *idioms*.
• Ask students to think about and discuss what they know about idioms. After a moment, invite several students to share their thinking whole group. Listen for: "An expression; a saying that is used in a particular culture, by a specific group of people." If students are unfamiliar with idioms, define the term. Record the definition of an idiom and post it where students can refer to it throughout this unit. (Definition: "A phrase or expression that cannot be understood from the meanings of individual words. Idioms are figurative, not literal, and are often specific to particular cultures or geographic areas.")
• Display the **Figurative Language Analysis T-chart**.
• Focus students' attention on the first idiom, below "The author used this figurative language ..." Point out the italicized words in the example: "Always *making a big to-do over* every little blow." (p. 66)
• Direct students to think about and discuss with their group members:
  * "What do you think the words 'to-do' mean in this context?
  * "What do you think it means if you're *making a big* 'to-do'?"
	• Students who struggle with writing may need to dictate their gist statement, summary notes, and Point of View Analysis to a partner or teacher.
	• Idioms are an extremely difficult concept for language learners to understand. If possible, compile several idioms in ELL students' home languages to help illustrate what idioms are and how they are used to convey meaning.
	• Whenever possible, create a nonlinguistic visual of figurative language examples and add them to the anchor chart.
	• Post instructions of what to do with figurative language for students as they complete the task.

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Work Time (continued)	Meeting Students' Needs
• Cold call several students to share out. Listen for: "A to-do in this context means making a fuss, complaining," "If you're making a big to-do, it means your making a big fuss about something and complaining a lot," or similar ideas. Record students' thinking in the space to the right of the first idiom, below "What the author literally means is ..." • Tell students to do the following: 1. Read through the remaining examples of figurative language. 2. Focus on the italicized words. 3. Discuss interpretations with group members. 4. Record your ideas about "What the author literally means is ..." next to each example, on the right side of the Figurative Language Analysis chart. • As students work, move throughout the room to offer support. • After 6 or 7 minutes, cold call students to share their ideas with the class (see **Teacher Reference: Figurative Language Analysis chart**, sample responses in supporting materials). • As students share their thinking, ask probing questions such as: * "How does the use of figurative language in this novel help us to understand the characters, events, or setting?" * "What does the author want us to understand, or see, by using these metaphors, similes, and idioms to describe the character(s), event, or setting?" • As time allows, direct students to revise their Narrator's Point of View Analysis, based on their understanding about figurative language from Chapters 9 and 10. • Allow students to complete the Figurative Language Analysis chart for homework if they are not able to finish during Work Time Part C.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review of Learning Targets (5 minutes) • Bring students together whole group. Focus their attention on the **What Do We Know about Natural Disasters? anchor chart**, then pose the following question: * "Based on what you learned in Unit 1 about what a natural disaster is, do you think what Seth describes in Chapters 9 and 10 is a 'storm' or a 'natural disaster'? Use evidence from the text to support your answer." • Allow students a moment to think about and discuss their ideas with a partner. Invite several students to share their thinking whole group. • Read each of the two learning targets aloud. Ask students to show one finger if they feel they have greater mastery of the first target, or two fingers if they feel greater mastery of the second target. As time allows, invite students to justify their selection of one target over the other.	• Students who struggle with language may need a sentence stem to help them answer the debrief question. (e.g., "I think Seth describes a _____, because ...")

Homework	Meeting Students' Needs

• Reread the portions of *Dark Water Rising* read in today's lesson to someone at home. Begin with Paragraphs 2 and 3 on page 73, starting with "I looked and saw water rushing ..." and ending at "sway and dip into the surf." Then reread the first two paragraphs on page 74, starting at "My heart pounded ..." and ending, "... bathhouses ripped apart by the sea."
• List and define key vocabulary from Chapters 9 and 10 in the academic section of the glossary in your journal: *waves, overflows, knee-deep, debris, staggering truth, wondered, and powerless.*
• On a new page in your journal, write a response to each of the following questions:
  – Which of these words help the reader understand what Seth sees as the storm becomes worse? Explain your thinking.
  – Which of these words help the reader understand how Seth feels as the storm becomes worse? Explain your thinking.
 	
Note: Read Chapters 11 and 12 of Dark Water Rising. *No portions of the text are excluded from the read-aloud of these chapters.*
	• Provide an audio recording of *Dark Water Rising* for students who struggle with reading complex text independently.
	• Focus students who struggle with writing on the words waves, wondered and powerless.
	• Allow students who struggle with writing to dictate the answer to the questions posed for homework to someone at home who can write their answers in their journal.

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Grade 5: Module 4: Unit 2: Lesson 6
Supporting Materials

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Sketch the Meaning Note-catcher

Image Pause 1, p. 73	Image Pause 2, p. 82
Gist of Chapters 9 and 10:	

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Summary Notes Task Card

Chunk 1: Start page 69, "I took Broadway ..." and end page 70, "We watched till everyone arrived ... spectacle going on outside."

Chunk 2: Start page 71, "I shook my head." And end page 73, "Like a wounded Goliath ... into the sea."

Chunk 3: The first two paragraphs of page 74, "My heart pounded ... great bathhouses ripped apart by the sea."

Chunk 4: Start page 75, "By the time ..." and end page 76, "... impossible to get a call through now."

Chunk 5: Start page 77, "Aunt Julia stood ..." and end page 78, "They might need me."

Chunk 6: Start page 81, "As soon as I caught my breath ..." and end page 82, "... and be gone."

Key vocabulary: waves, overflows (69), knee-deep (71), debris (72), (the) staggering truth (74), wondered (81), powerless (82)

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Summary Notes Task Card

Directions:

1. Read Chunk 1 to locate details about:
   a. WHO is the narrator? (name, thoughts, feelings, actions)
   b. WHO are the other characters? (relationship to the narrator)
   c. WHAT main *events* take place? WHEN and WHERE do they take place? (Details, language from the text used to *describe* the event)

2. Focus on "key vocabulary" (listed above) in this chunk. Try to determine the meaning(s) of unknown words by using context clues or other strategies you have learned.

3. Discuss the details you locate with your group members.

4. Adding details to your summary notes:
   a. If you locate a detail about "WHO is the narrator?" that is the same/similar to a detail you previously recorded, draw a star (*) after the detail and note the page number with the similar detail.
   b. Add the names of new characters to the "WHO are the other characters?" space.
   c. Add new lines below the "WHAT, WHEN, WHERE" description of events you recorded in the previous lesson and number events accordingly (e.g., if the last event you recorded was "Event 3," the next event you record will be "Event 4" and so on).
   d. Make sure to include key vocabulary from the text, in your notes.

5. Repeat Steps 1–4 with Chunks 2-6.

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Sample Summary Notes, *Dark Water Rising*, Chapters 9 and 10

For Teacher Reference

Note: These are only some examples students may record. Make sure students include page numbers in their notes to ensure they are including accurate details from the text. The new details students may add to their notes from Chapters 9 and 10 are in **bold**.

WHO is the narrator? *Seth*	**WHO are the other characters? (relationship to narrator)**
• Doesn't want to go to Galveston (1) • Doesn't like taking care of little sister (1–2)(*23) • Mature—corrects brothers (2) • "Shocked"; thinks his dad is "unkind" because of the way he talks about Ezra (10) • Won't five up on dream of being a carpenter (12)(*24) • "Shock" about job offer (19) • Excited to be a carpenter's helper (19)(*34) • Wants to prove he should be a carpenter; working outside where he can breathe (20) • Doesn't understand why he's not supposed to help Ezra (33) • Doesn't miss friends from home (35) • Feels "odd" or "peculiar" about "rented" things, "strange animals" (36) • Feels like an "ant" (36) • Feels like things are different (36) • Feels a "bit more at home" (38) • "Senses" a "change" brought by "north wind" (58) • Can't "figure out" what Mr. Farrell "sensed"; his "bewilderment" (58)	Mama (1) Kate—little sister (infer) (1) Lucas—younger brother (2) Matt—younger brother (2) Uncle Nate (3) Papa (4) Ezra—Uncle Nate's "hired man" (10) Elliott—younger cousin (16) Aunt Julia (16) Ben—older cousin (infer) (17) George Farrell—foreman (19) Virginia Mason—neighbor (33) Neighbors—Peek, Vedder, Munn, Captain Minor, Collums, Masons (34) Mr. Farrell—man he works with (58) Ella Rose—friend (62) Henry, Zach, Josiah, Frank, Charlie—friends; men he works with (62) Mr. Covington—friend's (Ella Rose's) dad (66)

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Sample Summary Notes, *Dark Water Rising*, Chapters 9 and 10

For Teacher Reference

WHO is the narrator? *Seth*	**WHO are the other characters? (relationship to narrator)**
• Notices the "tide is high"; "peculiar haze"; feels heat grow "sultrier," or "sitting heavy on brow and chest"; "weighing" him down (58) • Feels "unusually warm and humid" (59) (*62) • Sees "clouds" sweep across sky (62) (*63) • Learns "storm flag" went up (62) • Hasn't "been here long enough to know" the waves look "strange" (64) • Wonders "why this north wind is different" (64) • Thinks "storms" happen all the time here, so wonders how this is different (64) • Notices people (Ella Rose, Mr. Farrell, Mr. Covington) don't seem too "worried" (63, 64, 66) (*68) **(*69)** • Feels like a "newcomer" (67) • Feels the "swells falling upon the beach"; feels the shock "into his bones." (68) • **Will "never get used to" storms here (69)** • **Will "feel better knowing things are okay at home" (71)** • **"Staggering truth" of what is happening "tightens his stomach" (74)** • **Thinks his family "might need" him (78)** • **"Wonders" if his family is okay; will get a "chance to make things right with Papa" (81)** • **Feels like he "stepped in a deep hole" (82)**	

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Sample Summary Notes, *Dark Water Rising*, Chapters 9 and 10

For Teacher Reference

Write a complete sentence to briefly describe …
WHAT events take place? (What happens?) **WHEN** and **WHERE** does each event take place?

Event 1: **Seth describes traveling on a "clicking" train on a "hot August Day" to move with his family to Galveston from Lampasas. (pp.1–3)**

Event 2: **Seth describes being with his family at his Uncle Nate's house in Galveston, during a "hot August." (p.16)**

Event 3: **Seth describes feeling "shock" when he learns he will have a job on a home "near the beach" as a "carpenter's helper" after "Labor Day." (p.19)**

Event 4: **Seth describes the "bright" and "massive" buildings he sees as he walks through Galveston after dinner (one evening). (pp.23–24)**

Event 5: **Seth describes going to the beach, how the "air sizzled" and he saw "most all of Galveston" in the "evening." (p.25)**

Event 6: **Seth describes moving with his family one Saturday to a "rented nice two-story" house near the gulf, which is "built atop a raised basement" "like most homes in Galveston."**

Event 7: **Seth describes the weather becoming "sultrier" (a north wind; tide is high; peculiar haze; unusually warm and humid) each day he works on the new house. (pp.58–60)**

Event 8: **As Seth is working on the house one morning, he learns the "storm flag" went up; people are talking about the "huge swells" coming up on the beach but don't seem worried. (Ch. 8)**

Event 9: **The swells/storm increase Saturday morning, and Seth must wade through "knee-deep" water and "debris" flooding the streets to get to his family. (Ch. 9)**

Event 10: **Later Saturday, Seth and Josiah make their way through Galveston's "knee-deep" water and are hit by "debris" as they try to see if their family members are safe. (Ch. 10)**

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Sample Narrator's Point of View Analysis, *Dark Water Rising*: Chapters 9 and 10

For Teacher Reference

The author wrote this story from the point of view of ... (WHO is the narrator?)
a teen or young man, named Seth, who is "not used to these storms," "realizes this is not a simple storm"; who is "wondering" if he'll see his family again, if they're safe; who feels "powerless" to offer aid or help his family.

In this story, the narrator **mainly** describes ...
the increasing swells, waves, storm; the "knee-deep" water he has to walk through to get to his family; the waves, swells lifting and breaking buildings, the "debris"; the "rising" waters; water "rushing in from Galveston Bay"; buildings "collapsing into the sea"; buildings "ripped apart"; the "worry" on people's faces; the "need to know his family is okay"; how "powerless he feels to offer aid."

I think that because the narrator is **realizing this is not a simple storm, and he feels powerless to help** s/he describes the event(s) by using the details and/or words **"debris," "buildings collapsing into the sea," the "knee-deep" water that floods Galveston; needing to find, know his family is okay.**

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Figurative Language Analysis T-Chart

	The author used this figurative language…	What this literally means is…
Idiom	• "Always *making a big to-do* over every little blow." (p.66) • "I'll get towels. You boys is *soaked to the bone*." (p.75)	
Simile	• "Wild *waves* rose up *like* a great *hand* …" (p.73) • "My *heart* pounded as hard *as* the *rain* …" (p.74)	
Metaphor	• "Rising water and high curbs had turned the south *streets* into rushing brown *rivers* …" (p.72)	

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Sample Figurative Language Analysis T-Chart
(For Teacher Reference)

	The author used this figurative language…	What this literally means is…
Idiom	• "Always *making a big to-do* over every little blow." (p.66)	**Making a fuss about something.**
	• "I'll get towels. You boys is *soaked to the bone*." (p.75)	**Their clothes are very wet, dripping with water and rain.**
Simile	• "Wild *waves* rose up *like* a great *hand* ..." (p.73)	**The waves are enormous, huge, curled over and hitting the beach.**
	• "My *heart* pounded as hard *as* the *rain* ..." (p.74)	**His heart was beating very fast; he could feel his heart beating hard.**
Metaphor	• "Rising water and high curbs had turned the south *streets* into rushing brown *rivers* ..." (p.72)	**He can't see the streets because they are flooded by the high waters.**

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 7

How a Narrator's Point of View Influences the Description of Events and Analyzing Images: *Dark Water Rising*, Chapters 11 and 12, and *Eight Days*

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GRADE 5: MODULE 4: UNIT 2: LESSON 7

How a Narrator's Point of View Influences the Description of Events and Analyzing Images:

Dark Water Rising, Chapters 11 and 12, and *Eight Days*

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can summarize a literary text. (RL.5.2) I can describe how a narrator's point of view influences the description of events. (RL.5.6) I can analyze how visual and multimedia elements add to the meaning, tone or beauty of literary text. (RL.5.7) I can summarize or paraphrase information in my notes and in finished work. (W.5.8)

Supporting Learning Targets	Ongoing Assessment
• I can describe how Seth's point of view influences his description of events using key details from Chapters 11 and 12 of *Dark Water Rising*. • I can analyze images from *Dark Water Rising* to determine how they add meaning to the narrator's description of events.	• Summary notes (in journal) • Narrator's Point of View Analysis Task (in journal) • Image Analysis (in journal)

Agenda	Teaching Notes
1. Opening A. Homework Review and Engage the Reader (7 minutes) 2. Work Time A. Read-aloud and Sketching Meaning: *Dark Water Rising*, Chapters 9 and 10 (15 minutes) B. How the Narrator's Point of View Influences the Description of Events (20 minutes) C. Analyzing Figurative Language: Similes, Metaphors, and Idioms (13 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (5 minutes) 4. Homework	• This lesson follows a pattern that is similar to Lesson 6; however, no portions of the text have been excluded from the read-aloud of Chapters 11 and 12. • In Work Time Parts A and B, students sketch the meaning and determine the gist of Chapters 11 and 12. Then they take summary notes about key details to support their analysis of how the narrator's point of view influences how events are described in these chapters. • In Work Time Part C, students analyze how two of the historical photos from the back pages of the novel add meaning to the narrator's description of events. • Review: Back-to-Back, Face-to-Face and Glass, Bugs, Mud protocols (Appendix 1).

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Lesson Vocabulary	Materials
point of view, influences, description, events, key details, analyze, images, meaning; stumbled, shattered, struggled (83), flooded (84), swept away (87, 93), violent, battered (89)	• Journals • *Dark Water Rising* (one book per student) • Sketch the Meaning blank note-catcher (one for display) • Summary Notes task card (one per student) • Sample summary notes, *Dark Water Rising*, Chapters 11 and 12 (for teacher reference) • Narrator's Point of View Analysis task card (from Lesson 2; one for display) • Sample Narrator's Point of View Analysis, *Dark Water Rising* (for teacher reference) • *Eight Days*: *A Story of Haiti*, pages 5 and 6 (for display) • Image Analysis (one for display)

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Reader (7 minutes)
• Ask students to take out their **journals** and turn to the page with their responses to the two vocabulary questions they completed for homework.
• Explain the Back-to-Back, Face-to-Face protocol to students.
• Direct students to turn back-to-back with a partner, then pose the question:
  * "Which of the key vocabulary words from Chapters 9 and 10 help the reader understand what Seth sees as the storm becomes worse? Explain your thinking."
• Allow students a moment to consider and refer to their homework, then turn face-to-face with partners to discuss their thinking.
• Cold call a few students to share out whole group. Listen for: "The words 'waves,' 'overflows,' 'knee-deep,' and 'debris' help me understand that Seth sees a great deal of water flood onto the island as the storm becomes worse," "They help me understand how the storm waves and overflows break the buildings apart and create debris," and similar ideas.
• Direct students to turn back-to-back with a *different* partner, then pose the question:
  * "Which of the key vocabulary words from Chapters 9 and 10 help the reader understand how Seth *feels* as the storm becomes worse? Explain your thinking."
• Once again, give students a moment to consider and refer to their homework, then turn face-to-face with partners to discuss their ideas.
• Cold call a few students to share out whole group. Listen for suggestions like: "The words 'staggering truth,' 'wondered,' and 'powerless' help me understand how Seth feels as the storm becomes worse, because he describes how he suddenly realizes the staggering truth about how bad the storm really is, and how he wonders if his family is safe and how powerless he feels to help, or offer aid," etc.
• Say: "As we read Chapters 11 and 12 of *Dark Water Rising* today, pay close attention to Seth's description of the storm. Think about the words he uses to describe what he sees and feels during this extreme event, and think about how Seth describes the effect of the storm on the people and city of Galveston."
	• Preview the questions students will be asked during Back-to-Back, Face-to-Face with students who may need more time to consider and formulate their answer.
	• Consider charting all questions posed to students and answers they give during the lesson for students who are visual learners to refer to throughout the lesson.

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Work Time	Meeting Students' Needs

A. Read-aloud and Sketching Meaning: *Dark Water Rising*, Chapters 11 and 12 (15 minutes)
• Ask students to gather their journals and the book ***Dark Water Rising***.
• Direct students to join their regular groups.
• Ask: "What do we usually do during the first read of chapters from this novel?" Listen for: "Sketch the meaning for each chapter and determine the gist."
• Tell students to create a new **Sketch the Meaning note-catcher** on a blank page in their journals.
• Ask students to open their books to page 83 and follow along silently as Chapter 11 is read aloud. Ask students to think about:
  * "What is Seth concerned about? Support your thinking with evidence from the text."
• Begin reading with, "Josiah stumbled ..." and stop at the end of page 91, "Oh, heaven ... Mama and Kate."
• Allow students a moment to think and discuss their ideas with group members, then 1 or 2 minutes to quickly create a sketch showing what they believe Seth is concerned about in Chapter 11.
• Cold call group members to share out what they sketched and why. Listen for: "I drew Seth trying to find his family, because he says he stumbled and struggled to get to his house and family," "I drew Seth and Josiah trying to get somewhere safe, to the Vedder house, because he says he and Josiah have to get out of there before the roof goes," and similar ideas.
• Ask students to turn to page 92 and follow along silently as Chapter 12 is read aloud. Provide the following prompt to focus students while they listen:
  * "What frightens Seth? Support your thinking with evidence from the text."
• Begin reading with, "Floating furniture thudded ..." and stop on page 96, "... reaching for the woman and her child."
• Once again, give students a moment to think about and discuss their ideas in groups. Provide 1 or 2 minutes for students to sketch the meaning of Chapter 12, attending to what frightens Seth in this chapter.
• Cold call members from each group to share out what they drew and why. Listen for: "I drew Seth in the flooding Vedder house, because he says there seemed to be no real hope and fear crawled along his skin," and similar ideas.
• Direct students to look back at their sketches and then think about and discuss in groups:
  * "What is the gist of Chapters 11 and 12?"
	• Refer students to the Things Close Readers Do anchor chart form previous modules.
	• Flag portions of the text that will be read in today's lesson to help those students who may struggle finding the right sections on their own.
	• Allow students who struggle with writing to dictate their gist to a peer or teacher.

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Work Time (continued)	Meeting Students' Needs
• After 1 to 2 minutes, cold call several students to share their thinking whole group. Listen for: "Seth and Josiah are frightened that they may not find people—they struggle through the storm to find Seth's family," "Seth and Josiah are frightened for their own safety—they look for safe shelter from the storm and end up at the Vedder house," or similar suggestions. • Allow students 1 minute to write a gist statement for Chapters 11 and 12 at the bottom of their sketches.	

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Work Time (continued)	Meeting Students' Needs
B. How the Narrator's Point of View Influences the Description of Events (20 minutes) • Review the first learning target: "I can describe how Seth's point of view influences his description of events using key details from Chapters 11 and 12 of *Dark Water Rising*." • Point out the key terms students should be familiar with from this target: *point of view*, *influences*, *description*, *events*, and *key details* (to support). • Ask students to restate the target in their own words (ideally on mini white boards). Look/listen for statements like: "I can use important details to explain how Seth's perspective affects the way he describes what happens," and similar ideas. • Tell students that as in the previous lesson, during this Work Time they will reread parts of Chapters 11 and 12 and take summary notes that include key details. Then they will use their summary notes to support their analysis of how Seth's point of view in these chapters influences the way he describes events. • Distribute the **Summary Notes task card**, one per student. Read the directions and key vocabulary with students. Clarify as needed. • Give students 7 or 8 minutes to complete their summary notes and circulate to support as needed. • After students add details to their summary notes, cold call students from different groups to share out what they recorded about the narrator, other characters, and the main events that are described in Chapters 11 and 12 (see **Teacher Reference: Sample Summary Notes, Chapters 11 and 12** for examples of student responses.) • Refer students to the key vocabulary listed at the top of their task cards: *stumbled, shattered, struggled, flooded, swept away, violent, battered* • Tell students to discuss in groups and then share out the meaning of each word: *stumbled*—staggered; tripped; slipped; fell *shattered*—smashed; broken; destroyed; exploded *struggled*—made a great effort; tried; fought; worked hard *flooded*—covered in water; an overflow of water into an area *swept away*—someone or something is taken, moved quickly, forcefully in one direction *violent*—fierce; powerful; brutal; aggressive *battered*—beat; hit; pummel; assault	• Consider focusing students who struggle with language on just a few vocabulary words rather than the entire list. • Highlight the vocabulary words in the text for students who struggle with locating them in order to allow them to focus their time on determining their meaning in context. • Color-code each part of the analysis on the task card to help students who learn visually to distinguish between each part easily. • Model scripting the Narrator's Point of View analysis on a document camera for students to follow as they are paced through this task..

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Work Time (continued)	Meeting Students' Needs

• Ask students to think about:
• "How do these words help the reader understand the effect of this extreme natural event on Galveston?"
  * "How do these words help us understand what Seth experiences as the storm becomes more powerful?"
• Allow students a moment to think about and discuss their ideas in groups. Invite several students to share out. Listen for: "These words help me understand how much of a struggle it was for people to find safety, to not get swept away by the flooding," "They tell me how much damage was done by the wind and waves," "These words help me understand how violent the storm is that Seth is caught in, how he has to stumble through flooded streets as he tries to find his family," "He is frightened because he sees buildings shattered and people swept away by the floods," "He feels the house he is in being battered by the winds, and he experiences the water flooding into the house," and similar ideas.
• Next, display the **Narrator's Point of View Analysis task card** and tell students to turn to a new page in their journals to record their responses to each part of the analysis.
• Read the first prompt aloud: "The author wrote this story from the point of view of ... (WHO is the narrator?)"
• Tell students that as they consider how to respond to the first prompt, to think about the key vocabulary terms discussed and how these words help us to better understand what Seth experiences, or his point of view, in these chapters.
• Give students 1 to 2 minutes to discuss their thinking with group members, then cold call several students to share out their ideas. Listen for suggestions like: "He is a scared young man who fears that his family has been 'swept away' in the 'flooded' streets," "He is a teen, a young adult who is 'struggling' through a 'violent' storm."
• Direct students to record a response in their journals to the first prompt of the analysis task that includes key vocabulary about who Seth is.
• Read the second part of the analysis task aloud: "In these chapters the narrator *mainly* describes ..." Ask students to think about:
  * "What specific details and key vocabulary are used to describe what is happening (events)?"
• Direct students to review their summary notes and key vocabulary to help them determine which details Seth emphasizes in these chapters. Allow students a moment to discuss their ideas with group members.
• After 1 to 2 minutes, cold call several students to share out. Listen for: "In these chapters, Seth describes how he and Josiah 'stumbled' and 'struggled' through the 'flooded' streets to try to find his family," "They need to find shelter from the 'shattered' buildings and 'violent' storm," "The Vedder house is 'battered' and becomes 'flooded,'" and similar ideas.	

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Work Time (continued)	Meeting Students' Needs
• Direct students to record the second part of the analysis prompt in their journal and complete the sentence to explain what Seth mainly describes happening in these chapters (see **Teacher Reference: Sample Narrator's Point of View Analysis task card, *Dark Water Rising*** for responses students may record. • Read the third fill-in-the-blank part of the analysis task: "I think that because the narrator is _____, s/he describes the event by using the details and/or words _____." • Tell students to review and think about their responses to the first two questions before they answer the third part of the analysis task. Allow students 1 to 2 minutes to discuss their thinking in groups. • Cold call students from each group to share out their thinking. Listen for: "I think that because the narrator fears for his family's safety, he describes the event by using the words or details like he 'stumbled' and 'struggled' through 'flooded' streets to find them," "I think that because Seth is in a 'violent' storm, he describes the event by using words like 'shattered,' 'flooded,' and 'battered,'" and similar ideas. • Direct students to record their statements for the final part of the analysis task in their journals.	

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Work Time (continued)	Meeting Students' Needs

C. Analyzing Images (15 minutes)
• Introduce the day's second learning target: "I can analyze images from *Dark Water Rising* to determine how they add meaning to the narrator's description of events."
• Ask students to think about and then share out what they recall from Lesson 2 about the words *analyze* (examine, study, evaluate, explore), *images* (pictures; visual elements), and *meaning* (the message a picture can convey; the way pictures help the reader "see" what is happening or being described in the story; the feelings the image expresses).
• Display pages 5 and 6 of ***Eight Days*** for all students to see. Remind them that these are the pages from *Eight Days* that they analyzed in Lesson 2.
• Ask students to look at the image on these pages and refer to their image analysis from Lesson 2 (in their journals), then think about and discuss in groups:
  * "How did the artist Alix Delinois use *color* and *composition* in the image on pages 5 and 6 of *Eight Days* to convey a message (meaning) to the viewer or reader?"
• After 1 to 2 minutes, invite several students to share their thinking whole group. Listen for ideas such as: "He chose to include specific colors in the image, like using mostly dark blue to help the viewer or reader better understand how the narrator, Junior, is feeling, how dark it is where he is trapped and how scared he feels," "There are small bits of light color in the image to show that Junior feels some hope," "Composition is the way an artist places objects and people in a picture and emphasizes specific details to help the viewer or reader better understand what the narrator is seeing or feeling, to better understand the story," "On pages 5 and 6 in Eight Days, the artist emphasizes how members of Junior's family are searching for him, and only Junior's face can be completely seen, which conveys the message that Junior is not really with his family—he thinks they are looking for him, and he feels lonely," etc.
• Ask students to look at the images on pages 226 and 228 of *Dark Water Rising*. Tell students these are *historical photos*, real pictures of an important event (the storm in Galveston) that took place in the past (1900). Pose the following questions for students to think about and discuss in groups:
  * "How are the colors in these historical photos similar to and different from the colors found in the images of *Eight Days*?"
  * "How is the composition of the photos similar to and different from the composition of images found in *Eight Days*?"
	• Display the images from *Dark Water Rising* on a document camera for students; also ask them to look at the images in their own book.
	• Highlight or circle details in the images that the students indicate help them make meaning of the text.

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Work Time (continued)	Meeting Students' Needs

• After 2 or 3 minutes, cold call a few students to share their thinking whole group. Listen for: "The photos only have black, gray, and white, but in *Eight Days* there are many colors used, such as dark and light blue, red, green, yellow," "The use of more dark or light colors in the images convey a feeling, meaning, to the viewer or reader," "The images in both books use shadow and light to emphasize certain details, and this draws the viewer's or reader's eyes to specific parts of the image," "They help the viewer or reader better understand the event(s) described in each story," and similar ideas.
• Say: "Remember that images in literature help to support a reader's understanding of events as they are described by the narrator and the meaning (message) the author is trying to convey to the reader. Sometimes these images are literal—real pictures—like those we just looked at. Other times, the images are 'painted' with words. In some cases, the written words and the real pictures work together to convey meaning."
• Ask students to turn to page 83 of *Dark Water Rising* and reread the third sentence in the first paragraph: "Slate and shattered lumber hit all around us."
• Tell students to think about the words *shattered lumber hit all around* and then look closely at the photograph on page 226 once again.
• Display and read the first **Image Analysis** question aloud:
  * "How does the historical photo on page 226 add meaning to, or help you understand, what the narrator describes happening on page 83?"
• Give students 2 or 3 minutes to think about and discuss their ideas in groups. Cold call students from each group to share out. Listen for: "The photo on page 226 shows splintered, broken, shattered pieces of wood piled everywhere, so it helps me see or understand what the narrator means when he describes 'shattered lumber ... all around,'" and similar ideas.
• Direct students to turn to a new page in their journals and record a response to the first Image Analysis question.
• Next, ask students to turn to page 92 of *Dark Water Rising* and reread the first paragraph, starting with the third sentence: "I speculated, considering my position.... There seemed to be no real hope for any of us."
• Focus students' attention on the words *speculated, great crack, house was breaking apart, crushed, and tangled debris* in this paragraph. Then ask them to think about these words as they look closely at the photograph on page 228.
• Display and read the second Image Analysis question aloud:
  * "How does the historical photo on page 228 help you see what the narrator 'speculates' (believes; thinks) might happen to him or other people if the Vedder house is damaged by the storm?"	

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Work Time (continued)	Meeting Students' Needs
• Allow students 2 to 3 minutes to think about and discuss their ideas in groups. Cold call students from each group to share out. Listen for: "The photo on page 228 helps me understand what Seth fears or 'speculates' might happen to the Vedder house and how people would be hurt because it shows a broken house on its side and houses all around that are broken apart," "The crushed tree and homes, pieces of broken wood, and other objects in front of the house help me understand why Seth believes that if he hears a final great crack, he and others could be crushed by the house and the tangled debris," and similar ideas. • Direct students to record a response to the second Image Analysis question. • Tell students they will take the mid-unit assessment during the next lesson.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review of Learning Targets (3 minutes) • Focus students' attention whole group. Pose the following question: * "How is Seth's description of this storm (natural disaster) in Galveston different from Junior's description of the earthquake in Haiti? Why are their descriptions different?" • Allow students a moment to think about and then share their ideas with a partner. Invite a few students to share their thinking whole group. Listen for: "Junior doesn't give much description about the earthquake itself, except to say that the earth shook again and again; he mostly imagines the things he did before the earthquake," "Seth gives a lot of details about how violent the storm is: the flooding, knee-deep water, debris, wind, swells, waves; how he stumbled and struggled through the debris; how people and homes are swept away," "Junior is a young boy, so he describes using his imagination to remember things he liked to do before the earthquake, instead of focusing on specific details about the earthquake, or how destructive it is to the people and island of Haiti," "Seth is a young man, a teenager who feels scared yet responsible for the safety of his family and friends, so he describes events by giving a lot of details about what is happening to people and places in Galveston," and similar ideas. • Read the second learning target aloud. Ask students to use the Glass, Bugs, Mud protocol to demonstrate their mastery toward this target.	• Create and display a Venn diagram to fill in as students share their comparisons of the descriptions from both stories in order to help students see the similarities and differences.

Homework	Meeting Students' Needs

• Reread Chapters 11 and 12 of Dark Water Rising to someone at home.
• Locate and determine the meaning of key vocabulary terms from Chapters 11 and 12: stumbled, shattered, struggled (83), flooded (84), swept away (87, 93), violent, battered (89).
  – Record each word in the academic section of the glossary in your journal.
  – Write a short definition or synonym for each word.
 	
Note: Students take the On-Demand Mid-Unit 2 Assessment in the next lesson.
	• Provide an audio recording of *Dark Water Rising* for students who struggle reading complex text independently.
	• Focus students who struggle with writing on the words: *struggled*, *violent* and *battered*.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 7
Supporting Materials

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Sketch the Meaning Note-catcher

Image Pause 1, p. 91	Image Pause 2, p. 96
Gist of Chapters 11 and 12:	

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Summary Notes Task Card

Chunk 1: Start page 83, "Josiah stumbled ..." and end page 85, "Wind whipped through ... around the plaster."

Chunk 2: Start page 87, "The Vedder house ..." and end page 87, "... sent them slamming into us."

Chunk 3: Start page 88, "Josiah and I ..." and end page 90, "'The roof over the two east bedrooms is gone,' she said with surprising calm."

Chunk 4: Start page 92, "Floating furniture ..." and end page 93, "He pulled Mr. and Mrs. Collum ... swept away."

Key vocabulary: stumbled, shattered, struggled (83), flooded (84), swept away (87, 93), violent, battered (89)

Directions:

1. Read Chunk 1 to locate details about:
   a. WHO is the narrator? (name, thoughts, feelings, actions)
   b. WHO are the other characters? (relationship to the narrator)
   c. WHAT main *events* take place? WHEN and WHERE do they take place? (Details, language from the text used to *describe* the event)

2. Focus on "key vocabulary" (listed above) in this chunk. Try to determine the meaning(s) of unknown words by using context clues or other strategies you have learned.
3. Discuss the details you locate with your group members.
4. Adding details to your summary notes:
   a. If you locate a detail about "WHO is the narrator?" that is the same/similar to a detail you previously recorded, draw a star (*) after the detail and note the page number with the similar detail.
   b. Add the names of new characters to the "WHO are the other characters?" space.
   c. Add new lines below the "WHAT, WHEN, WHERE" description of events you recorded in the previous lesson and number events accordingly (e.g., if the last event you recorded was "Event 3," the next event you record will be "Event 4" and so on).
   d. Make sure to include key vocabulary from the text, in your notes.

5. Repeat Steps 1–4 with Chunks 2-4.

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Sample Summary Notes, *Dark Water Rising*, Chapters 11 and 12

For Teacher Reference

Note: These are only some examples students may record. Make sure students include page numbers in their notes to ensure they are including accurate details from the text. The new details students may add to their notes from Chapters 11 and 12 are in **bold**.

WHO is the narrator? *Seth*	**WHO are the other characters? (relationship to narrator)**
• Doesn't want to go to Galveston (1) • Doesn't like taking care of little sister (1–2)(*23) • Mature—corrects brothers (2) • "Shocked"; thinks his dad is "unkind" because of the way he talks about Ezra (10) • Won't five up on dream of being a carpenter (12)(*24) • "Shock" about job offer (19) • Excited to be a carpenter's helper (19)(*34) • Wants to prove he should be a carpenter; working outside where he can breathe (20) • Doesn't understand why he's not supposed to help Ezra (33) • Doesn't miss friends from home (35) • Feels "odd" or "peculiar" about "rented" things, "strange animals" (36) • Feels like an "ant" (36) • Feels like things are different (36) • Feels a "bit more at home" (38) • "Senses" a "change" brought by "north wind" (58) • Can't "figure out" what Mr. Farrell "sensed"; his "bewilderment" (58)	Mama (1) Kate—little sister (infer) (1) Lucas—younger brother (2) Matt—younger brother (2) Uncle Nate (3) Papa (4) Ezra—Uncle Nate's "hired man" (10) Elliott—younger cousin (16) Aunt Julia (16) Ben—older cousin (infer) (17) George Farrell—foreman (19) Virginia Mason—neighbor (33) Neighbors—Peek, Vedder, Munn, Captain Minor, Collums, Masons (34) Mr. Farrell—man he works with (58) Ella Rose—friend (62) Henry, Zach, Josiah, Frank, Charlie—friends; men he works with (62) Mr. Covington—friend's (Ella Rose's) dad (66) **Mr. and Mrs. Longineau and their baby—neighbors (infer) (93)**

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Sample Summary Notes, *Dark Water Rising*, Chapters 11 and 12

For Teacher Reference

WHO is the narrator? *Seth*	WHO are the other characters? (relationship to narrator)
• Notices the "tide is high"; "peculiar haze"; feels heat grow "sultrier," or "sitting heavy on brow and chest"; "weighing" him down (58) • Feels "unusually warm and humid" (59) (*62) • Sees "clouds" sweep across sky (62) (*63) • Learns "storm flag" went up (62) • Hasn't "been here long enough to know" the waves look "strange" (64) • Wonders "why this north wind is different" (64) • Thinks "storms" happen all the time here, so wonders how this is different (64) • Notices people (Ella Rose, Mr. Farrell, Mr. Covington) don't seem too "worried" (63, 64, 66) (*68) **(*69)** • Feels like a "newcomer" (67) • Feels the "swells falling upon the beach"; feels the shock "into his bones." (68) • Will "never get used to" storms here (69) • Will "feel better knowing things are okay at home" (71) • "Staggering truth" of what is happening "tightens his stomach" (74) • Thinks his family "might need" him (78) • "Wonders" if his family is okay; will get a "chance to make things right with Papa" (81) • Feels like he "stepped in a deep hole" (82) • **"Struggling," "stumbling" to find his family (83)** • **"Sick with fear" (84) (*87) (*92)** • **Hurt; "aches" (85)**	

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Sample Summary Notes, *Dark Water Rising*, Chapters 11 and 12
For Teacher Reference

describes traveling on a "clicking" train on a "hot August Day" to move with his family to Galveston from Lampasas. (pp.1–3)

Event 2: **Seth Write a complete sentence to briefly describe …**
WHAT events take place? (What happens?) **WHEN** and **WHERE** does each event take place?

Event 1: **Seth describes being with his family at his Uncle Nate's house in Galveston, during a "hot August." (p.16)**

Event 3: **Seth describes feeling "shock" when he learns he will have a job on a home "near the beach" as a "carpenter's helper" after "Labor Day." (p.19)**

Event 4: **Seth describes the "bright" and "massive" buildings he sees as he walks through Galveston after dinner (one evening). (pp.23–24)**

Event 5: **Seth describes going to the beach, how the "air sizzled" and he saw "most all of Galveston" in the "evening." (p.25)**

Event 6: **Seth describes moving with his family one Saturday to a "rented nice two-story" house near the gulf, which is "built atop a raised basement" "like most homes in Galveston."**

Event 7: **Seth describes the weather becoming "sultrier" (a north wind; tide is high; peculiar haze; unusually warm and humid) each day he works on the new house. (pp.58–60)**

Event 8: **As Seth is working on the house one morning, he learns the "storm flag" went up; people are talking about the "huge swells" coming up on the beach but don't seem worried. (Ch. 8)**

Event 9: **The swells/storm increase Saturday morning, and Seth must wade through "knee-deep" water and "debris" flooding the streets to get to his family. (Ch. 9)**

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Sample Summary Notes, *Dark Water Rising*, Chapters 11 and 12

For Teacher Reference

Event 10: **Later Saturday, Seth and Josiah make their way through Galveston's "knee-deep" water and are hit by "debris" as they try to see if their family members are safe. (Ch. 10)**

Event 11: **The day of the storm, Seth and Josiah "stumble" through "debris" to look for his family but don't find them, so they look for "sturdier shelter" at the Vedder house. (Ch. 11)**

Event 12: **The same day, Seth, Josiah, and their neighbors take shelter at the Vedder house, so they are not "swept away" by the "violent" storm.**

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Sample Narrator's Point of View Analysis, *Dark Water Rising*

For Teacher Reference

The author wrote this story from the point of view of ... (WHO is the narrator?)
a teen or young man, named Seth, who is "sick with fear" that his family has been "swept away" in the "violent" storm that comes to Galveston.

In this story, the narrator **mainly** describes ...
how he and Josiah "stumbled" through the "flooded" streets to try and find his family; how "violent" the storm is; the Vedder house is "battered" by the storm; buildings, homes are "shattered," "swept away" and "flooded."

I think that because the narrator is **"sick with fear" about the safety of his family and caught in a "violent" storm**, s/he describes the event(s) by using the details and/or words **he "stumbled" through "flooded" streets, his house, to look for his family; "shattered," "flooded," and "battered" to describe how "violent" the storm is; "swept away" to describe what is happening to people and the city of Galveston.**

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Image Analysis

1. Image page 226, and text page 83.
How does the historical photo on page 226 add meaning to, or help you understand, what the narrator describes happening on page 83?

2. Image page 228, and text page 92.
How does the historical photo on page 228 help you see what the narrator "speculates" (believes; thinks) might happen to him or other people if the Vedder house is damaged by the storm?

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 8

Mid-Unit Assessment: Text-Dependent Questions, *Dark Water Rising*, Chapter 13

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Mid-Unit Assessment:

Text-Dependent Questions, *Dark Water Rising*, Chapter 13

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can describe how a narrator's point of view influences the description of events. (RL.5.6) I can analyze how visual and multimedia elements add to the meaning, tone, or beauty of literary text. (RL.5.7) I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)

Supporting Learning Targets	Ongoing Assessment
• I can describe how Seth's point of view influences his description of events using key details from Chapter 13 of *Dark Water Rising*. • I can analyze how an image from *Dark Water Rising* adds meaning to the narrator's description of events. • I can analyze the meaning of figurative language in *Dark Water Rising*. • I can reflect on my learning about how a narrator's point of view influences the description of events.	• Mid-Unit Assessment • Tracking My Progress recording form

Agenda	Teaching Notes
1. Opening A. Homework and Learning Targets Review (7 minutes) 2. Work Time A. Written Conversation Protocol (13 minutes) B. Mid-Unit Assessment (25 minutes) C. Tracking My Progress (10 minutes) 3. Closing and Assessment A. Debrief Sharing Reflections on Learning Targets (5 minutes) 4. Homework	• In this lesson, students take the Mid-Unit 2 Assessment. Students read Chapter 13 from *Dark Water Rising* to answer multiple-choice and short-response text-dependent questions related to describing how the narrator's point of view influences the description of events, analyzing how an image adds meaning to the narrator's description, and analyzing the meaning of figurative language. • Assess students responses using the Grade 5 2-Point Rubric—Short-Response rubric (see Supporting Materials) • Review: Milling to Music; Written Conversation protocols (Appendix 1).

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Lesson Vocabulary	Materials
point of view, influences, description, events, key details, analyze, image, meaning, figurative language, reflect	• Journals • What Do We Know about Natural Disasters? anchor chart (from Unit 1) • Mid-Unit 2 Assessment: Text-Dependent Questions, *Dark Water Rising*, Chapter 13 (one per student) • Mid-Unit 2: Tracking My Progress recording form (one per student) • Mid-Unit 2 Assessment: Text-Dependent Questions, *Dark Water Rising*, Chapter 13 (answer key for teacher reference) • Grade 5 2-Point Rubric—Short-Response rubric

Opening	Meeting Students' Needs
A. Homework and Learning Targets Review (7 minutes) • Ask students to turn to the glossary page in their **journals** where they recorded and defined key academic vocabulary for homework. • Ask students to refer to the **What Do We Know about Natural Disasters? anchor chart** and then consider: * "Which of the key vocabulary terms from your homework *best* describe how this 'storm' has become an 'extreme natural event' or 'natural disaster'?" • Remind students of the Milling to Music protocol. Clarify directions as needed. • Allow students 3 to 4 minutes to move throughout the room and meet with at least two peers to discuss their ideas. • Focus students' attention whole group. Cold call several students to share their thinking. Listen for ideas like: "The word 'violent' means 'intense,' 'forceful,' 'brutal'—it's a word that describes a 'natural disaster' more than just a 'storm,'" "The words 'shattered' and 'swept away' make me think this is more than a 'storm,' because in a natural disaster buildings are broken apart and people and things become 'swept away,'" and similar suggestions. • Say: "Today you will take the mid-unit assessment on Chapter 13 of *Dark Water Rising* to demonstrate your mastery toward the learning targets we have been working on."	• Post the directions to the Milling to Music protocol for students to refer to as they participate in it. • Refer students to the nonlinguistic visuals created for academic words in learning targets for all previous lessons.

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Opening (continued)	Meeting Students' Needs
• Review each of the learning targets: ∗ "I can describe how Seth's point of view influences his description of events using key details from Chapter 13 of *Dark Water Rising*." ∗ "I can analyze how an image from *Dark Water Rising* adds meaning to the narrator's description of events." ∗ "I can analyze the meaning of figurative language in *Dark Water Rising*." ∗ "I can reflect on my learning about how a narrator's point of view influences the description of events." • Point out the key words and phrases that students are familiar with from these learning targets. Ask students to think about the meaning of each term and then briefly discuss with a nearby partner. Cold call students to share their ideas aloud. Listen for: *point of view*—Seth's perspective; the way he describes events *influences*—have an effect on; impact *description*—the way something is explained *events*—something important that happens in the story *key details* (to support)—paraphrase important information; restate big ideas in my own words *analyze* – examine; study; evaluate; explore *image*—picture; visual element *meaning*—the message a picture can convey; the way pictures help the reader "see" what is happening or being described in the story; the feelings the image expresses *figurative language*—refers to similes and metaphors (comparisons), idioms (expressions), or other nonliteral language (e.g., hyperbole, personification) used by authors to help create a lasting image in a reader's mind *reflect*—think about; consider	

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Work Time	Meeting Students' Needs
A. Written Conversation Protocol (13 minutes) • Tell students they are using a new protocol today to help them review key understandings about the learning targets before they take the mid-unit assessment during Work Time Part B. • Ask students to find a partner who is *not* in their work group. Then explain the Written Conversation protocol to students. • Before students begin their Written Conversations, tell them they will have a total of two "exchanges." Emphasize to students that they should use the full time they are given to write their notes to one another. Tell them to refer to their sketches and notes from previous lessons to support their thinking. Clarify directions as necessary. • Direct students to focus on their summary notes and analyses of the narrator's point of view, figurative language, and images for Chapters 9–12 of *Dark Water Rising*. Then ask students to think about: * "How does Seth describe this 'storm' (extreme natural event) so the reader can better understand, or 'see,' the impact it had on Galveston?" • Give students 2 to 3 minutes to refer to the notes in their journals and write their conversations. • Ask students to exchange notes. Remind students: "Read what your partner said, then take 1 to 2 minutes to answer as if you were talking out loud. You can write responses, make connections of your own, or ask your partner questions, just as you would do in a face-to-face conversation." • After 1 to 2 minutes, tell students to "exchange" the note one more time with their partner. Ask them to read what their partner wrote, then take 1 to 2 minutes to respond, make an additional connection, or ask a question. • Once students complete the read and response, ask them to return the note to their partner and read the response. Then say: "Now you may share any final ideas from the written conversation by talking out loud with your partner." • After 1 or 2 minutes, focus students whole group. Invite several students to share ideas from their partner conversations with the whole group. Listen for: "Seth describes what he sees, feels, and hears, like the debris that is everywhere, the shattered buildings that are swept away, how powerless he feels to help his family," "He emphasizes details like the flooded streets and homes, people and buildings that are swept away by the water," "He uses figurative language like 'soaked to the bone' and the streets were rivers," and similar ideas.	• Post all directions for the Written Conversation protocol for students to refer to throughout the process. • To help students who struggle with identifying important details from their notes, consider focusing them on a few specific notes to help them answer the question. • Allow students who struggle with writing to dictate their conversation (or just say it orally) to a peer or teacher in order to allow them to focus on the learning.

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Work Time (continued)	Meeting Students' Needs
B. Mid-Unit Assessment (25 minutes) • Distribute the **Mid-Unit 2 Assessment: Text-Dependent Questions, *Dark Water Rising*, Chapter 13**, one per student. • Read the directions and each question aloud to students. Clarify as needed. • Circulate to supervise; because this is a formal on-demand assessment, do not provide support other than formally approved accommodations. • If students finish the assessment early, they may read independently or begin work on the Tracking My Progress recording form.	• Allow students who struggle with language extra time to complete the mid-unit assessment.
C. Tracking My Progress (10 minutes) • Distribute the **Mid-Unit 2: Tracking My Progress recording form** to students. • Remind students that they have used this self-assessment during previous modules to *reflect* (consider; think about) upon their mastery of the learning targets. Indicate that students probably have a good idea of where they stand after taking the mid-unit assessment, and this is a good time to honestly indicate if they feel they are on track or struggling and not understanding. • Ask students to independently complete their Tracking My Progress forms. Ask them to hold on to this sheet to refer to during the Debrief.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief: Sharing Reflections on Learning Targets (5 minutes) • Congratulate students on how much they have learned so far about how the narrator's point of view, figurative language, and images add meaning to the description of events in literature so readers can better understand the impact of extreme events on people's lives and the surrounding environment. • Partner students. Ask them to share the reflections on their Tracking My Progress recording forms. • Invite several students to share out with the whole group. • Collect students' Mid-Unit 2 Assessments and Tracking My Progress recording forms.	• Intentionally partner ELL students with students who speak the same home language in order to allow them to focus on the debrief.
Homework	**Meeting Students' Needs**
• Reread Chapter 13 of *Dark Water Rising* to someone at home. • "Sketch the meaning" of Chapter 13: * "How does Seth describe the way people feel once the storm is over?" • Write the gist of Chapter 13 at the bottom of your sketch. *Note: Review and score students' Mid-Unit Assessments (refer to the* **Mid-Unit 2 Assessment: Text Dependent Question, *Dark Water Rising*, Chapter 13, answer key for teacher reference)** *to gauge their mastery of the learning targets. Read Chapters 14 and 15 of* Dark Water Rising. *Note that only a small selection of the text from these two chapters will be read aloud to students due to content that may be emotionally difficult for students. The portions of text excluded from the read-aloud will affect neither the meaning of the story as a whole nor the mastery of the learning targets by students. See note in Unit 2 Overview and Lesson 1 for more details.*	• Provide an audio recording of *Dark Water Rising* for students who struggle with reading complex text independently. • Allow students who struggle with writing to dictate the gist of Chapter 13 for homework to someone at home who could write it in their journal.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 8
Supporting Materials

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Mid-Unit 2 Assessment:
Text-Dependent Questions, Chapter 13, *Dark Water Rising*

Name:

Date:

Directions:

- Read Chapter 13 of *Dark Water Rising* (pp.97–103), to determine what this chapter is mainly about (gist).
- Review the Chapter 13 questions below.
- Reread the chapter to help you answer each question.

1. Look back at page 98. Reread the sentence "When we finally *came to our senses*, Mr. Mason drew Captain Munn up the stairs, out of the muddy water, and into the candlelight."

   a. Focus on the phrase *came to our senses*. What type of figurative language is this phrase? (choose one):
      - ☐ a metaphor
      - ☐ an idiom
      - ☐ a simile

b. Explain what the phrase came to our senses literally means.

---

2. Look back at page 99. Reread the sentence "I'd never seen such desolation in a man's face, and a *wave* of *fear* for what I might find at Uncle Nate's rose inside me."

   a. Focus on the italicized words, wave and fear. What type of figurative language is used in this sentence? (choose one):
      - ☐ a metaphor
      - ☐ an idiom
      - ☐ a simile

   b. What does this literally mean?
      - ☐ Seth is very worried about what he might find at Uncle Nate's.
      - ☐ Seth wonders what he will find at Uncle Nate's.
      - ☐ Seth is concerned about what he might find at Uncle Nate's.
      - ☐ Seth is uncertain about what he will find at Uncle Nate's.

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Mid-Unit 2 Assessment:
Text-Dependent Questions, Chapter 13, *Dark Water Rising*

3. Analyzing the Narrator's Point of View

a. What is the main event the narrator describes in Chapter 13?

b. What details does the narrator, Seth, emphasize about the main event? (choose all that apply):

- ☐ The foul smells and extreme amount of damage caused by the storm
- ☐ How happy everyone is after the storm passes
- ☐ That people were injured or died in the storm
- ☐ The fear he feels that friends and family died in the storm
- ☐ How relieved the other characters are

c. Think about WHO the narrator is and which details he emphasizes about the event. Describe how this narrator's point of view influences his description of the event.

4. Look at page 224, the historical photo of Galveston after the hurricane in 1900. Then reread the text starting at the top of page 102: "We all looked to the west where the Peeks' house had been, but there was nothing left, not even the foundation. Mr. and Mrs. Peek, six children, and two servants were gone. Just gone." How does this historical photo add meaning to the narrator's description?

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Mid-Unit 2 Assessment:
Text-Dependent Questions, Chapter 13, *Dark Water Rising*
Answers for Teacher Reference

Name:

Date:

Directions:

- Read Chapter 13 of *Dark Water Rising* (pp.97–103), to determine what this chapter is mainly about (gist).
- Review the Chapter 13 questions below.
- Reread the chapter to help you answer each question.

1. Look back at page 98. Reread the sentence "When we finally *came to our senses*, Mr. Mason drew Captain Munn up the stairs, out of the muddy water, and into the candlelight."

   a. Focus on the phrase *came to our senses*. What type of figurative language is this phrase? (choose one):
   - ☐ a metaphor
   - ☑ an idiom
   - ☐ a simile

b. Explain what the phrase came to our senses literally means.
Able to think more clearly; realized; understood

2. Look back at page 99. Reread the sentence "I'd never seen such desolation in a man's face, and a wave of fear for what I might find at Uncle Nate's rose inside me."

   a. Focus on the italicized words, wave and fear. What type of figurative language is used in this sentence? (choose one):
   - ☑ **a metaphor**
   - ☐ an idiom
   - ☐ a simile

   b. What does this literally mean?
   - ☑ **Seth is very worried about what he might find at Uncle Nate's.**
   - ☐ Seth wonders what he will find at Uncle Nate's.
   - ☐ Seth is concerned about what he might find at Uncle Nate's.
   - ☐ Seth is uncertain about what he will find at Uncle Nate's.

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Mid-Unit 2 Assessment:
Text-Dependent Questions, Chapter 13, *Dark Water Rising*
Answers for Teacher Reference

3. Analyzing the Narrator's Point of View

a. What is the main event the narrator describes in Chapter 13?
The storm ends.

b. What details does the narrator, Seth, emphasize about the main event? (choose all that apply):

- ☑ **The foul smells and extreme amount of damage caused by the storm**
- ☐ How happy everyone is after the storm passes
- ☑ **That people were injured or died in the storm**
- ☑ **The fear he feels that friends and family died in the storm**
- ☐ How relieved the other characters are

c. Think about WHO the narrator is and which details he emphasizes about the event. Describe how this narrator's point of view influences his description of the event.
The narrator is a teenage boy named Seth, who has just lived through a violent storm (extreme natural event). The narrator is scared of being left alone (without his family) and has never seen or experienced a storm like this before. After the storm passes, he mostly focuses on describing his own and other characters' worries and fears about losing loved ones (family and friends), being left alone, and all the damage (destruction) caused by the storm.

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Mid-Unit 2 Assessment:
Text-Dependent Questions, Chapter 13, *Dark Water Rising*
Answers for Teacher Reference

4. Look at page 224, the historical photo of Galveston after the hurricane in 1900. Then reread the text starting at the top of page 102: "We all looked to the west where the Peeks' house had been, but there was nothing left, not even the foundation. Mr. and Mrs. Peek, six children, and two servants were gone. Just gone." How does this historical photo add meaning to the narrator's description?
   The image on page 224 shows only one building left standing in a huge field of smashed homes, broken wood, and other objects. There are a few people standing in the piles of broken buildings and debris. If this image were included with the text on page 102, it would help the reader understand what the narrator means when he describes the Peeks' house as "... nothing left ... gone. Just gone," because it shows how homes were destroyed to the point where it seemed that nothing was left; that everything that used to be there was gone because it was completely shattered or swept away by the storm waves.

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Tracking My Progress:
Mid-Unit 2

Name:

Date:

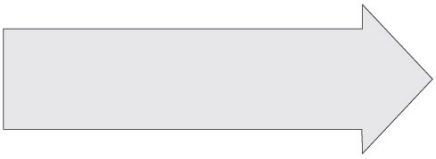
Learning Target: I can describe how Seth's point of view influences his description of events using key details from Chapter 13 of *Dark Water Rising*.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress:
Mid-Unit 2

Name:

Date:

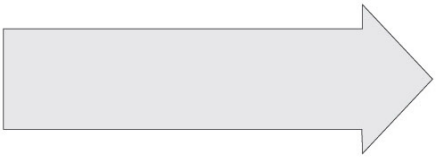
Learning Target: I can analyze how an image from *Dark Water Rising* adds meaning to the narrator's description of events.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress:
Mid-Unit 2

Name:

Date:

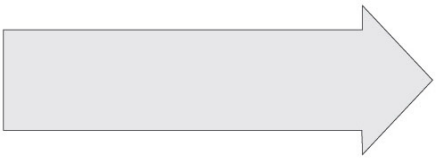
Learning Target: I can analyze the meaning of figurative language in *Dark Water Rising*.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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2-Point Rubric: Writing from Sources/Short Response1

(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

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

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 9

Summarizing Literature and How a Narrator's Point of View Influences the Description of Events: *Dark Water Rising*, Chapters 14 and 15

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GRADE 5: MODULE 4: UNIT 2: LESSON 9

Summarizing Literature and How a Narrator's Point of View Influences the Description of Events:

Dark Water Rising, Chapters 14 and 15

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can summarize a literary text. (RL.5.2) I can draw on evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets	Ongoing Assessment
• I can write a summary of Chapters 9–12 of *Dark Water Rising* by using information from the text. • I can support my analysis of the narrator's point of view by drawing on evidence from the text.	• Summary Paragraph, Chapters 9–12 (in journal) • Questions and Evidence Board • Narrator's Point of View Analysis Statement (in journal)

Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader (7 minutes) 2. Work Time A. Summarizing *Dark Water Rising*, Chapters 9–12 (10 minutes) B. Tea Party Protocol (8 minutes) C. Read-aloud and Sketching the Meaning: *Dark Water Rising*, Chapters 14 and 15 (10 minutes) D. How the Narrator's Point of View Influences the Description of Events (20 minutes) 3. Closing and Assessment A. Debrief Sharing Reflections and Learning Targets (5 minutes) 4. Homework	• In this lesson only select portions of the text are read aloud to students, due to content that may be difficult for students to deal with emotionally. Excluding these passages from the read-aloud will not interfere with students' understanding of the story as a whole or their ability to meet the learning targets. See note in Unit Overview and Lesson 1 for more details. • In Work Time Part A of this lesson, students review their summary notes from Chapters 9–12 of *Dark Water Rising*, then write a paragraph to summarize Seth's description of events during the storm. Students' review of key details from these chapters, plus their written summary, serve as scaffolds as students prepare for the end-of-unit assessment and presentation of an original art piece. • During Work Time Parts B and C, students participate in the Tea Party protocol to look closely at small selections of text from Chapters 14 and 15 of *Dark Water Rising* and make predictions about what Seth will describe happening after the storm. Then, select passages from the text will be read aloud. Students will create just one sketch and a gist statement for both chapters because of the limited amount of text that is read aloud. • In Work Time Part C, a new routine is introduced. Students will reread three chunks of text from Chapters 14 and 15; then they will work with their group members to answer text-dependent questions on a "Questions and Evidence Board." Students will use evidence from their Question Board responses to support their analysis of how the narrator's point of view influences the way events are described. • Review: Tea Party; Fist to Five protocols (Appendix 1).

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Lesson Vocabulary	Materials
summary, support, analysis, point of view, drawing on, evidence; bearings (104), ruin, stories (high), rubble (105), realized (106), wreckage (111), call(ing) (115–116), helplessness (115)	• Journals • *Dark Water Rising* (one book per student) • Literary Summary anchor chart (from Lesson 1) • Summary Paragraph task card (one per student) • Tea Party strips (one strip per student) • Sketch the Meaning blank note-catcher (one for display) • Questions and Evidence Board (one per student and one for display) • Questions and Evidence Board sample answers (for teacher resource)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Reader (7 minutes) • Once again, congratulate students on their close read of *Dark Water Rising* and the completion of their mid-unit assessments. • Ask students to take out their journals and turn to the page where they created a sketch and wrote the gist of Chapter 13 for homework. • Ask students to Pair-Share their sketch and gist statement with another student who is *not* a member of their regular work group. • After 3 or 4 minutes, focus students' attention whole group. Cold call several students to share their gist statement about Chapter 13 with the whole group. Listen for ideas like: "The storm ends, and Seth sees all the wreckage the storm caused," or similar suggestions. • Say: "Recall that in this unit, we are reading fictional accounts of real events (the earthquake in Haiti, 2010; the hurricane in Galveston, 1900) in order to further build our understanding of how these extreme natural events affected the people and environments where they took place. Also remember that each story (*Eight Days* and *Dark Water Rising*) has a different narrator whose point of view influences the way events are described. In this lesson, you will continue to focus on understanding how Seth's point of view influences the way he describes events."the learning targets we have been working on."	• Intentionally partner ELL students with students who speak their same home language for the Opening.

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Work Time	Meeting Students' Needs
A. Summarizing *Dark Water Rising*, Chapters 9–12 (10 minutes) • Ask students to gather their **journals** and the book ***Dark Water Rising***. • Direct students to join their same groups (from Lesson 1). • Review the first learning target: "I can write a summary of Chapters 9–12 of *Dark Water Rising* by using information from the text." • Ask students to recall, then share out the meaning of the word *summary* (brief description of what the chapters are mostly about; includes important details, events and characters from the story; a description of the main events that take place in the story.) • Ask students to think about, then discuss in groups what they remember about the purpose for writing a summary paragraph. • Cold call members from each group to share out. Listen for: "A summary paragraph can be used as a reference to help us remember key ideas and details from the story, certain chapters from the story," or similar ideas. • Say: "In Lessons 3 and 4 of this unit, you wrote summary paragraphs to describe what was happening in Galveston *before* the storm. During the homework review today, you shared that in Chapter 13, the storm ends. Therefore, this is a good place for you to pause and review details from your summary notes of Chapters 9–12 (in journals) about what happens *during* the storm in order to then write a summary paragraph that describes what happens *during* the storm." • Next, refer students to the **Literary Summary anchor chart** (from Lessons 1–4.) Review all criteria listed on the anchor chart. Clarify elements as needed. • Distribute the **Summary Paragraph task card** to each student. Review the prompt at the top of the task card: * "Write a summary paragraph to describe what happens *during* the storm." • Read the directions aloud and provide clarification as needed. Circulate to support students. • Allow students 7 or 8 minutes to write their summary paragraph. Students who finish early may partner with another peer who is also finished. Ask partners to share their paragraphs with one another then provide feedback based on one or two criteria listed on the task cards and Literary Summary anchor chart.	• Color-code each part of the summary (Who, What, When, Where, etc.) on the task card to help students who learn visually to distinguish between each part easily. • Allow students who struggle with writing to dictate their summary to a peer or teacher.

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Work Time (continued)	Meeting Students' Needs
B. Tea Party Protocol (8 minutes) • Say: "Before we read the next two chapters of *Dark Water Rising*, let's look at some key passages from these chapters to make predictions about Seth's description of events *after* the storm ends." • Review the Tea Party protocol with students. Clarify as needed. • Distribute one **Tea Party strip** to each student. Ensure that at least two students receive the same strip, then ask students to begin the Tea Party. • After 5 or 6 minutes, ask students to rejoin their group members and share out predictions from their Tea Party discussions. • Cold call members from each group to share out their thinking. Listen for ideas such as: "I predict there will be no fresh water, because Seth describes others and himself feeling thirsty," "I predict Seth will search for his family, because he says he needs to know if his family is safe," "I predict Seth will describe the debris he sees, how people are trapped, need to be rescued, because the passages say whole blocks were swept away, and he mentions rubble," etc. • Explain to students that as they hear passages from Chapters 14 and 15 read aloud, they will: • Listen and look for information that confirms or changes their predictions. • Pause to "sketch the meaning" of Chapters 14 and 15 and determine the gist.	• Post all directions for the Tea Party protocol for students to refer to as they experience the protocol. • Intentionally give students who struggle with complex text a Tea Party strip that would be easier to predict from. • Consider charting all predictions students give during the Tea Party protocol for students who are visual learners to refer to throughout the lesson

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Work Time (continued)	Meeting Students' Needs
C. Read-aloud and Sketching the Meaning: Dark Water Rising, Chapters 14 and 15 (10 minutes) • Display the **Sketch the Meaning**, blank and ask students to create this on a new page in their journals. Point out to students that this sketch has one Image Pause for both chapters, rather than two Image Pauses (one for each chapter) as they have seen in previous lessons. • Tell students they will skip small sections of text today that may be emotionally difficult for some students, but that this won't affect their ability to reach the learning target (see Teacher Note for more details). • Ask students to turn to page 104 and follow along silently as the text is read aloud. Ask students to listen for whether or not their Tea Party predictions are confirmed in the story. – Start with page 104, "By midmorning ..." and stop at the end of the second paragraph on page 106, "The beach appeared...but they were gone." – Skip to the last paragraph on page 110, "I kept a close watch ..." and stop at the end of the second paragraph on page 112, "I turned for a last glance ... giant bathhouses, even trolleys." – Skip once more to Chapter 15, page 115, "Climbing down ..." and end at page 117, "'We're doing all we can, son,' the bearded man said." • Ask students to discuss if their Tea Party predictions were confirmed or changed after hearing the text read aloud. • After 1 to 2 minutes, invite several students to share their thinking whole group. • Next, ask students to briefly discuss in groups: * "How does Seth describe Galveston after the storm has ended?" Then have them "sketch the meaning" and write their own gist statement for Chapters 14 and 15. • Allow students to discuss and work for 2 to 3 minutes. Invite members from each group to share out ideas about their sketches or gist statements for these chapters. Listen for: "I sketched Seth and Josiah standing on piles of debris because he says the beach was 'torn and uneven,' describes 'wreckage' and 'broken telephone poles and wagon wheels,' and wonders 'how many souls' are trapped below the 'rubble,'" "The gist of these chapters is Seth and Josiah go looking for his family, because he says he 'needed to know if his family was safe' and describes separating from the Vedders to find his and Josiah's family," "The gist of Chapters 14 and 15 is that Seth and Josiah struggle through the wreckage to find their families and learn there are many people trapped 'below the rubble,'" and similar ideas.	• Consider providing a Sketch the Meaning note-catcher for those students who may struggle with creating their own in their journal. • Flag portions of the text that will be read in today's lesson to help those students who may struggle with finding the right sections on their own. • Allow students who struggle with writing to dictate their gist to a peer or teacher.

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Work Time (continued)	Meeting Students' Needs
D. How the Narrator's Point of View Influences the Description of Events (20 minutes) • Introduce the second learning target: "I can support my analysis of the narrator's point of view by drawing on evidence from the text." • Cold call several students to share out what they recall about the meaning of the words *analysis* (study of; investigate details to understand something better; exploration) and *point of view* (perspective; what the narrator sees, feels, hears). • Focus students on the phrase *drawing on evidence*. Ask students to think about and discuss in groups: * "What does the phrase *drawing on evidence* mean, in the context of this target?" • After a moment, cold call several students to share out whole group. Listen for: "select," "take," "extract," "pull," "choose," "use information from the text," "take details from the text to support my analysis," and similar ideas. • Display and distribute the **Questions and Evidence Board** (one per student). • Say: "Today, rather than taking summary notes as you reread chunks of Chapters 14 and 15, you will work with your group members to respond to questions about these chapters. Your answers should be based on evidence you draw from the text. Your response to each question will help to support your analysis of how Seth's point of view influences the way events are described in these chapters." • Read the directions and each question aloud. Point out the key vocabulary listed from Chapters 14 and 15 as well as key vocabulary listed from previous chapters. Emphasize to students that they need to include key vocabulary and phrases from the text in their responses. Clarify as needed. • Give students 10 minutes to read, discuss in groups, and respond to the questions on their boards. • Once students answer the questions, focus them on the key vocabulary from Chapters 14 and 15. Invite students to share out the meaning of each of these words: *bearings*—determine your location; know where you are *ruin*—wreckage; debris; devastation *stories* (*high*)—floors of a building; levels of a building *rubble*—debris; wreckage; pieces of broken buildings *realized*—understood; knew; became aware of *wreckage*—ruin; debris; rubble; broken pieces of buildings left by the storm	• Focus students who struggle with language on just three or four key vocabulary words and only three squares on the Questions and Evidence Board rather than all of them. • Color-code the questions on the board by making the center square one color and the others another color in order to signal that the ones around the center influence the one in the center.

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Work Time (continued)	Meeting Students' Needs
call(ing)—shout; plea; request *helplessness*—feel unable to help (help—aid; assist) (-less—without); feel powerless or weak • Then, ask groups to pair up to discuss their Questions and Evidence Board responses. Direct students to add to or revise their answers, based on group discussions and clarifications about key vocabulary. • After 2 to 3 minutes, ask students to return to their regular groups. • Cold call group members to share out their responses to each question (see **Teacher Resource: Question and Evidence Board sample answers**.) • Then focus students on the center (starred) question on the board: * "How does Seth's point of view influence the way he describes the event(s)?" • Tell students to review their answers to each of the eight questions they completed to help them analyze how Seth's point of view influences his description of events. Then direct students to discuss their ideas with group members. • After 2 minutes, cold call members from each group to share out. Listen for: "Because the narrator is trying to find out if his family has survived the storm and he sees all the 'rubble' from the storm, he describes the events by emphasizing that there was a lot of 'wreckage,' 'debris,' and 'rubble,'" "He has to get his 'bearings' and can't recognize where he is," "He needs to see if his own family is safe; people are trapped and are not able to be found or rescued from under the 'shattered,' wrecked buildings," and similar suggestions. • Collect students' Questions and Evidence Boards. Review to determine students' mastery toward the learning target.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review of Learning Targets (5 minutes) • Bring students together whole group and then pose the following question: * "In what ways did this 'storm' affect the people and environment of Galveston?" • Ask students to think about and then share their ideas with a partner. Cold call several students to share out whole group. • Ask students to use the Fist to Five protocol to demonstrate their mastery toward each of the learning targets. Note students who show three, two, one, or fist, as they may need more support writing a summary or analyzing how the narrator's point of view influences the description of events.	• Consider charting the students' responses to the debrief question for students to refer to throughout the rest of the unit during other discussions.

Homework	Meeting Students' Needs

• Reread the portions of *Dark Water Rising* that we read in today's lesson to someone at home. (Note: Task card lists page numbers.)
  – Begin page 104, "By midmorning ..." and stop at the end of the second paragraph on page 106, "The beach appeared ... but they were gone."
  – Start again with the last paragraph on page 110, "I kept a close watch ..." and stop at the end of the second paragraph on page 112, "I turned for a last glance ... giant bathhouses, even trolleys."
  – Start again with Chapter 15, page 115, "Climbing down ..." and end at page 117, "We're doing all we can, son,' the bearded man said."
• List and define key vocabulary from Chapters 14 and 15 in the academic section of the glossary in your journal: *bearings, ruin, stories (high), rubble, realized, wreckage, call, calling, and helplessness*.
• On a new page in your journal, write a response to each of the following questions:
  – Which of these words help the reader understand what Seth *sees* after the storm ends? Explain your thinking.
  – Which of these words help the reader understand how Seth *feels* after the storm ends? Explain your thinking.
• If necessary, complete your summary paragraph of Chapters 9–12.
 	
Note: Read Chapters 16 and 17 of Dark Water Rising. *Select pages from these two chapters will not be read aloud to students.*
	• Provide an audio recording of *Dark Water Rising* for students who struggle reading complex text independently.
	• Focus students who struggle with writing on the words: *stories, realized, and calling*.
	• Consider allowing students who struggle with writing to dictate the answer to the focus questions and the summary paragraph to someone at home.

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Grade 5: Module 4: Unit 2: Lesson 9
Supporting Materials

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Summary Paragraph Task Card

Write a summary paragraph to describe what happens *during* the storm.

1. Refer to the Literary Summary anchor chart and your summary notes. Discuss with your group members how you would like to begin your summary paragraph (what information should come first?). Write your first sentence in your journal.

2. Continuously refer to the anchor chart and your summary notes; discuss with group members the details you think should be written second, third, and so forth. Continue writing sentences in your journal.

3. After you complete your summary paragraph, review to make sure it includes:

- Name of specific chapters, title of novel, and author
- WHO the narrator is (important known and inferred details)
- WHAT the major event(s) are and in what order they happen in the story
- WHEN and WHERE the major event(s) take place
- WHO other characters are and their relationship or interactions with the narrator
- Verbs in the present tense ("is," "says," "experiences," "feels," etc.)
- Key vocabulary and language from the text
- Transitional words and phrases
- Make sure your paragraph does NOT include your opinion of the story.

4. Revise as necessary.

5. If you don't complete your summary paragraph in class, finish it for homework.

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Tea Party Strips

Teacher Directions: Make enough copies of this page to cut this into strips and give student one strip.

"The children whined for water, and fear pulled at every face." (p.104)
"Like everyone else, I was thirsty, too, but it was the worry that pushed me back outside." (p.104)
"I needed to know if my family was safe." (p.104)
"The beach appeared torn and uneven, and we quickly realized that the wet sand we were walking on had once held homes." (p.106)
"My feet rested on broken telephone poles and wagon wheels; my hands fell on clothing and veranda railings; and I wondered with each foot we climbed what might lay beneath this rubble." (p.111)
"From my twenty-foot perch I could see for miles, but I couldn't fathom a guess at how many blocks had been swept clean away." (p.112)
"I *said*," yelling louder, "there are people back there, trapped, still alive!" I pointed behind me, breathing hard. "I heard them calling for help." (p.116)
"Don't worry, son," he said. "Go on home. We'll take care of those people." (p.117)

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Sketch the Meaning Note-catcher

Image Pause 1, p. 117
Gist of Chapters 14 and 15:

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Questions and Evidence Board,
Dark Water Rising, Chapters 14 and 15

Name:

Date:

Directions:

1. Read through the questions on the board.
2. Read Chunks 1–3, from Chapters 14 and 15 of *Dark Water Rising*, to locate evidence from the text to answer each question.
3. Discuss your ideas with group members.
4. Use key vocabulary and phrases from the text, and *previous chapters*, to write a response to all but the center (starred) question.
5. Meet with at least one other group to discuss responses to the six questions.
6. After your discussion with another group, read the question in the center of the board and review your responses to the other six questions. Think about then discuss your ideas with group members.
7. Write a response to the center (starred) question, using the lines below the question board.

Chunk 1: Start page 104, "By midmorning ..." and end page 105, "Though the water had receded ... between us and town."

Chunk 2: Start page 110, "I kept a close watch ..." and end page 111, "The two-story-high ... kicked over like toy blocks."

Chunk 3: Start page 115, "Climbing down ..." and end page 117, "We'll take care of these people."

Key vocabulary: bearings (104), ruin, stories (high), rubble (105), realized (106), wreckage (111), call(ing) (115–116), helplessness (115)

**Key vocabulary from previous chapters: debris, wondered, shattered, worry*

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Questions and Evidence Board,
Dark Water Rising, Chapters 14 and 15

Describe three things Seth **sees** after the storm ends.	On page 105, Seth says it looked "... as if *a great broom* had swept up everything in its path and left it there in a twisted heap." What is *a great broom* a **metaphor** for?	Describe how Seth **feels** after the storm ends.
What is the main *event* of these chapters (who, what, when, where)?	**How does Seth's point of view influence the way he describes the event(s)?** ★	Read the third paragraph on page 111. Start, "With the wind ..." and end, "How many souls?" Then look at the historical photo on page 224. How does this image add meaning to Seth's description?
What does the word *bearings* mean in the context of these sentences: (p.104) "I ... concentrated on getting my *bearings*." (p.111) "I ... tried to get my *bearings*."	Describe two things Seth **hears** or **sees** other characters say or do.	Read the last sentence on page 111: "The houses and buildings ... kicked over *like* toy blocks." In this **simile**, what two things are being compared? How does this figurative language help the reader "see" what Seth is describing?

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Questions and Evidence Board,
Dark Water Rising, Chapters 14 and 15

Because the narrator is

he describes the event(s) by emphasizing these details/words

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Questions and Evidence Board,
Dark Water Rising, Chapters 14 and 15
(Answers, For Teacher Reference)

Describe three things Seth **sees** after the storm ends. **ruin; debris; shattered houses; rubble; stories high debris; wreckage**	On page 105, Seth says it looked "... as if *a great broom* had swept up everything in its path and left it there in a twisted heap." What is *a great broom* a **metaphor** for? **A great broom is a metaphor for the storm.**	Describe how Seth **feels** after the storm ends. **Anxious to know if family is safe; wonders how many people are hurt; worried about people trapped, calling from under rubble and debris; helpless**
What is the main *event* of these chapters (who, what, when, where)? **After the storm ends, Seth and Josiah walk through Galveston in search of their family members to see if they are safe.**	**How does Seth's point of view influence the way he describes the event(s)?**	Read the third paragraph on page 111. Start, "With the wind ..." and end, "How many souls?" Then look at the historical photo on page 224. How does this image add meaning to Seth's description? **Helps me "see" how difficult it would have been to find and rescue people from under the piles of rubble covering Galveston**

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Questions and Evidence Board,
Dark Water Rising, Chapters 14 and 15
(Answers, For Teacher Reference)

What does the word *bearings* mean in the context of these sentences: (p.104) "I ... concentrated on getting my *bearings*." (p.111) "I ... tried to get my *bearings*." **"Bearings" in this context means sense of direction; position, location.**	Describe two things Seth **hears** or **sees** other characters say or do. **Whining from thirst; fear (pulled at every face); Josiah says they can't help the people who are trapped; others tell him 'not to worry,' they'll take care of the people who are trapped**	Read the last sentence on page 111: "The houses and buildings ... kicked over *like* toy blocks." In this **simile**, what two things are being compared? How does this figurative language help the reader "see" what Seth is describing? **Houses/buildings compared to (toy) blocks; helps me 'see' buildings knocked over and broken like toys**

Because the narrator is: **seeing the wreckage from the storm and trying to see if his family and other people survived the storm,**

he describes the event(s) by emphasizing these details/words:
There is so much wreckage, debris, rubble that he has to get his bearings, can't recognize where he is; needs to see if his own family is safe; people are trapped, not able to be found or rescued from under the shattered, wrecked buildings.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 10

How a Narrator's Point of View Influences the Description of Events, and Figurative Language: *Dark Water Rising*, Chapters 16 and 17

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GRADE 5: MODULE 4: UNIT 2: LESSON 10

How a Narrator's Point of View Influences the Description of Events and Figurative Language:

Dark Water Rising, Chapters 16 and 17

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can describe how a narrator's point of view influences the description of events. (RL.5.6) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)

Supporting Learning Targets	Ongoing Assessment
• I can support my analysis of the narrator's point of view by drawing on evidence from the text. • I can analyze the meaning of figurative language in *Dark Water Rising*.	• Sketch the meaning and gist (in journal) • Questions and Evidence Board • Narrator's Point of View Analysis Statement (in journal) • Figurative Language Analysis chart (in journal)

Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader (7 minutes) 2. Work Time A. Sketching the Meaning: *Dark Water Rising*, Chapters 16 and 17 (20 minutes) B. How the Narrator's Point of View Influences the Description of Events (17 minutes) C. Analyzing Figurative Language (13 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (3 minutes) 4. Homework	• This lesson follows a pattern that is similar to Lesson 9. • In this lesson, only select portions of the text are read aloud to students due to content that may be difficult for students to deal with emotionally. Excluding these passages from the read-aloud will not interfere with students' understanding of the story as a whole or limit their ability to meet the learning targets. See note in Unit Overview and Lesson 1 for more details. *Dark Water Rising* • Students hear select portions of the text from Chapters 16 and 17 of, then "sketch the meaning" of each chapter and determine the gist. • In Work Time Part B, students will reread chunks of each chapter to draw on evidence from the text to support their analysis of how the narrator's point of view influences the way events are described. • In Work Time Part C, students will analyze figurative language from the text. • Review: Back-to-Back, Face-to-Face protocol (Appendix 1).to support their analysis of how the narrator's point of view influences the way events are described. • Review: Tea Party; Fist to Five protocols (Appendix 1).

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Lesson Vocabulary	Materials
support, analysis, point of view, drawing on, evidence, analyze, figurative language; foul-smelling, coated, longing (119), bewildered (122), gratitude (123), stench (128), relief (133), pervaded (137)	• Journals • *Dark Water Rising* (one book per student) • Sketch the Meaning, blank (one for display) • Questions and Evidence Board (one per student and one for display) • Questions and Evidence Board sample answers (teacher resource) • Figurative Language Analysis T-chart (one for display) • Sample Figurative Language Analysis T-chart (teacher resource) • Index cards (one per student, for homework)

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Reader (7 minutes)
• Tell students that you will collect and review their journals at the end of the lesson to provide feedback on the summary paragraph each student completed for homework.
• Ask students to take out their **journals** and turn to the page where they recorded and defined "academic vocabulary" from Chapters 14 and 15 of *Dark Water Rising* for homework.
• Review the Back-to-Back, Face-to-Face protocol with students, then ask them to find a partner they have not yet worked with during this unit (or haven't worked with recently).
• Ask students to pair up; then pose the following question:
  * "Which key vocabulary terms helped you 'see' or 'hear' what Seth described?"
• Give students 2 minutes to think about and then discuss their ideas. Cold call several pairs to share their thinking whole group and listen for: "'Ruin,' 'stories (high),' 'rubble,' 'wreckage,' and 'call(ing)' because these words help me understand how much destruction there was, how terrible the damage was, and how hurt people were," or similar ideas.
• Next, ask student partners to think about and discuss:
  * "Which key vocabulary from Chapters 14 and 15 helped you understand what Seth 'felt'?"
• Allow students 2 minutes to think about and discuss their thinking. Cold call student pairs to share out. Listen for ideas like: "'Bearings,' 'realized,' and 'helplessness' because these words helped me understand how difficult it was for Seth to find his family and get his bearings because of all the damage," "He realized how 'helpless' he was when he heard people 'call(ing)' but couldn't save them," etc.
• Say: "Remember that in this unit we are learning about natural disasters and their *effect*, or impact, on people and the natural world. As we read Chapters 16 and 17 today, pay close attention to the details Seth uses to describe what he experiences (sees, smells, and feels) after the storm has ended."
	• Intentionally partner ELL students with students who speak the same home language during the Opening.
	• Chart all questions posed to and answers from students for them to refer to throughout the lesson..

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Work Time	Meeting Students' Needs

A. Sketching the Meaning: *Dark Water Rising*, Chapters 16 and 17 (20 minutes)
• Ask students to collect their journals and the novel ***Dark Water Rising***, then to join their regular groups.
• Cold call a few students to share out their typical focus for the first read of chapters from this novel. Listen for: "Sketch the meaning and determine the gist."
• Display the **Sketch the Meaning, blank**. Direct students to create this on a new page in their journals.
• Once again, tell students they will not hear certain parts of the text read aloud because they may be emotionally difficult for some students. Reiterate to students that this won't affect their ability to reach the learning targets (see Unit Overview and previous lessons' teacher notes for more details).
• Ask students to turn to page 104 and follow along silently as the text is read aloud. As students listen and follow along, ask them to focus on:
  * "How does Seth describe people's behavior after the storm ends?"
  – Start on page 119, "I sat on the ground ..." and stop at the end of page 119, "... just one wisp of something fresh in the air."
  – Skip to page 122, "Stories crowded the streets ..." and stop at the end of Chapter 16, page 112, "'I knew you'd come,' she whispered."
• Reread the sketch focus question and ask students to "sketch the meaning" of Chapter 16.
• After 2 to 3 minutes, cold call students to share out what they sketched and why. Listen for ideas such as: "I sketched people sharing water and food, because Seth says that people 'swing their doors open and offer food and water' to everyone," "I drew people with blank faces, or little expression, because he says their eyes were 'glazed,' and they seemed to feel a 'bewildered calm,'" "I drew people happy to see each other because he describes the 'relief' and 'gratitude' they feel when they find their family members are safe," etc.
• Tell students to turn to page 128 and follow along silently as Chapter 17 is read aloud. Ask them to pay attention to details that support their understanding of:
  * "How did the storm *affect* (impact) the environment and people of Galveston (their ability to access resources: things they need to survive and be healthy)?
  Begin again with Chapter 17, page 128, "Mama asked ..." and read to the end of the chapter, page 137, "... poured the brown petals inside."
	• Consider providing a Sketch the Meaning note-catcher for those students who may struggle with creating their own in their journal.
	• Flag portions of the text that will be read in today's lesson to help those students who may struggle with finding the right sections on their own.
	• Consider allowing students who struggle with writing the opportunity to dictate the gist to a peer or teacher.

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Work Time (continued)	Meeting Students' Needs

• Once again, pose the question:
  * "How did the storm affect the environment and people of Galveston?"
• Give students 2 to 3 minutes to think about and discuss the question, then sketch the meaning of Chapter 17. Cold call several students to share out their thinking. Listen for: "I drew a sketch of people who don't have enough or very much food to eat, because Seth says 'they would have gone hungry without Ezra,'" "People drinking very little water, because he says the 'city water lines are down, clean water is scarce,'" "Dirt and bad smells, no fresh air, because he says there is a 'stench' in the air," and similar ideas.
• Ask students to refer to their sketches and discuss with group members:
  * "What is the gist of Chapters 16 and 17?"
• After 1 minute, direct students to record a gist statement at the bottom of their sketches.
• Cold call members from each group to share out. Listen for suggestions such as: "After the storm ends, there are not many resources," "People share the food and water they have with each other," "People are grateful to be safe and see their families," etc.	

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Work Time (continued)	Meeting Students' Needs
B. How the Narrator's Point of View Influences the Description of Events (17 minutes) • Review the first learning target: "I can support my analysis of the narrator's point of view by drawing on evidence from the text." • Tell students to think about and then discuss in groups what the phrase *drawing on evidence* means in this target (from Lesson 9). Then invite several students to share their thinking whole group. Listen for: "select," "take," "extract," "pull," "choose," "use information from the text," "take or choose details from the text to support my analysis," or similar suggestions. • Ask students to think about other key terms in this target (*support, analysis, point of view*) and then briefly discuss in groups how they could restate the target in their own words. • After a moment, invite groups to share their thinking aloud. Listen for ideas such as: "Use or include details, key words and phrases from the text to explain my thinking, my analysis of how the narrator's perspective affects the way events are described," or similar suggestions. • Display and distribute the **Questions and Evidence Board** (one per student). • Review the directions and read each question aloud. Point out the key vocabulary from Chapters 16 and 17 as well as key vocabulary from previous chapters. Reiterate to students that their responses should include key vocabulary and phrases from the text. Clarify as needed. • Allow students 8–10 minutes to read, discuss in groups and respond to the questions on their boards. • Once students answer each question, focus their attention on the key vocabulary from Chapters 16 and 17. Invite students to share out the meaning of each term: *foul-smelling*—smells unclean, polluted; stinks *coated*—covered; smeared; spread *longing*—wish; need; desire *bewildered*—confused; puzzled; doesn't understand *gratitude* (n.)—thanks; appreciation *stench*—stink; disgusting odor or smell *relief*—release; break from stress or anxiety *pervaded*—spread through; saturated; was present everywhere	• Rewrite the learning target in the students' words above or below the learning target. • Focus students who struggle with language on just three or four key vocabulary words and only three squares on the Questions and Evidence Board rather than all of them. • Color-code the questions on the board by making the center square one color and the others another color in order to signal that the ones around the center influence the one in the center.

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Work Time (continued)	Meeting Students' Needs
• Assign groups to pair up and discuss their Questions and Evidence Board responses. Tell students to revise their answers based on their discussions with peers and understanding of key vocabulary. • After 2 minutes, ask students to return to their regular groups. • Cold call group members to share out their responses to each question (see **Teacher Resource: Question and Evidence Board sample answers**). • Focus students on the center (starred) question on the board: * "How does Seth's point of view influence the way he describes the event(s)?" • Remind students to review their answers to each of the six questions in order to support their analysis of how Seth's point of view influences his description of events. Direct students to discuss their ideas with group members. • After 2 to 3 minutes, cold call members from each group to share out. Listen for: "Because the narrator is 'longing,' he describes the event by emphasizing his 'longing' for green grass, fresh air," "Because of the 'foul-smelling' air, the 'stench ... pervaded every breath' after the storm," "Because the narrator feels 'bewildered' and 'helpless,' he describes the event by emphasizing how 'bewildered' or 'helpless' he and others feel after the storm has passed," "Because the narrator feels 'grateful' and full of gratitude, he describes the event by emphasizing the gratitude he and others feel to have some food and water and to find each other safe," or similar suggestions.	

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Work Time (continued)	Meeting Students' Needs
• Then, ask groups to pair up to discuss their Questions and Evidence Board responses. Direct students to add to or revise their answers, based on group discussions and clarifications about key vocabulary. • After 2 to 3 minutes, ask students to return to their regular groups. • Cold call group members to share out their responses to each question (see Teacher Resource: Question and Evidence Board for sample responses.) • Then focus students on the center (starred) question on the board: * "How does Seth's point of view influence the way he describes the event(s)?" • Tell students to review their answers to each of the eight questions they completed to help them analyze how Seth's point of view influences his description of events. Then direct students to discuss their ideas with group members. • After 2 minutes, cold call members from each group to share out. Listen for: "Because the narrator is trying to find out if his family has survived the storm and he sees all the 'rubble' from the storm, he describes the events by emphasizing that there was a lot of 'wreckage,' 'debris,' and 'rubble,'" "He has to get his 'bearings' and can't recognize where he is," "He needs to see if his own family is safe; people are trapped and are not able to be found or rescued from under the 'shattered,' wrecked buildings," and similar suggestions. • Collect students' Questions and Evidence Boards. Review to determine students' mastery toward the learning target.	

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Work Time (continued)	Meeting Students' Needs
C. Analyzing Figurative Language (13 minutes) • Review the second learning target: "I can analyze the meaning of figurative language in *Dark Water Rising*." • Point out the key words and phrases in this target that students are familiar with from previous lessons: *analyze*, *meaning*, and *figurative language*. Ask students to think about, discuss in groups, and then restate this target in their own words. Cold call members from each group and listen for: "I can figure out the literal meaning of similes, metaphors, or idioms," or similar ideas. • Cold call several students to share their definition of *metaphor*, *simile*, and *idiom*. Listen for: "Metaphors compare two things that are not similar in a direct and surprising way; they say one thing is another thing without using 'like' or 'as,'" "A simile compares two unlike things but uses the words 'like' or 'as' to make a comparison," "An idiom is a phrase or expression that cannot be understood from the meanings of individual words; idioms are figurative, not literal, and are often specific to particular cultures or geographic areas," or similar suggestions. • Display the **Figurative Language Analysis T-chart**. • Read each example of figurative language aloud; then tell students to do the following: 1. Read each example of figurative language. 2. Focus on the italicized words. 3. Discuss interpretations with group members. 4. Record your ideas about "What the author literally means is ..." next to each example, on the right side of the Figurative Language Analysis chart. • As students work, move throughout the room to offer support. • After 7 to 8 minutes, cold call students to share their ideas whole group (see **Teacher Reference: Figurative Language Analysis T-Chart**, sample responses in supporting materials). • As students share out, ask questions such as: * "How does this example of figurative language help us better understand the characters, events, or setting?" * "What does the author want us to understand, or see, by using this figurative language to describe the character(s), event, or setting?"	• Remind students of the work they did with metaphors during the reading of Esperanza Rising in Module 1. • Post all directions of what to do when working with figurative language for students to refer to as they work. Consider providing a partially filled-out Figurative Language Analysis chart for students who struggle with language.

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Work Time (continued)	Meeting Students' Needs
• As time allows, direct students to add to or revise their Narrator's Point of View Analysis based on new understandings about figurative language from Chapters 16 and 17. • Allow students to complete the Figurative Language Analysis chart for homework if they are not able to finish it during Work Time Part C.	

Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (3 minutes) • Focus students whole group. Ask: * "In what ways did this storm affect the people and island of Galveston?" • Allow students 1 minute to discuss their thinking with a nearby partner. Cold call several students to share out. • Read the first learning target aloud and ask students to show a thumbs-up or thumbs-down to demonstrate their mastery toward the target. Note students who show a thumbs-down as they may need more support locating and drawing on evidence from the text to support their analysis of how the narrator's point of view influences his description of events. • Collect students' journals to review and provide meaningful feedback about the summary of Chapters 9–12 and Narrator's Point of View Analysis. Students will need their journals in Lesson 11, so find a time to discuss and/or allow students to revise their work as necessary based on feedback. • Give each student one **index card** for homework.	• Provide a sentence stem for students who struggle with language for the debrief. (e.g., "The storm affected people in Galveston by _____.")

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Homework	Meeting Students' Needs
• Reread the portions of *Dark Water Rising*, Chapters 16 and 17, that we read in today's lesson to someone at home. – Start page 119, "I sat on the ground ..." and stop at the end of page 119, "... just one wisp of something fresh in the air." – Skip to page 122, "Stories crowded the streets ..." and stop at the end of Chapter 16, page 112, "'I knew you'd come,' she whispered." – Begin again with Chapter 17, page 128, "Mama asked ..." and read to the end of the chapter on page 137, "... poured the brown petals inside." • On your index card, respond to the following question: *How is the event that Seth describes a *natural disaster* rather than just a simple storm? Support your answer with details from Chapters 16 and 17 of *Dark Water Rising*. *Note: Read Chapters 18 and 19 of* Dark Water Rising. *Certain passages from these chapters will not be read aloud to students. If necessary, complete your summary paragraph of Chapters 9–12.*	• Provide an audio recording of *Dark Water Rising* for students who struggle reading complex text independently. • Focus students who struggle with writing on the words: *coated*, *gratitude*, and *relief*.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 10
Supporting Materials

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Sketch the Meaning, Blank

Image Pause 1, p. 127	Image Pause 2, p. 137
Gist of Chapters 16 and 17:	

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Questions and Evidence Board,
Dark Water Rising, Chapters 16 and 17

Name:

Date:

Directions:

1. Read through the questions on the board.
2. Read Chunks 1–6, from Chapters 16 and 17 of *Dark Water Rising,* to locate evidence from the text to answer each question.
3. Discuss your ideas with group members.
4. Use key vocabulary and phrases from the text, and *previous chapters*, to write a response to all but the center (starred) question.
5. Meet with at least one other group to discuss responses to the six questions.
6. After your discussion with another group, read the question in the center of the board and review your responses to the other six questions. Think about then discuss your ideas with group members.
7. Write a response to the center (starred) question, using the lines below the question board.

Chunk 1: On page 119, read the second paragraph, "Debris-filled pools ... fresh in the air."

Chunk 2: Start page 122, "Stories crowded the streets ..." and end page 123, "Surely everyone was safe inside."

Chunk 3: Start page 126, "Josiah nodded ..." and end page 127, "I nodded ... the wall to dry out."

Chunk 4: Start page 128, "Everyone laughed ..." and end page 129, "Kate hadn't left ... catch in my throat."

Chunk 5: Start at the top of page 133, "I picked up Elliott ..." and end page 135, "I slipped ... I'm sorry."

Chunk 6: Start page 136, "It seemed odd ..." and end page 137, "I pulled open Ben's clean pocket and carefully poured the brown petals inside."

Key vocabulary: foul-smelling, coated, longing (119), bewildered (122), gratitude (123), stench (128), relief (133), pervaded (137)
* *Key vocabulary from previous chapters: swept away, helpless, odd*

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Questions and Evidence Board,
Dark Water Rising, Chapters 16 and 17

Name three effects this storm had on Galveston (HINT: what Seth describes that he **sees** and/or **smells**).	What is the main *event* in these chapters?	Describe how Seth **feels.**
	How does Seth's point of view influence the way he describes the event(s)? ★	
Seth says, "I didn't see a blade of grass ... I was soon searching for it ... *longing* for a glimpse of green, just one wisp of something fresh in the air." (p.119) -What does the word *longing* mean in this sentence? -Why is Seth *longing* for a "glimpse of green," "something fresh in the air"?	Give three examples of the way Seth describes other characters.	Seth says, "*Gratitude* swelled inside me." (p.123) What is *gratitude* (n.)? Seth says, "Aunt Julia gave us a *grateful* glance and said no." (p.126) What does *grateful* (adj.) mean?

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Questions and Evidence Board,
Dark Water Rising, Chapters 16 and 17

Because the narrator is

he describes the event(s) by emphasizing these details/words

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Questions and Evidence Board,
Dark Water Rising, Chapters 16 and 17
(Answers, For Teacher Reference)

Name three effects this storm had on Galveston (HINT: what Seth describes that he **sees** and/or **smells**). **Slime coated everything; foul-smelling air; stench; no grass; no fresh air; mud coated (in, out of houses); homes swept clear away; lumber everywhere; stench that pervaded every breath**	What is the main *event* in these chapters? **Seth and Josiah travel to their homes and find that many of their family members are safe.**	Describe how Seth feels**.** **Longing; bewildered; gratitude; helpless, sorry**
Seth says, "I didn't see a blade of grass ... I was soon searching for it ... *longing* for a glimpse of green, just one wisp of something fresh in the air." (p.119) -What does the word *longing* mean in this sentence? **Want very much; need** -Why is Seth *longing* for a "glimpse of green," "something fresh in the air"? **Everything is coated in slime and stench, so he wants to see/smell something fresh and alive.**	Give three examples of the way Seth describes other characters. **People's eyes are glazed, without light; bewildered calm; all people are welcome and fed; grateful; relieved laughter; frightened; relief; tears; thankful**	Seth says, "*Gratitude* swelled inside me." (p.123) What is *gratitude* (n.)? **Thanks; appreciation** Seth says, "Aunt Julia gave us a *grateful* glance and said no." (p.126) What does *grateful* (adj.) mean? **Feeling thankful; expressing thanks**

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Questions and Evidence Board,
Dark Water Rising, Chapters 16 and 17
(Answers, For Teacher Reference)

Because the narrator is: **longing, bewildered, helpless, but also very grateful, full of gratitude**,

he describes the event(s) by emphasizing these details/words**: the foul-smelling air, stench that pervaded every breath; longing for green grass, fresh air; how bewildered he and others feel, helpless; the gratitude he and others feel to have some food and water, to find each other safe.**

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Figurative Language Analysis T-Chart

	The author used this figurative language…	What this literally means is…
Simile	• My *heart splintered* … just *like* the *crunching of houses* I'd heard during the crystal lulls last night." (p.125)	
Metaphor	• "I saw the mangled *snake* of *debris* …" (p.125) • "Then with the suddenness of a *cat pouncing* on its prey, *hunger* hit." (p.130)	

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Figurative Language Analysis T-Chart

For Teacher Reference

	The author used this figurative language…	What this literally means is…
Simile	• My *heart splintered* ... just *like* the *crunching of houses* I'd heard during the crystal lulls last night." (p.125)	**He felt pain, an extraordinary sense of loss.**
Metaphor	• "I saw the mangled *snake* of *debris* ..." (p.125)	**The broken buildings hooked together in a long line; never-ending line of broken buildings.**
	• "Then with the suddenness of a *cat pouncing* on its prey, *hunger* hit." (p.130)	**He felt hungry suddenly; he didn't realize how hungry he was until that moment.**

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 11

How a Narrator's Point of View Influences the Description of Events, and Determining the Meaning of Language in Text: *Dark Water Rising,* Chapters 18 and 19

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GRADE 5: MODULE 4: UNIT 2: LESSON 11

How a Narrator's Point of View Influences the Description of Events, and Determining the Meaning of Language in Text:

Dark Water Rising, Chapters 18 and 19

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can describe how a narrator's point of view influences the description of events. (RL.5.6) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	
Supporting Learning Targets	**Ongoing Assessment**
• I can support my analysis of the narrator's point of view by drawing on evidence from the text. • I can determine the meaning of words and phrases in *Dark Water Rising*, Chapters 18 and 19.	• Sketch the meaning and gist (in journal) • Questions and Evidence Board • Narrator's Point of View Analysis Statement (in journal) • Key vocabulary (in journal)

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader (7 minutes) 2. Work Time A. Read-aloud and Sketching the Meaning: *Dark Water Rising*, Chapters 18 and 19 (20 minutes) B. How the Narrator's Point of View Influences the Description of Events (15 minutes) C. Key Vocabulary to Deepen Understanding (13 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework	• This lesson follows a pattern that is similar to Lessons 9 and 10 of this unit. • In this lesson, only select portions of the text are read aloud to students, due to content that may be difficult for students to deal with emotionally. Excluding these passages from the read-aloud will not interfere with students' understanding of the story as a whole or their ability to meet the learning targets. See note in Unit Overview and Lesson 1 for more details. • In Work Time Part A, students hear select portions of the text from Chapters 18 and 19 of *Dark Water Rising*, then "sketch the meaning" of each chapter and determine the gist. • In Work Time Part B, students will reread chunks of the text from Chapters 18 and 19, then work with group members to answer text-dependent questions on the Questions and Evidence Board. Students will use evidence from their responses to support their analysis of how the narrator's point of view influences the way events are described. • During Work Time Part C, students have the opportunity to list and define key vocabulary terms from Chapters 18 and 19, in the "academic" section of their journal glossary. Students then "sort" the key vocabulary from these and previous chapters into one of two categories: words that describe the effects of the storm or how Seth and other characters feel. A word sort teaches students to examine the meaning and interrelatedness of words, and it helps them discover patterns the author uses when describing events and/or characters in literature. • Find a time during the day to discuss and/or allow students to revise their summaries and analyses as necessary based on feedback. • Review: Back-to-Back, Face-to-Face protocol; Glass, Bugs, Mud protocol (Appendix 1).

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Lesson Vocabulary	Materials
support, analysis, point of view, drawing on, evidence, determine; provisions, rationed (139), putrid (141), horror (144), supplies (145), stunned (147), misery (151), abandoned (153)	• Journals • *Dark Water Rising* (one book per student) • Sketch the Meaning, blank (one for display) • Questions and Evidence Board (one per student) • Questions and Evidence Board sample answers (teacher resource)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Reader (7 minutes) • Ask students to take out their homework focus question, which they were asked to answer on an index card. • Remind students of the Back-to-Back, Face-to-Face protocol. Direct them to turn back-to-back with a partner, then pose the homework focus question: * "How is the event that Seth describes a natural disaster rather than just a simple storm? Support your answer with details from Chapters 16 and 17 of *Dark Water Rising*." • Allow students a moment to consider and refer to their homework, then turn face-to-face with partners to discuss their thinking. • After 1 to 2 minutes, direct students to turn back-to-back with a *different* partner to discuss their response to the homework question. • Once again, give students a moment to consider and refer to their index card and then turn face-to-face with partners to discuss their ideas. • Cold call a few students to share out whole group. Listen for suggestions like: "This is a natural disaster because Seth describes how people have 'nothing' left: no homes, clothes, fresh food, or water," "This is a natural disaster because of all the damage done to the environment, the putrid stench, the thick layer of slime coating everything, the fact that there is no living grass left, and the loss of friends and family," etc. • Say: "In the first part of this novel the narrator, Seth, describes what Galveston was like *before* the storm. In later parts of the story, he shared details about his and others' experiences *during* the storm. In the chapters of *Dark Water Rising* we have read most recently, we learned mostly about the effects of this storm on the island (natural environment) of Galveston—the way it looked and smelled *after* the storm. As we read today, pay close attention to details that help us understand the *effects* of this storm on the *people* of Galveston."	

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Work Time	Meeting Students' Needs

A. Read-aloud and Sketching the Meaning*: Dark Water Rising*, Chapters 18 and 19 (20 minutes)
• Return students' **journals** and ask them to tape their homework index cards onto a new page. Then ask them to take out the book ***Dark Water Rising*** and join their regular groups.
• Cold call a few students to share out what they usually do during the first read of chapters from this novel. Listen for: "Sketch the meaning and determine the gist."
• Display the **Sketch the Meaning, blank** and ask students to create this on a new page in their journals.
• Again tell students they will not hear certain parts of the text read aloud because they may be emotionally difficult for some students. Emphasize that this will not affect their ability to reach the learning targets (see Unit Overview and previous lessons' teacher notes for more details).
• Ask students to turn to page 138 and follow along silently as the text is read aloud. As students listen and follow along, ask them to think about:
  * "What difficulties do Seth and other characters face after the storm ends?"
• Start page 138, "When I woke ..." and stop near the end of page 139, "The water mains.... He glanced up at Josiah."
• Skip to page 140, "Papa slid his chair back ..." and stop in the middle of the first paragraph page 143, "We spend precious time ... jumbled confusion."
• Go to page 145, "Papa nodded ..." and read to the end of Chapter 18, "I had to do what Papa wouldn't."
• Reread the sketch focus question and ask students to "sketch the meaning" of Chapter 18.
• After 2 to 3 minutes, cold call students to share out what they sketched and why. Listen for: "I sketched people looking for and not able to find loved ones because Seth says people are going to morgues and hospitals to find people who are missing," "I drew people without food or water because Seth says provisions are rationed, boxcars full of supplies are knocked over, and the train bridge is out so supplies can't get into Galveston," "I drew Josiah and other men being taken away to work on the barges because Seth says Josiah was surrounded by men and was led to a group of workers," and similar suggestions.
• Tell students to turn to page 150 and follow along silently as Chapter 19 is read aloud. Tell students to listen and look for details about:
  * "How does Seth describe other characters' actions?"
	• Consider providing a Sketch the Meaning note-catcher for those students who may struggle with creating their own in their journal.
	• Flag portions of the text that will be read in today's lesson to help those students who may struggle finding the right sections on their own.
	• Consider allowing students who struggle with writing the opportunity to dictate the gist to a peer or teacher.

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Work Time (continued)	Meeting Students' Needs
• Begin with Chapter 19, page 50, "Mama must've seen me ..." and read to the end of the chapter, page 159, "... his message to Mama was so important to him." • Once again, pose the question: * "How does Seth describe other characters' actions?" • Give students 2 or 3 minutes to think about and discuss the question, then "sketch the meaning" of Chapter 19. Cold call several students to share out whole group. Listen for ideas like: "I drew Aunt Julia sad, grieving because Seth says she tells him not to search for Uncle Nate anymore," "I sketched Ezra making repairs to their home because Seth says Ezra repairs the veranda and that Ezra wants to build a tree house for the boys," "I drew Papa helping to rebuild the train bridge because Seth says he and Matt go to the rail yard to take supplies to Papa because he is working with other men sorting and stacking timbers," etc. • Ask students to refer to their sketches and discuss in groups what the gist of Chapters 18 and 19 is. • After 1 minute, direct students to record a gist statement at the bottom of their sketches. • Cold call members from each group to share out. Listen for suggestions like: "People face many challenges after the storm ends," "People can't get enough food or water because supplies are ruined," "People begin to try to make repairs and get the supplies they need," or similar ideas.	

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Work Time (continued)	Meeting Students' Needs
B. How the Narrator's Point of View Influences the Description of Events (15 minutes) • Review the first learning target: "I can support my analysis of the narrator's point of view by drawing on evidence from the text." • Ask students to recall the meaning of key terms (*support, analysis, point of view, drawing on evidence*) in this target. Then briefly discuss in groups how they could restate the target in their own words. • After 1 minute, invite groups to share their thinking aloud. Listen for ideas such as: "Use or include details, key words, and phrases from the text to explain my thinking," "Include key ideas in my analysis of how the narrator's perspective influences the way events are described," or similar ideas. • Display and distribute the **Questions and Evidence Board** (one per student). • Review the directions and read each question aloud to students. Point out the key vocabulary from Chapters 18 and 19, as well as key vocabulary from previous chapters. Reiterate to students that their responses should include key vocabulary and phrases from the text. Clarify directions or questions as necessary. • Allow students 8 or 9 minutes to read, discuss in groups, and respond to the questions on their boards. • Assign groups to pair up and discuss their Questions and Evidence Board responses. Tell students that as they work with their peers, they should add to or revise their answers, based on new understandings from group discussions. • After 2 minutes, ask students to return to their regular groups. • Cold call group members to share out their responses to each question (see **Teacher Resource: Question and Evidence Board sample answers**). • Then focus students on the center (starred) question on the board: * "How does Seth's point of view influence the way he describes the event(s)?" • Remind students to review their answers to each question on the board in order to support their analysis of how Seth's point of view influences his description of events. Direct students to discuss their ideas with group members.	• Focus students who struggle with language on just three or four key vocabulary words and only three squares on the Questions and Evidence Board rather than all of them. • Color-code the questions on the board by making the center square one color and the others another color in order to signal that the ones around the center influence the one in the center.

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Work Time (continued)	Meeting Students' Needs
• After 1 minute, cold call members from each group to share out. Listen for: "Because the narrator has discovered there are few supplies or provisions on the island; because he is worried about Josiah; because he is angry with his Papa for staying at the rail yard; because he doesn't know how to take care of his family, he describes the events by emphasizing the words or details: 'provisions' have to be 'rationed'; railroads/bridges are wiped out from the storm; there is a 'putrid stench' everywhere; he feels 'horror' about Josiah being taken to help at the barges; he feels 'abandoned' by his Papa," and similar ideas.	
C. Key Vocabulary to Deepen Understanding (13 minutes) • Introduce the second learning target: "I can determine the meaning of words and phrases in *Dark Water Rising*, Chapters 18 and 19." • Ask students to recall and think about the meaning of the word *determine* from previous modules. Cold call several students to share out; listen for: "find out," "clarify," or similar suggestions. • Bring students' attention to the key vocabulary from Chapters 18 and 19, listed at the top of their Questions and Evidence Board. Ask students to add these terms to a new page in the "academic" section of the glossary in their journals: *provisions, rationed, putrid, horror, supplies, stunned, misery,* and *abandoned.* • Give students 5 or 6 minutes to determine the meaning of each word and write a synonym or short definition for each term. Circulate to support as needed. • After students add and define the key vocabulary from Chapters 18 and 19 in the glossary section of their journals, cold call students from each group to share out the meaning of the words. Listen for: *provisions*—supplies; necessities; requirements; food; rations *rationed*—limited; controlled; restricted; saved *putrid*—rotten; disgusting smell *horror*—shock; disgust; terror; intense fear *supplies*—provisions; food; materials; goods *stunned*—shocked; bewildered; surprised; amazed *misery*—sadness; depression; gloom; grief; despair; sorrow; distress *abandoned*—left behind; walked out on; deserted	• Create or provide visuals for all vocabulary words to help students who struggle with language identify whether the words are associated with feelings or effects.

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Work Time (continued)	Meeting Students' Needs
• Next, ask students to briefly review the meaning of previous key vocabulary (listed on the Questions and Evidence Board) that they added and defined in their glossaries from prior lessons: *stench, wonder, debris, staggering,* and *bewildered.* • Direct students to turn to a new page in their journals and work with group members to sort the key vocabulary and previous key vocabulary into one of two categories: – Words that describe the *effects* of the storm – Words that describe Seth's and other characters' *feelings* • Tell students they will need to be able to justify (explain) why they placed certain words into one category or the other. • Give students 3 to 4 minutes to sort words into categories. Circulate to support as needed. • Once students complete their sorts, cold call members from each group to share their thinking aloud. Listen for ideas like: – "We decided the words *provisions, rationed, putrid, supplies, debris, stench, and ruined* describe the effects of the storm because these words help us 'see' how the storm broke buildings apart into 'debris'; the storm left a 'putrid stench'; the storm 'ruined' rail yards and train bridges, which kept 'provisions' and 'supplies' from people, so they had to 'ration' food and water." – "We determined that the words *horror, stunned, misery, abandoned, wonder, staggering, and bewildered* describe how Seth and other characters feel because they tell us how people feel when they see all the damage from the storm. It's how they feel when they are trying to find family and friends and take care of things after the storm." • Ask students to take 1 minute to revise or add to their responses on the Questions and Evidence Board, or their analysis of how Seth's point of view influences the way events are described, based on their new understandings of key vocabulary. • As time allows, invite several students to share their additions or revisions whole group.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Bring students together whole group. Ask them to think about then discuss with a partner: * "What was this storm's effect on the people of Galveston?" • After 2 minutes, invite several students to share their thinking whole group. Listen for ideas like: "They couldn't get the supplies, food, or water they needed because rail lines and boxcars were destroyed," "They lost loved ones, couldn't find family members or friends," etc. • Read each of the learning targets aloud and ask students to use the Glass, Bugs, Mud protocol to demonstrate their mastery of each target. Notice students who show "bugs" or "mud" as they may need more support drawing on evidence to support their analysis of how the narrator's point of view influences the way events are described or determining the meaning of words and phrases from context.	• Allow students who struggle with language the opportunity to formulate the answer to the debrief question by previewing it with them and giving them extra time.

Homework	Meeting Students' Needs

• Reread the portions of *Dark Water Rising* from Chapters 18 and 19 that we read in today's lesson to someone at home.
  – Start page 138, "When I woke ..." and stop near the end of page 139, "The water mains.... He glanced up at Josiah."
  – Skip to page 140, "Papa slid his chair back ..." and stop in the middle of the first paragraph page 143, "We spend precious time ... jumbled confusion."
  – Go to page 145, "Papa nodded ..." and read to the end of Chapter 18, "I had to do what Papa wouldn't."
  – Begin once again with Chapter 19, page 50, "Mama must've seen me ..." and read to the end of the chapter, page 159, "... his message to Mama was so important to him."
• On a new page in your journal, respond to the following question:
  – What do you think was the greatest impact of this storm on Galveston? Support your answer with evidence from the text.
 	
Note: Read Chapters 20 and 21 of Dark Water Rising. *Certain passages from these chapters will not be read aloud to students.*
	• Provide an audio recording of *Dark Water Rising* for students who struggle with reading complex text independently.
	• Consider allowing students who struggle with writing to dictate the answer to the focus question to someone at home.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 11
Supporting Materials

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Sketch the Meaning, Blank

Image Pause 1, p. 149	Image Pause 2, p. 159
Gist of Chapters 18 and 19:	

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Questions and Evidence Board,
Dark Water Rising, Chapters 18 and 19

Name:

Date:

Directions:

1. Read through the questions on the board.
2. Read Chunks 1–5, from Chapters 18 and 19 of *Dark Water Rising*, to locate evidence from the text to answer each question.
3. Discuss your ideas with group members.
4. Use key vocabulary and phrases from the text, and *previous chapters*, to write a response to all but the center (starred) question.
5. Meet with at least one other group to discuss responses to the six questions.
6. After your discussion with another group, read the question in the center of the board and review your responses to the other six questions. Think about then discuss your ideas with group members.
7. Write a response to the center (starred) question, using the lines below the question board.

Chunk 1: Start page 138, "Ezra will stay ..." and end page 139, "The water.... He glanced up at Josiah."

Chunk 2: Start page 140, "We headed east ..." and end partway through the first paragraph on page 143, "We spent ... in jumbled confusion."

Chunk 3: Start page 145, "I'm on my way ..." and end page 154, "He turned back ... to me now."

Chunk 4: Start page 153, "Matt and Lucas glanced at me ..." and end page 129, "Kate hadn't left ... catch in my throat."

Chunk 5: Start near the bottom of page 157, "I'm fine ..." and end page 158, "'Josiah's sixteen too,' I said, 'and they took him anyway.'"

Key vocabulary: provisions, rationed (139), putrid (141), horror (144), supplies (145), stunned (147), misery (151), abandoned (153)

** Key vocabulary from previous chapters: stench, wonder, debris, staggering, ruin(ed), bewildered*

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Questions and Evidence Board,
Dark Water Rising, Chapters 18 and 19

Name three effects this storm had on Galveston (HINT: what Seth describes that he **sees** and/or **smells**).	What are the two *main events* from these chapters? (who, what, when, where)?	Describe how Seth **feels** about the events that take place in these chapters. .
	How does Seth's point of view influence the way he describes the event(s)? ★	
Seth says, "There's be no final *resting place* for their loved ones." (p.139) Focus on the words *resting place*. How is this description similar to Junior's description of Oscar's death in *Eight Days*? ("Oscar felt *tired* and *went to sleep*. He *never woke* up.")	Give three examples of the way Seth describes other characters.	Seth says, "... the sun disappeared ... leaving a *halo of pink and purple* around bare trees and splintered rooftops." (p.159) What is the phrase *halo of pink and purple* a **metaphor** for?

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Questions and Evidence Board,
Dark Water Rising, Chapters 18 and 19

Because the narrator

he describes the event(s) by emphasizing these details/words

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Questions and Evidence Board, *Dark Water Rising*, Chapters 18 and 19

For Teacher Reference

Sample responses are in **bold.**

Name three effects this storm had on Galveston (HINT: what Seth describes that he **sees** and/or **smells**). **Can't get supplies because the wagon and railroad bridges are gone; can't get supplies/provisions; many people died; stench, putrid odors; fallen telephone poles and wires; hundreds of tumbled boxcars; rotting fruit**	What are the two *main events* from these chapters? (who, what, when, where)? **After the storm, Seth, Josiah and Papa try to find Ben and Uncle Nate; after the storm, they discover there are very few supplies/provisions for people; Papa stays at the rail yard to help rebuild the train bridge; Josiah is taken to help on the barges.**	Describe how Seth **feels** about the events that take place in these chapters. **Guilt and horror about Josiah being taken to help on barges; doesn't understand why Papa has abandoned him; doesn't know how to take care of the family; needs Papa; stunned**
Seth says, "There's be no final *resting place* for their loved ones." (p.139) Focus on the words *resting place*. How is this description similar to Junior's description of Oscar's death in *Eight Days*? ("Oscar felt *tired* and *went to sleep*. He *never woke* up.") **They both use words that describe death as related to "resting" or "sleeping."**	Give three examples of the way Seth describes other characters. **Provisions/supplies are low and need to be rationed; people are taken to help on the barges, and Josiah is scared to be taken; Papa stays to help rebuild the train bridge; Aunt Julia grieves; Ezra tries to keep busy and repair the house.**	Seth says, "... the sun disappeared ... leaving a *halo of pink and purple* around bare trees and splintered rooftops." (p.159) What is the phrase *halo of pink and purple* a **metaphor** for? **The (colors of the) sunset**

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Questions and Evidence Board,
Dark Water Rising, Chapters 18 and 19
For Teacher Reference

Because the narrator**: has discovered there are few supplies/provisions on the island; because he is worried about Josiah; because he is angry with his Papa for staying at the rail yard; because he doesn't know how to take care of his family**,

he describes the event(s) by emphasizing these details/words: **"provisions" have to be "rationed"; railroads, bridges are wiped out from the storm; there is a "putrid stench" everywhere; the "horror" he feels about Josiah being taken to help at the barges; how "abandoned" he feels by his Papa.**

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 12

How a Narrator's Point of View Influences the Description of Events, and Figurative Language: *Dark Water Rising*, Chapters 20 and 21

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GRADE 5: MODULE 4: UNIT 2: LESSON 12

How a Narrator's Point of View Influences the Description of Events, and Figurative Language:

Dark Water Rising, Chapters 20 and 21

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can describe how a narrator's point of view influences the description of events. (RL.5.6) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) I can analyze figurative language, word relationships, and nuances in word meanings. (L.5.5)	
Supporting Learning Targets	**Ongoing Assessment**
• I can support my analysis of the narrator's point of view by drawing on evidence from the text. • I can analyze the meaning of figurative language in *Dark Water Rising*.	• Sketch the meaning and gist (in journal) • Questions and Evidence Board • Narrator's Point of View Analysis Statement (in journal) • Figurative Language Analysis T-chart (in journal)

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader (7 minutes) 2. Work Time A. Read-aloud and Sketching the Meaning: *Dark Water Rising*, Chapters 20 and 21 (15 minutes) B. How the Narrator's Point of View Influences the Description of Events (20 minutes) C. Analyzing Figurative Language (13 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework	• This lesson follows a pattern that is similar to Lessons 9–11. • In this lesson, once again only select portions of the text are read aloud to students, due to content that may be difficult for students to deal with emotionally. Excluding these passages from the read-aloud will not interfere with students' understanding of the story as a whole or limit their ability to meet the learning targets. See note in Unit Overview and Lesson 1 for more details. • Be aware that certain passages read aloud in this lesson contain references to death. These passages are not graphic, but they may affect students emotionally. Closely preview Chapters 20 and 21 to make determinations about content you feel may be too difficult for students to hear. • Students hear all of Chapter 20 and parts of Chapter 21 read aloud. Students are given one focus question for both chapters. They complete a single "sketch the meaning" image, but are given two "image pauses"—one at the end of each chapter—to add details from the text in response to the prompt. Students then determine the gist of both chapters. • In Work Time Part B, students read chunks of each chapter to use evidence from the text to support their analysis of how the narrator's point of view influences the way events are described. • In Work Time Part C, students analyze figurative language. Students are asked to demonstrate a more advanced level of understanding of figurative language than in previous lessons. The metaphors, similes, and idioms are listed at the top of the Figurative Language Analysis chart for students to sort and record into the proper category on the chart. Students then determine what the metaphor, simile, or idiom literally means. • Find another time during the day to review students' Figurative Language Analysis charts and provide meaningful written or oral feedback regarding their progress toward recognizing and determining the meaning of similes, metaphors, and idioms. • In advance: Post the Four Corners sheets in different areas of the room (see supporting materials). • Review: Fist to Five and Four Corners protocols (Appendix 1).

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Lesson Vocabulary	Materials
support, analysis, point of view, drawing on, evidence, analyze, figurative language; endured, swamped (160), repaired (162), darkness (164), odor, bothered (167), rebuild (171), composure (175)	• Journals • Four Corners sheets (one of each) • *Dark Water Rising* (one book per student) • Sketch the Meaning, blank (one for display) • Questions and Evidence Board (one per student and one for display) • Questions and Evidence Board sample answers (teacher resource) • Figurative Language Analysis T-chart (for display) • Sample Figurative Language Analysis T-chart (teacher resource)

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Reader (7 minutes)
• Ask students to take out their **journals** and turn to the page where they recorded a response to the homework question for Chapters 18 and 19 of *Dark Water Rising*.
• Review the Four Corners protocol with students, then point out the **Four Corners sheets** posted around the room. Read each one aloud and clarify as needed.
• Read the Lesson 11 homework question aloud:
  * "What do *you think* was the greatest impact of this storm on Galveston? Support your answer with evidence from the text."
• Ask students to review the response they recorded for homework, and then move to the Four Corners sheet that is most closely related to their own answer.
• Once all students have moved to a sheet, ask them to discuss their choice with other students at the same sheet. Remind students to use evidence from the text to support their thinking.
• After 3 to 4 minutes, focus students' attention whole group. Cold call members from each of the Four Corners to share out. Listen for suggestions like: "We chose 'destruction of the environment' because Seth talks about the ruin, stench and putrid odors and how there is no grass or fresh air," "We chose 'loss of family and friends' because Seth describes characters like Ella Rose, Aunt Julia, and her sons grieving and how many people died or were swept away by the storm," "We chose 'lack of supplies' because Seth describes how provisions/supplies are rationed, how hungry and thirsty people are, and the rotting fruit and other supplies that were ruined in the storm," "We chose 'destruction of homes, businesses, and transportation lines' because Seth describes how they can't get supplies onto the island because the train bridge was destroyed, huge sections of people's homes are broken apart, and homes that used to be there are completely swept away," etc.
• Say: "Today we are reading Chapters 20 and 21 of *Dark Water Rising*. As we read, continue to think about this storm's *effects* on the people and environment of Galveston.
  * How do people move forward after such a tragic and destructive event?
  * How do they handle the loss of loved ones—the destruction of homes, businesses, and the environment?
• Consider what the author of this novel, Marian Hale, is trying to convey to us, the readers, through Seth's description of this extreme natural event."
	• Display the directions for the Four Corners protocol for students to refer to as they review their homework.
	• Consider providing sentence stems for students to use during the discussion at each of the four corners. (e.g., "The greatest impact of the storm in Galveston was _____, because _____.")
	• Display all questions posed to students and answers they give to during the lesson for students to refer to throughout the lesson.

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Work Time	Meeting Students' Needs

A. Read-aloud and Sketching the Meaning: *Dark Water Rising*, Chapters 20 and 21 (15 minutes)
• Ask students to gather their journals and the book ***Dark Water Rising*** and then join their regular groups.
• Cold call a few students to share out what they usually do during the first read of chapters from this novel. Listen for: "Sketch the meaning and determine the gist."
• Ask students to recall then share in groups:
  * "What is the purpose for 'sketching the meaning' and determining the gist of what we read?"
• After a minute, invite several groups to share out their thinking. Listen for ideas like: "They help us remember key details about the description of events," "They show key details in response to a prompt or question," "The focus is not on the 'art' of our sketches; it is about helping us understand important information about events by quickly drawing an image that contains details from the text," etc.
• Display the **Sketch the Meaning**, **blank** and ask students to create this on a new page in their journals. Point out to students that this sketch has two Image Pauses but only one space to sketch. Tell students there is a single focus question for their sketch today. Explain to students that they will pause at the end of Chapter 20 to sketch the meaning based on key details from that chapter. After Chapter 21 is read aloud, they will pause a second time to add more details to the same sketch, in response to the same prompt.
• Tell students they will once again skip small sections of text today that may be emotionally difficult, but that this won't affect their ability to reach the learning targets (see Teaching Notes for more details).
• Ask students to turn to page 160 and follow along silently as the text is read aloud. As students listen and follow along, ask them to consider:
  * "How do the people of Galveston cope with (handle) the *effects* of this natural disaster, or 'storm'?"
• Start page 160, "I woke early Tuesday ..." and stop at the end of the chapter, page 169, "She smiled at me, and my heart was a sudden maze I couldn't navigate."
• Give students 2 to 3 minutes to think about, discuss, then sketch details from Chapter 20 in response to the prompt:
  * "How do the people of Galveston deal with the effects of this natural disaster, or 'storm'?"
• Ask students to turn to page 170. Begin, "Ezra's eyes had glittered ..." and stop at the end of page 172, "The news sank ... that had to be why."
	• Consider providing a Sketch the Meaning note-catcher for those students who may struggle with creating their own in their journal.
	• Flag portions of the text that will be read in today's lesson to help those students who may struggle finding the right sections on their own.
	• Consider allowing students who struggle with writing the opportunity to dictate the gist to a peer or teacher.

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Work Time (continued)	Meeting Students' Needs
• Skip to page 175, and begin reading with the last paragraph, "Aunt Julia's eyes ..." to the end of Chapter 21, "Before long ... watching Galveston burn its dead." • Reread the sketch focus question. Then ask students to discuss in groups and add to their "sketch the meaning" image for Chapters 20 and 21. • After 2 minutes, cold call students to share out what they sketched and why. Listen for: "I sketched people rebuilding, repairing, cleaning their homes because people are working on fixing and cleaning their homes," "I drew people saving food and rationing because Seth describes how provisions are low and that he feels grateful for the supplies Henry brings," "I drew people who are grieving, sad, worried because so many people have died, and they're worried about the safety of friends or family," "I drew people who are happy, relieved, joyful because family members like Josiah and Henry return," or similar ideas. • Ask students to review the details they added to their sketch and then discuss in groups what the gist of Chapters 20 and 21 is. • After 1 minute, tell students to record a gist statement at the bottom of their sketch. • Cold call members from each group to share out. Listen for: "The people of Galveston begin to rebuild," "People are working to rebuild and get the supplies they need to survive," "People are grieving because so many family and friends died in the storm," or similar ideas.	

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Work Time (continued)	Meeting Students' Needs
B. How the Narrator's Point of View Influences the Description of Events (20 minutes) • Review the first learning target: "I can support my analysis of the narrator's point of view by drawing on evidence from the text." • Remind students of the key terms (*support, analysis, point of view, and drawing on evidence*) in this target. Then ask students to think about and briefly discuss in groups how they could restate the target in their own words. • After 1 minute, cold call members from each group to share out. Listen for ideas such as: "Use/select/take/choose key details from the text to explain my thinking," "Include key details from the text in my analysis of how the narrator's perspective influences the way events are described," or similar ideas. • Display and distribute the **Questions and Evidence Board** (one per student). • Review the directions and read each question aloud to students. Point out the key vocabulary from Chapters 20 and 21, as well as key vocabulary from previous chapters. Remind students that their responses should include key vocabulary and phrases from these and previous chapters. Clarify as needed. • Allow students 10 minutes to read, discuss in groups, and respond to the questions on their boards. Circulate to support as needed.	• Rewrite the learning target in the students' words above or below the learning target. • Focus students who struggle with language on just three or four key vocabulary words and only three squares on the Questions and Evidence Board rather than all of them. • Intentionally assign groups that have struggling readers to another group that has stronger readers to discuss the Questions and Evidence Board responses. • Color-code the questions on the board by making the center square one color and the others another color to signal that the ones around the center influence the one in the center..

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Work Time (continued)	Meeting Students' Needs
• After 10 minutes, focus students' attention whole group. Once again, point out the new key vocabulary terms listed at the top of their boards. Ask students to briefly discuss with their groups the meaning of the words. Then cold call students to share out the meaning of each word: *endured*—tolerated; underwent (undergo); survived *swamped*—flooded; under water; submerged *repaired*—fixed; mended; patched up; restored *darkness* (n.)—gloom; despair; misery *odor*—stench; stink; smell *bothered*—worried; troubled; concerned *rebuild*—(re-) again, (build) construct, make, put together; put something back together; make it stronger; repair *composure*—calm; self-control; poise • Assign groups that have *not* worked together to pair up. Tell students to: – Discuss their Questions and Evidence Board responses with peers as well as their new understandings about key vocabulary. – Add to or revise their answers based on their discussions. • After 2 to 3 minutes, ask students to separate into their regular groups.	

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Work Time (continued)	Meeting Students' Needs
• Cold call members from each group to share out responses to each question (see **Teacher Resource: Questions and Evidence Board sample answers**). • Direct students' attention to the center (starred) question on the board: * "How does Seth's point of view influence the way he describes the event(s)?" • Remind students to review their answers to each question on the board to help support their analysis of how Seth's point of view influences his description of events. Ask students to discuss their thinking in groups. • After 1 minute, cold call members from each group to share out. Listen for: "Because the narrator is still dealing with the effects of the storm, he describes the event(s) by emphasizing the details and words: putrid stench, odors that are still in the air, provisions, rationed supplies, the need to repair or rebuild, scrape away the mud from the storm," "Because the narrator feels that he can handle things without his Papa but is also worried about his friends and family, he describes the event(s) by emphasizing details about the people who are missing or dead, the grief and misery, the horror he feels for his friends and family and their experiences and loss, and how people have changed because of their experiences in the storm," or similar suggestions. • Collect students' Questions and Evidence Boards to review and determine their current level of mastery toward the learning targets. Make sure to find another time during the day to provide meaningful written or oral feedback to students about their progress.*Add to or revise their answers based on their discussions. • After 2 to 3 minutes, ask students to separate into their regular groups.	

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Work Time (continued)	Meeting Students' Needs
C. Analyzing Figurative Language (13 minutes) • Review the second learning target: "I can analyze the meaning of figurative language in *Dark Water Rising*." • Point out the key words in this target: *analyze*, *meaning*, and *figurative language*. Ask students to consider then discuss in groups how they could restate this target in their own words. Cold call members from each group and listen for: "I can determine/evaluate/figure out the literal meaning of similes, metaphors, or idioms," or similar ideas. • Cold call several students to share out what *metaphors*, *similes*, and *idioms* are. Listen for: "Metaphors compare two things that are not similar; they say one thing 'is' another thing," "A simile compares two different things but uses the words 'like' or 'as'; an idiom is a phrase or expression that cannot be understood from the meanings of individual words; idioms are figurative, not literal, and are often specific to particular cultures or geographic areas," or similar definitions. • Display the **Figurative Language Analysis T-chart**.	• Post all directions of what to do when working with figurative language for students to refer to as they work. • Consider providing a partially filled-in Figurative Language Analysis chart for students who struggle with language.

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Work Time (continued)	Meeting Students' Needs

• Point out to students that the examples of figurative language are listed at the top of the chart and not already categorized as in previous lessons. Explain to students that they will work with their group members to complete the following:
• Read each example of figurative language.
• Focus on the italicized words.
• Determine which type of figurative language each example is, and then record it in the appropriate box.
• Discuss interpretations of each example with group members.
• Record your ideas about "What the author literally means is ..." next to each example, on the right side of the Figurative Language Analysis chart.
• Read each example of figurative language aloud and clarify directions as needed. Move throughout the room to offer support.
• After 7 or 8 minutes, cold call students from each group to share out (see **Teacher Resource: Figurative Language Analysis T-chart,** sample responses in supporting materials).
• As students share, pose questions such as:
  * "How does this example of figurative language help us better understand the effects of the storm on Galveston?"
  * "What does the author want us to understand, or see, by using this metaphor, simile, or idiom?"
• As time allows, direct students to add to or revise their Narrator's Point of View Analysis, based on new understandings about figurative language from Chapters 20 to 21.
• Allow students to complete the Figurative Language Analysis chart for homework if they are not able to finish it during Work Time Part C.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Bring students together whole group. Ask them to think about and then discuss with a nearby partner: * "What message do you think the author of this novel is trying to convey to us about the effects of this storm on Galveston?" • After 2 minutes, invite several students to share their thinking whole group. • Review each of the learning targets, and ask students to use the Fist to Five protocol to demonstrate their level of mastery toward the targets. Note students who show three to fist, as they may need more support analyzing how the narrator's point of view influences the description of events or recognizing and determining the meaning of figurative language.	• Intentionally partner ELL students with students who speak the same home language to discuss the debrief question.

Homework	Meeting Students' Needs

• Reread the portions of *Dark Water Rising* from Chapters 20 and 21 that we read in today's lesson to someone at home.
  – Start page 160, "I woke early Tuesday ..." and stop at the end of the chapter, page 169, "She smiled at me, and my heart was a sudden maze I couldn't navigate."
  – Start on page 170. Begin, "Ezra's eyes had glittered ..." and stop at the end of page 172, "The news sank ... that had to be why."
  – Skip to page 175, and begin reading with the last paragraph "Aunt Julia's eyes ..." to the end of Chapter 21, "Before long ... watching Galveston burn its dead."
• List and define key vocabulary from Chapters 20 and 21 in the academic section of the glossary in your journal: *endured, swamped, repaired, darkness, odor, bothered, rebuild,* and *composure*.
• If necessary, complete the Figurative Language Analysis chart.
 	
Note: Read Chapters 22 and 23 of Dark Water Rising. *Note that in Lessons 13 and 14, students begin to use evidence flags (see Teaching Notes in each lesson for more details).*
	• Provide an audio recording of *Dark Water Rising* for students who struggle with reading complex text independently.
	• Focus students who struggle with writing on the words *repaired, darkness,* and *rebuild*.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 12
Supporting Materials

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Four Corners Sheets

Destruction of the natural environment	Loss of family and friends
Lack of supplies; very little fresh food and water	Destruction of homes, business, and transportation lines

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Sketch the Meaning, Blank

Image Pause 1, p. 176
Gist of Chapters 18 and 19:

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Questions and Evidence Board,
Dark Water Rising, Chapters 20 and 21

Name:

Date:

Directions:

1. Read through the question on the board.
2. Read Chunks 1–6, from Chapters 20 and 21 of *Dark Water Rising*, to locate evidence from the text to answer each question.
3. Discuss your ideas with group members.
4. Use key vocabulary and phrases from the text, and *previous chapters*, to write a response to all but the center (starred) question.
5. Meet with at least one other group to discuss responses to the six questions.
6. After your discussion with another group, read the question in the center of the board and review your responses to the other six questions. Think about then discuss your ideas with group members.
7. Write a response to the center (starred) question, using the lines below the question board.

Chunk 1: Start on page 160, "I woke early ..." and end page 162, "She raised an eyebrow ... for a while."

Chunk 2: Start on page 164, "The parlor ..." and end page 165, "I slid a board ... my life would change."

Chunk 3: Start on page 166, "I started to yell for Ezra ..." and end page 168, "He nodded ... to all of you here."

Chunk 4: Start on page 170, "Ezra's eyes had glittered ..." and end page 171, "He shook his head ... rebuild their house."

Chunk 5: Start on page 172, "I shook my head." and end at the bottom of page 172, "... that had to be why."

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Questions and Evidence Board,
Dark Water Rising, Chapters 20 and 21

Chunk 6: Start with the last paragraph on page 175, "Aunt Julia's eyes glistened ..." and end page 176, "Before long ... its dead."

Key vocabulary: endured, swamped (160), repaired (162), darkness (164), odor, bothered (167), rebuild (171), composure (175)

**Key vocabulary from previous chapters: stench, putrid, grief, provisions, ruined, rationing, supplies, relief, horror, worried, misery*

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Questions and Evidence Board,
Dark Water Rising, Chapters 20 and 21

Name three effects this storm had on Galveston (people, property, land).	What are two main *events* from these chapters (who, what, when, where)?	Give three examples of how Seth describes feeling *about himself* and/or *other characters*.
	How does Seth's point of view influence the way he describes the event(s)? ★	
Which key vocabulary, from these and *previous* chapters, describe characters' **feelings**? List and explain.	Give three examples of the way Seth describes *other characters' feelings or actions*.	Which key vocabulary, from these and *previous* chapters, describe characters' **actions**? List and explain.

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Questions and Evidence Board,
Dark Water Rising, Chapters 20 and 21

Because the narrator is

he describes the event(s) by emphasizing these details/words

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Questions and Evidence Board,
Dark Water Rising, Chapters 20 and 21
For Teacher Reference

Name three effects this storm had on Galveston (people, property, land). **A stench swamped the island; mud covered floors of homes; homes need to be repaired; low on provisions/supplies; homes ruined; supplies need to be rationed; many people were killed in the storm.**	What are two main *events* from these chapters (who, what, when, where)? **The people of Galveston begin to rebuild, repair the damage done by the storm; Josiah returns from the horrific work on the barge; Ella Rose is happy to see her cousin Henry is alive and has brought supplies to Aunt Julia's for the family; many people are missing or died in the Galveston storm.**	Give three examples of how Seth describes feeling *about himself* and/or *other characters*. **Realizes he doesn't miss his Papa; he feels he can handle what needs to be done; he feels uneasy about the "darkness" growing in Ella Rose; can't get Ezra out of his mind—the shadow in his eyes; wishes he could help Josiah with the "horror" he must feel; Seth doesn't want to speak or think of Josiah's burden; Seth wonders if he misjudged Henry and thinks the storm may have changed Henry's selfish ways; cares very much that Zach died and feels Zach taught him more about himself and what he wanted in life than anyone ever had; Seth feels full of misery (about people who have died and pain others are feeling).**

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Questions and Evidence Board,
Dark Water Rising, Chapters 20 and 21
For Teacher Reference

Which key vocabulary, from these and *previous* chapters, describe characters' **feelings**? List and explain. **darkness, bothered, composure, grieving, grief, relief, horror, worried, misery** **These words describe how the characters felt about the loss or death of loved ones, as well as how they felt when they found family and friends still alive and safe.**	Give three examples of the way Seth describes *other characters' feelings or actions.* **They have endured a great deal; grieving the loss of family and friends; there's a "darkness" about Ella Rose; Ezra is worried about Josiah; Josiah's eyes are full of horror about what he has seen; Ella Rose is happy Henry is alive; Ezra feels relief to see Josiah is safe at home; Aunt Julia searches the list of names of people in the newspaper to see who is alive and who has died; Henry and Ella Rose want to help people who helped them in the storm (rebuild home, help with kids); Aunt Julia keeps her composure and won't show her grief.**	Which key vocabulary, from these and *previous* chapters, describe characters' **actions**? List and explain. **endured, repaired, rebuild, composure, provisions, rationing, supplies** **These words describe what people did after the storm ended because they had to deal with challenges such as a lack of food and water, and begin to repair their homes and the island of Galveston.**

Because the narrator is: **still dealing with the effects of the storm; feeling like he can handle things without his Papa but also worried about his friends and family,**

he describes the event(s) by emphasizing these details/words: **the putrid stench and odors that are still in the air; the provisions/rationed supplies; the need to repair/rebuild, scrape away the mud from the storm; the people who are missing or dead; the grief, misery, and horror he feels for his friends and family and their experiences and loss; how people have changed because of their experiences in the storm.**

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Figurative Language Analysis T-Chart

- p.162–163) "I *wolfed down* the rest of my breakfast ..."
- (p.170) "... *home* had never been the house out back. *It* had always been his *grandfather*."
- (p.172) "... Zach's passing had *hit me so hard*."
- (p.176) "... *we* sat *like ghosts* watching Galveston ..."

	The author used this figurative language…	What this literally means is…
Simile		
Metaphor		
Idiom		

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Figurative Language Analysis T-Chart
(For Teacher Reference)

	The author used this figurative language…	What this literally means is…
Simile	(p.176) "... *we* sat *like ghosts* watching Galveston ..."	**Seth and Josiah sat there saying and doing nothing; they were still and silent.**
Metaphor	(p.170) "... *home* had never been the house out back. *It* had always been his *grandfather*."	**Josiah doesn't need a house to feel like he has a home; Josiah loves and needs his grandfather to feel safe.**
Idiom	(p.162–163) "I *wolfed down* the rest of my breakfast ..."	**Ate quickly (in large bites)**
	(p.172) "... Zach's passing had *hit me so hard*."	**Strong feeling; strong emotional reaction**

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 13

Gathering Evidence for Reflection: *Dark Water Rising*, Chapters 22 and 23

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Gathering Evidence for Reflection:
Dark Water Rising, Chapters 22 and 23

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using quotes from the text. (RL.5.1) I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can draw on evidence from literary texts to support analysis, reflection, and research. (W.5.9)	
Supporting Learning Targets	**Ongoing Assessment**
• I can use evidence from Chapters 22 and 23 of *Dark Water Rising* to write a reflection statement about how the people of Galveston recovered from the storm. • I can determine the meaning of words and phrases in *Dark Water Rising*, Chapters 22 and 23.	• Sketch the meaning and gist (in journal) • Evidence flags • Reflection Statement (in journal) • Key vocabulary (in journal)

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader (7 minutes) 2. Work Time A. Read-aloud and Sketching the Meaning: *Dark Water Rising*, Chapters 22 and 23 (20 minutes) B. Gathering Evidence to Support Reflection (15 minutes) C. Key Vocabulary to Deepen Understanding (13 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework	• In this lesson, the focus shifts from analyzing how the narrator's point of view influences the way events are described to gathering evidence and reflecting on details from the text that explain how the people of Galveston recovered from the storm. This shift prepares students for the end of unit assessment in Lesson 16, an essay in which students compare and contrast Junior's description of the earthquake in Haiti to Seth's description of the hurricane in Galveston, in order to demonstrate their understanding of how different narrators describe similar topics through literature. • Students hear all of Chapters 22 and 23 read aloud in this lesson. However, note that certain passages contain references to death. These passages are not graphic but may affect students emotionally. It may help to remind students that this novel portrays the devastation of the deadliest natural disaster in American history. Closely preview these two chapters to make determinations about content you feel may be too difficult for students to hear. • In the Opening, students participate in a Popcorn Read. The purpose for the Popcorn Read is to help students review and recognize key vocabulary terms from *Dark Water Rising* that describe and help them synthesize their thinking about how the storm influenced the people and environment of Galveston. • During Work Time Part B, students use evidence flags to indicate where they locate details in the text to explain how the people of Galveston recovered from physical and emotional damage caused by the storm. Students then write a Reflection Statement about how the people of Galveston recovered, supported by the evidence they locate. Note that the integration of evidence flags into the latter part of Unit 2 helps to reinforce students' previous use of evidence flags (in Unit 1 and prior modules) and serves as a scaffold toward students' work in Unit 3, when they will be asked to locate evidence to support their research. • In advance: Create a list of criteria for the Popcorn Read. • Review: Popcorn Read protocol and Glass, Bugs, Mud protocol (Appendix 1).

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Lesson Vocabulary	Materials
evidence, reflection, recovered, determine; hope (178), accomplished, satisfied (184), haunted (188), contributions, aching (loss), challenge, salvaging (190)	• Journals • *Dark Water Rising* (one book per student) • Sketch the Meaning, blank (one for display) • Evidence and Reflection task card (one per group) • Evidence flags (eight per student) • Evidence and Reflection, sample responses (teacher resource)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Reader (7 minutes) • Ask students to take out their **journals** and turn to the academic glossary section in their journals where they have listed and defined academic vocabulary for their homework. • Explain the Popcorn Read protocol to students and refer them to the posted criteria: – Read words or short phrases you defined for homework from Chapters 16–21 of *Dark Water Rising*. – Try to connect the word(s) you share out with what was just said (listen carefully to others). – Give all voices a chance. – Pauses can be powerful. – Repeating phrases is OK (it shows where students collectively agree). • Clarify or model as needed. • Start the Popcorn Read by saying the word "storm." • Allow 2 or 3 minutes for students to share out key words and phrases. • Then focus students whole group. Pose the following questions: * "What patterns did you notice about the words and phrases?" * "How were the words and phrases shared connected to the original word, 'storm'?" * "How did the words and phrases help you to better understand the impact of this storm on Galveston?" • Allow students to discuss their ideas with a partner. After a moment, invite several pairs to share their thinking whole group. • Say: "As we read Chapters 22 and 23 of *Dark Water Rising* today, think about how people begin to move forward with their lives after this tragic event. How do they rebuild their lives and try to return to a 'normal' life?"	• Pre-assign specific vocabulary words and phrases to students who struggle with language to share during the Popcorn Read, or have those students begin the protocol in order to allow them to focus on the connections that other students are making. • For more visual learners, consider creating a physical concept map with vocabulary words written on cards that can be manipulated as students share connections and patterns.

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Work Time	Meeting Students' Needs
A. Read-aloud and Sketching the Meaning: *Dark Water Rising*, Chapters 22 and 23 (20 minutes) • Ask students to get their journals and ***Dark Water Rising***, then join their regular groups. • Cold call a few students to share out what they usually do during the first read of chapters from this novel. Listen for: "Sketch the meaning and determine the gist." • Display the **Sketch the Meaning, blank** and ask students to create this on a new page in their journals. • Ask students to turn to page 177 and follow along silently as Chapter 22 is read aloud. Ask them to pay attention to details that explain:	• Consider providing a Sketch the Meaning note-catcher for those students who may struggle with creating their own in their journal.

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Work Time (continued)	Meeting Students' Needs
* "How do people begin to deal with the physical and environmental damage caused by the storm?" • Start page 177, "Mama found Sarah Louise's name ..." and stop at the end of the chapter, page 185, "I put my elbows on the step ... called us in to supper." • Give students 2 to 3 minutes to think about, discuss, then "sketch the meaning" of: * "How do people begin to deal with the physical and environmental damage caused by the storm?" • Cold call students to share out what they sketched and why. Listen for: "I sketched people rebuilding homes because Seth describes how he and Josiah repaired their home, bringing lumber to rebuild the stairs," "I drew ships bringing the people supplies they need, like food and water, because Seth describes the steamer *Lawrence*, the *Charlotte Allen*, and the tug *Juno* bringing water, bread, and provisions," "I sketched people cleaning the dirt from their homes, clothes, and bedding because Seth describes how clean water finally reaches them and his Mama and Aunt Julie scrubbing grime," and similar suggestions. • Ask students to turn to page 186 and follow along silently as Chapter 23 is read aloud. Tell them to focus on details that describe: * "How do people deal with the emotional loss of family and friends?" • Begin page 186, "Mama and Aunt Julia ..." and stop at the end of the chapter on page 191, "I slowly lathered my hands. 'Yeah, me too.'" • Reread the sketch focus question. Then ask students to discuss in groups and sketch the meaning for Chapter 23. • After 2 to 3 minutes, cold call students to share out what they sketched and why. Listen for: "I sketched Seth dreaming of working with Zach, because he says he tries to hang on to the connection with him and the dream of Zach haunts him," "I drew people leaving Galveston, because Seth describes how people begged rides on the ships that left to go somewhere else, to get away from their aching sense of loss," or similar ideas. • Ask students to review their sketches then discuss in groups what the gist of Chapters 20 and 21 is. • After 1 or 2 minutes, tell students to record a gist statement at the bottom of their sketch. • Cold call members from each group to share out. Listen for: "People are beginning to repair and rebuild in Galveston," "People are grieving from the loss of family and friends," "People are feeling more hopeful and trying to return to a normal life," "The people of Galveston receive support and supplies from all over the country," or similar ideas.	• Flag portions of the text that will be read in today's lesson to help those students who may struggle finding the right sections on their own. • Consider allowing students who struggle with writing the opportunity to dictate the gist to a peer or teacher.

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Work Time (continued)	Meeting Students' Needs
B. Gathering Evidence to Support Reflection (15 minutes) • Introduce the first learning target: "I can use evidence from Chapters 22 and 23 of *Dark Water Rising* to write a reflection statement about how the people of Galveston recovered from the storm." • Ask students to think about then discuss in groups the meaning of terms from this target that they are familiar with: *evidence* and *reflection*. After a moment, cold call members from each group to share their thinking aloud. Listen for: "Evidence includes facts and information; reflection means to think about or consider," and similar ideas. • Next, focus students' attention on the word *recovered* in this target. Ask students to consider and then discuss in groups what this term means. After 1 minute, invite several students to share out whole group. Listen for suggestions like: "got better," "improved," "mended," "pulled through," "returned to the way life used to be," etc. • Display and distribute the **Evidence and Reflection task card** (one per group) and **evidence flags** (eight per student). Read the directions with students and then model one example, thinking aloud. • Allow students 10 minutes to complete the Evidence and Reflection task. Circulate to clarify and support as needed. • Once students have finished locating evidence and writing a Reflection Statement, invite several students to share out their statements. Reinforce students' use of specific evidence from the text to support their reflection (see **Teacher Resource: Evidence and Reflection sample responses**).	• Focus students who struggle with complex text on specific sections of the text where they will find evidence to flag. • For students who struggle with language, provide a sentence starter for their Reflection Statement.
C. Key Vocabulary to Deepen Understanding (13 minutes) • Review the day's second learning target: "I can determine the meaning of words and phrases in *Dark Water Rising*, Chapters 22 and 23." • Ask students to recall and discuss in groups the meaning of the word *determine*, then think about how they could restate this target in their own words. Invite several students to share out. Listen for: "I can find out the meaning of words and phrases from Chapters 22 and 23," "I can clarify the meaning of words or phrases from Chapters 22 and 23 of *Dark Water Rising*," or similar suggestions. • Bring students' attention to the key vocabulary from these two chapters, listed at the top of their Evidence and Reflection task card. Ask students to add these terms to a new page in the academic section of the glossary in their journals: *hope*, *accomplished*, *satisfied*, *haunted*, *contributions*, *aching*, *challenge*, and *salvaging*. • Give students 7 to 8 minutes to determine the meaning of each word, then write a synonym or short definition for each term. Circulate to support as needed.	• Focus students who struggle with language on three or four vocabulary words instead of the entire list. • Highlight in the text the key vocabulary words for students who struggle with locating details in the text in order to allow them to focus on determining the meaning of the words rather than finding them.

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Work Time (continued)	Meeting Students' Needs
• After students add and define key vocabulary from Chapters 22 and 23 in the glossary, cold call students from each group to share out the meaning of each term. Listen for: *hope*—wish for; look forward to; anticipate *accomplished*—achieved; completed; finished; got done *satisfied*—pleased; happy; content *haunted*—reminded of continually *contributions*—gifts; donations *aching* (*loss*)—painful; sensitive; hurting *challenge*—a situation that tests a person's abilities *salvaging*—saving; recovering; rescuing; retrieving; reclaiming; reusing • Allow students 1 or 2 minutes to think about how these words help describe the ways in which the people of Galveston recovered from the environmental and emotional impacts of the storm, and ask students to discuss their ideas with group members. • Cold call members from each group to share out their thinking. Listen for: "The words 'hope,' 'accomplished,' 'satisfied,' 'challenge,' and 'salvaging' help me understand how people faced the destruction left by the storm with a positive attitude and faced the challenge of rebuilding, repairing what was destroyed by the storm by salvaging what they could," "The words 'haunted' and 'aching' help me understand how difficult it was for people to fully recover from the loss of family and friends," "The word 'contributions' helps me understand the support—supplies that were brought to help the people of Galveston recover from the impact of the storm," and similar ideas. • Give students 2 to 3 minutes to revise or add to their Reflection Statement, based on new understandings about key vocabulary. • As time allows, invite several students to share their additions or revisions whole group.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Bring students together whole group. Ask them to consider then discuss the following with a partner: * "What do people need in order to recover from a natural disaster?" • After 2 to 3 minutes, invite several student pairs to share out their thinking. • Read each of the learning targets aloud and ask students to use the Glass, Bugs, Mud protocol to demonstrate their mastery toward each target. Note students who show "bugs" or "mud" as they may need more support locating evidence to support reflections or determining the meaning of key vocabulary from context.	• Display the debrief question and the answers the students give for them to refer to and revise throughout the rest of the unit and Unit 3 .
Homework	**Meeting Students' Needs**
• Read Chapters 24–26 of *Dark Water Rising* (pp.192–205) • Create one "Sketch the Meaning" for these chapters in response to the prompt: – How do the people of Galveston continue to recover from the storm? • Write the gist of Chapters 24–26. *Note: Read Chapters 27-–29 of* Dark Water Rising.	• Provide an audio recording of *Dark Water Rising* for students who struggle with reading complex text independently. • Allow students who struggle with writing to dictate the response to the question posed as well as the gist to someone at home.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 13
Supporting Materials

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Sketch the Meaning, Blank

Image Pause 1, p. 185	Image Pause 2, p. 191
Gist of Chapters 22 and 23:	

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Evidence and Reflection Task Card

Name:

Date:

Read the following chunks of text from Chapters 22 and 23 of *Dark Water Rising*:

Chunk 1: Start on page 177, "Days blurred ..." and end on page 181, "We moved through the days ... as almost normal."

Chunk 2: Start on page 181, "He took off, looking somewhat relieved ..." and end on page 183, "Ezra cam back from town ... cause for celebration these days."

Chunk 3: Start at the top of page 184, "Josiah hammered ..." and stop with the last sentence of the chapter on page 185, "... Mama called us in to supper."

Chunk 4: Start on page 188, "I woke before daylight ..." and end on page 190, "With all of us working ... the hot hours passed without notice."

Key vocabulary: hope (178), accomplished, satisfied (184), haunted (188), contributions, aching (loss), challenge, salvaging (190)

Directions:

1. As you reread each chunk of text, locate and use your "evidence flags" to mark 6–8 pieces of information that describe:
   a. How the people of Galveston were able to recover from the environmental impacts of the storm
   b. How the people of Galveston recovered from the emotional impacts of the storm (the loss of friends and family)
2. Discuss with your group members how the evidence you marked provides information about how people recovered from environmental and emotional impacts of this storm.

Reflection Statement

On a new page in your journal, write a Reflection Statement, containing four of five sentences, that describes:

* How were the people of Galveston able to recover from the emotional and environmental impacts of the storm?

Use evidence and key vocabulary from the text to support your reflection.

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Evidence and Reflection, Sample Responses

For Teacher Reference

Students may include all or parts of the details below in their Reflection Statement. Make sure students:

a. Write 4 or 5 complete sentences that include evidence and key vocabulary from the text
b. Describe how the people of Galveston recovered from *both* the emotional and environmental impacts of this storm

Recovery from emotional impact, examples:

- Some people felt hope because of "small miracles" like Uncle Nate's horse, Archer, returning.
- Many people mourned alone or among friends and family to help them with their "aching loss" of family and friends who died in the storm.
- Many people left the island to try to move past (recover) from the loss of those they loved.

Recovery from environmental impact, examples:

- They worked long days to rebuild and repair their homes.
- Seth felt accomplished and satisfied once he and Josiah were able to salvage enough materials to rebuild Aunt Julia's and Ezra's home.
- Many businesses were able to reopen, such as the newspaper and telegraph office.
- The army sent soldiers to establish law and bring tents and food for people.
- They were able to receive contributions/supplies they needed to survive—from ships that brought water and bread, from the Red Cross, and from important people like Joseph Pulitzer and William Randolph Hearst.
- Once people were able to get fresh water, they were able to start cleaning the grime and salvaging materials they needed to rebuild.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 14

Gathering Evidence and Summarizing Literature: *Dark Water Rising*, Chapters 27–29

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using quotes from the text. (RL.5.1) I can summarize a literary text. (RL.5.2) I can summarize or paraphrase information in notes and finished work. (W.5.8)	
Supporting Learning Targets	**Ongoing Assessment**
• I can use evidence from Chapters 27–29 of *Dark Water Rising* to explain what life was like for the people of Galveston after the storm ended. • I can write a summary of Chapters 27–29 of *Dark Water Rising* by using information from the text.	• Sketch the meaning and gist (in journal) • Evidence flags • Summary paragraph (in journal)

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader (7 minutes) 2. Work Time A. First Read and Sketching the Meaning: *Dark Water Rising*, Chapters 27–29 (15 minutes) B. Gathering Evidence and Popcorn Read (20 minutes) C. Summarizing: *Dark Water Rising*, Chapters 27–29 (13 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework	• This lesson follows a pattern that is similar to Lesson 13. • In this lesson, students hear the final chapters of *Dark Water Rising* read aloud. Students are given a single "Sketch the Meaning" prompt and pause at the end of each chapter to add details to their sketch. • In Work Time Part B, students use evidence flags to indicate where they locate details in the text to explain what life was like for the people of Galveston after the storm ended. Students refer to the evidence flags as they participate in a Popcorn Read, to help them synthesize details from Chapters 27–29 of *Dark Water Rising* before writing their summary paragraphs in Work Time Part C. • In advance: Post the list of criteria for the Popcorn Read (from Lesson 13). • Review: Popcorn Read and Four Corners protocols (Appendix 1).

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Lesson Vocabulary	Materials
evidence, explain, summary; salvaged (206), dwelling (on), replenished (207), festered, yearn (208), gathering (214), bindings (215), mourned (216)	• Journals • Four Corners sheets (one of each to post) • *Dark Water Rising* (one book per student) • Sketch the Meaning, blank (one for display) • Gathering Evidence task card (one per group) • Evidence flags (10 per student) • Popcorn Read, Sample Responses (for teacher reference) • Literary Summary anchor chart (from Lesson 1) • Summary Paragraph task card (one per student) • Index cards (one per student for homework)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Reader (7 minutes) • Ask students to take out their **journals** and turn to the page where they "sketched the meaning" and wrote the gist of Chapters 24–26 of *Dark Water Rising* for homework. • Direct students to Pair-Share their sketch and gist statement. • After 2 minutes, focus students whole group. Review the Four Corners protocol with the class, then point out and read aloud each of the **Four Corners sheets** posted in the room. Tell students they will go to the sheet that most closely relates to their gist statement. Once they move to a sheet, students should discuss their thinking with peers who chose the same gist statement. Clarify directions as needed. • After 3 or 4 minutes, call students from each of the Four Corners to share their thinking whole group. • Say: "Today we are reading the last three chapters of *Dark Water Rising*. In this novel about a natural disaster (the Galveston storm of 1900) we have read about what life was like for the people of Galveston both *before* and *during* the storm, and in these final chapters we are learning about what life was like *after* the storm. As we read today, think about how the people of Galveston continue to struggle with the effects of this storm as well as the efforts they make to return to a more normal life."	• Students who may have trouble designating which corner to go to may need a peer or teacher to help them decide by reading their gist statement ahead of time.

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Work Time	Meeting Students' Needs

A. First Read and Sketching the Meaning: *Dark Water Rising*, Chapters 27–29 (15 minutes)
• Ask students to get their journals and ***Dark Water Rising,*** then join their regular groups.
• Cold call a few students to share out what they usually do during the first read of chapters from this novel. Listen for: "Sketch the meaning and determine the gist."
• Display the **Sketch the Meaning, blank** and ask students to create this on a new page in their journals. Point out to students that this sketch has three "Image Pauses" but only one space to sketch. Tell students there is a single focus question for their sketch today. Explain that they will pause at the end of Chapter 27 to sketch the meaning based on key details from that chapter. Then, after each of the next chapters is read aloud, they will pause a second and third time to add more details to the same sketch in response to the same prompt.
• Ask students to turn to page 206 and follow along silently as Chapter 27 is read aloud. Ask them to think about this focus question:
  * "How do people *feel* and *act* as they try to recover from the storm?"
• Start page 206, "Starting any new school ..." and stop at the end of the chapter, page 211, "That night ... in her eyes."
• Give students 2 to 3 minutes to think about, discuss, then sketch details from Chapter 27 in response to the focus question.
• Ask students to turn to page 212. Begin, "I woke early ..." and stop at the end of the chapter, page 217, "And tomorrow, Papa would know."
• Once again, allow students 2 minutes to think about, discuss, then sketch additional details from Chapter 28 in response to the focus question.
• Ask students to turn to page 218, "I woke New Year's Day ..." and stop at the end of Chapter 29, page 221, "I glanced at him, still full of questions, and saw nothing but answers in his face."
• Reread the sketch focus question one more time:
  * "How do people *feel* and *act* as they try to recover from the storm?"
• Ask students to discuss in groups and add to their sketch for Chapter 29.
	• Provide a Sketch the Meaning for students who may have difficulty creating their own in their journal.
	• Flag sections of the book that will be read in the lesson for students who may have difficulty finding them on their own in order to allow them to focus on the reading.
	• Consider allowing students who struggle with writing to dictate their gist to a peer or teacher..

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Work Time (continued)	Meeting Students' Needs
B. Gathering Evidence and Popcorn Read (20 minutes) • Introduce the first learning target: "I can use evidence from Chapters 27–29 of *Dark Water Rising* to explain what life was like for the people of Galveston after the storm ended." • Focus students' attention on the words in this target that they are familiar with from previous lessons and modules: *evidence* and *explain*. Cold call several students to share out the meaning of each term. Listen for: "Evidence is facts and information from the text," "Explain means to give details, clarify, describe," or similar suggestions. • Explain to students that first they will locate evidence from the text that helps to explain: * "What was life like for the people of Galveston after the storm ended?" • Then they will use the evidence they marked to participate in a Popcorn Read to help them think about and explain what people's lives were like after the storm. • Display and distribute the **Gathering Evidence task card** (one per group) and **evidence flags** (10 per student). Read through the directions and the key vocabulary listed at the top of the task card with students. Clarify as necessary. • Allow students 8–10 minutes to complete the Gathering Evidence task. Circulate to support as needed. • Once students have marked evidence in the text, focus them whole group. Ask students to review and discuss the meaning of the key vocabulary words listed at the top of the task card. After a moment, invite students from each group to share out the meaning of these key terms: *salvaged*—saved (for future use); rescued; retrieved *dwelling* (on)—thinking about; lingering on; wallowing *replenished*—refilled; restocked; reloaded *festered*—made worse; irritated; aggravated *yearn*—ache; long for; want very much *gathering*—coming together; meeting; collecting; grouping *bindings*—ties; holds *mourned*—grieved; wept for; missed very much	• Focus students who struggle with complex text on specific sections of the text where they will find evidence to flag. • Consider narrowing students who struggle with language to three or four vocabulary words. Display the directions for the Popcorn Read protocol for students so that they can refer to them during the protocol.

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Work Time (continued)	Meeting Students' Needs
• Next, review the Popcorn Read protocol and criteria: – Read the key words and short phrases you marked with evidence flags from Chapters 27–29 of *Dark Water Rising*. – Try to connect the word(s) you share out with what was just said (listen carefully to others). – Give all voices a chance. – Pauses can be powerful. – Repeating phrases is OK (shows where students collectively agree). • Clarify directions as necessary, then reread the focus question: * "What was life like for the people of Galveston after the storm ended?" • Invite a student to begin the Popcorn Read with a key word or phrase from Chapters 27–29 in response to the prompt. (See **Teacher Resource: Popcorn Read, Sample Responses** for a list of key words and phrases students may share out during the Popcorn Read.) • After 5 or 6 minutes, focus students whole group. Pose the following questions for students to discuss with their group members: * "What patterns did you notice about the words and phrases?" * "How did the words and phrases help you to better understand what life was like for the people of Galveston after the storm?" • Give students 2 to 3 minutes to discuss the questions, then invite members from each group to share out their thinking.	

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Work Time (continued)	Meeting Students' Needs
C. Summarizing: *Dark Water Rising*, Chapters 27–29 (13 minutes) • Review the second learning target: "I can write a summary of Chapters 27–29 of *Dark Water Rising* by using information from the text." • Cold call several students to share what they recall about the meaning of the word *summary* from previous lessons. Listen for: "A brief explanation of what these chapters are mostly about," "Includes important details, events, and characters from the story," "A description of the main events that take place in the story," or similar ideas. • Ask students to recall the purpose for writing a summary paragraph. Cold call members from each group to share out their thinking and listen for: "A summary can be used as a reference or to help the reader remember key ideas and details about the story." • Next, display the **Literary Summary anchor chart** (from Lesson 1). Ask students to review then briefly discuss in groups the elements to include in a summary. Be sure to reiterate key components of a summary to students, such as: including the chapter numbers and name of the author, providing brief details about the narrator, describing events in the order in which they occur in the book, using present tense, including key vocabulary, and using transitional words and phrases. • Distribute **the Summary Paragraph task card** to each student. Review the directions and clarify as needed. • Emphasize to students that their summary paragraph should include evidence they marked, shared, and heard during Work Time Part B. Allow students to begin; circulate to support. • After 7 to 8 minutes, focus students whole group. As time allows, invite students to share their summary paragraphs aloud. Reinforce students' use of key vocabulary and elements listed on the Literary Summary anchor chart. • Collect students' journals to review and provide meaningful written or oral feedback about their summary paragraph for Chapters 27–29, based on criteria listed on the Summary Paragraph task card and Literary Summary anchor chart.	• Display an exemplar summary paragraph with the elements color-coded for those students who may have difficulty remembering what the key elements are. • Students who struggle with writing may need to dictate their summary statement to a peer or teacher.

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Bring students together whole group. Ask them to think about what they know about natural disasters from Unit 1. Then pose the following question: * "What made this event a natural disaster?" • Give students 1 or 2 minutes to share their thinking with a partner. Then invite several students to share their thinking whole group. • Read each of the learning targets aloud and ask students to show a thumbs-up or thumbs-down to demonstrate their mastery of each target. Note students who show a thumbs-down as they may need more support locating evidence from the text or summarizing. • Distribute one **index card** to each student for homework.	• Refer students to the resources created in Unit 1 that they created to help them remember what makes a natural event a disaster.

Homework	Meeting Students' Needs
• Reread Chapters 27–29 of *Dark Water Rising* to someone at home. • Write a response to the following question: – How were the lives of people in Galveston changed by this natural disaster in 1900? *Note: Students will need their journals in Lesson 15 to prepare for the end of unit assessment in Lesson 16 and to sort and review their sketches for art presentations in Lesson 17. Consider collaborating with an art teacher to support students' creation of a Visual Timeline of Galveston before, during, and after the storm (see Lessons 15–17 for rubrics and further details).*	• Provide an audio recording of *Dark Water Rising* for students who struggle with reading complex text independently. • Allow students who struggle with writing to dictate the response to the question posed as well as the gist to someone at home.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 14
Supporting Materials

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Four Corners Sheets

The people of Galveston begin to lead more normal lives.	People are able to repair their homes and clean the island of debris to start building new homes and businesses.
The people of Galveston receive the supplies they need to help them recover from the storm.	People are able to return to their homes and enjoy time with family and friends.

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Sketch the Meaning, Blank

Image Pause 1, p. 211, 217, 221
Gist of Chapters 27, 28 and 29:

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Gathering Evidence Task Card

Read the following chunks of text from Chapters 27–29 of *Dark Water Rising*:

Chunk 1: Start on page 206, "Starting any new school ..." and end on page 208, "I think the holidays ... yearn for healing."

Chunk 2: Start on page 214, "That evening ..." and end on page 217, "I left the dark ... thoughts to the future."

Chunk 3: Start on page 219, "Uncle Nate's clock ticked ..." and stop with the last sentence of the chapter on page 221, "... nothing but answers in his face."

Key vocabulary: salvaged (206), dwelling (on), replenished (207), festered, yearn (208), gathering (214), bindings (215), mourned (216)

Directions:

1. As you reread each chunk of text, locate and use your evidence flags to mark 8–10 key words and phrases that describe:
   a. What was life like for the people of Galveston after the storm ended?
2. Discuss with your group members how the evidence you marked explains what life was like for the people of Galveston.

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Popcorn Read, Sample Responses

For Teacher Reference

No laughter
Only questions
Where's Sylvia, have you seen Jess ...
Scarce
Salvaged
Desks sat empty
The storm had been hardest on the young
School days leveled out
Dwelling
Replenished
The way life used to be
Every eye reflected pain
Festered
No solace
Made peace
Sorrow
Yearn for healing
Gathering
Welcome in the New Year
Crowds
The black gulf
Purpose
Time for goodbyes
Time to let loose the storm's bindings
Could still sense them
Surrendered
My heart mourned

I grieved again
Sent my gratitude
Haunted
Time to move on
Dark water would always carry ghosts
Would forever speak to me
I'd remember
The ghosts had finally grown silent
Thoughts to the future
A north wind
Old fears
A reason for everything
Braeden and Son
Saw nothing but answers

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Summary Paragraph Task Card

Write a summary paragraph that explains:
"What was life like for the people of Galveston after the storm?"

1. Refer to the Literary Summary anchor chart and your evidence flags. Discuss with your group members how you would like to begin your summary paragraph (what information should come first?). Write your first sentence in your journal.

2. Continuously refer to the anchor chart and evidence flags; discuss with group members the details you think should be written second, third, and so forth. Continue writing sentences in your journal.

3. After you complete your summary paragraph, review to make sure it includes:

- Name of specific chapters, title of novel, and author
- Explanation of what life was like for the people of Galveston *after* the storm ended
- Verbs in the *present tense* ("is," "says," "experiences," "feels," etc.)
- Key vocabulary and language from the text
- Transitional words and phrases
- Make sure your paragraph does NOT include your opinion of the story.

4. Revise as necessary.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 15

Connecting Informational Text with Literature and Art: Natural Disasters

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can compare and contrast stories in the same genre for approach to theme and topic. (RL.5.9) I can make connections in narratives to other texts. (RL.5.11) I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) I can create and present an original artwork in response to a particular theme studied in class. (W.5.11)	
Supporting Learning Targets	**Ongoing Assessment**
• I can use key details from *Dark Water Rising* to write captions for an art piece. • I can compare and contrast different narrators' descriptions of a natural disaster. • I can make connections between literature and informational texts about natural disasters.	• Journals (graphic organizers; opinion, reasons, and evidence) • Vocabulary cards

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader (7 minutes) 2. Work Time A. Identifying Key Details and Art Piece Captions (18 minutes) B. Comparing and Contrasting Descriptions of Natural Disasters (17 minutes) C. Making Connections: Literature and Informational Texts about Natural Disasters (15 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework	• In this lesson, students prepare for the end of unit assessment in Lesson 16 and the Art Piece Presentation in Lesson 17. • Note that the purpose of the art pieces is not to assess students' artistic skill, but rather for them to respond to literature. You may choose to either de-emphasize this portion of this assessment or collaborate with an art teacher. This task is meant to address W.5.11. • In Work Time Part A, students look closely at the historical photos from the last pages of *Dark Water Rising* to review key details in the images and analyze the captions. Students review their Sketch the Meaning note-catchers from chapters related to before, during, and after the storm to identify key details in their Evidence and Captions note-catcher. Students then use the key details to write captions for art pieces they will create to show Galveston as described by Seth before, during, and after the storm (addresses W.5.11). Writing the captions before creating the art pieces helps to focus students on the details they want to include in the images they create. • In Work Time Part B, students work in groups to review their notes (from Lesson 1) about *Eight Days* as well as sketches and notes from *Dark Water Rising*. Students complete a Venn diagram to compare and contrast Junior's description of the earthquake in Haiti to Seth's description of the storm in Galveston. This scaffolds students toward the end of unit assessment, an on-demand essay that compares and contrasts each narrator's description of a natural disaster. • In Work Time Part C, students review information they learned in Unit 1 about what makes an earthquake or a hurricane a natural disaster. Students then make connections between the information they learned and the descriptions of natural disasters in the two pieces of literature read in this unit, *Eight Days* and *Dark Water Rising*. Students also write a paragraph that includes key information and details from each story to explain how *Eight Days* and *Dark Water Rising* are stories of natural disaster. This work helps to prepare students for the end of unit assessment standard W.5.2 and can be used as an informal assessment of RL.5.11. • During Work Time Part C and/or at another time during the day, find time to provide feedback to students about the topic sentence, details, and conclusion statement in their connections paragraph to help them prepare for the end of unit assessment essay. • Review: Back-to-Back, Face-to-Face; Chalk Talk; and Fist to Five protocols (Appendix 1).

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Lesson Vocabulary	Materials
key details, captions, art piece, compare, contrast, connections, literature, informational, natural disasters	• Journals • *Dark Water Rising* (one per student) • Key Details and Captions note-catcher (one per student) • Students *Eight Days* summary paragraphs (from Lesson 1) • Venn diagram (blank, one for display) • Venn diagram, Sample Responses (teacher resource) • Writing about Earthquakes graphic organizer (from Unit 1, Lesson 6) • Writing about Hurricanes graphic organizer (from Unit 1, Lesson 6) • Composition rubric (one per student for homework) • Blank paper (three pieces per student for homework)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Writer (5 minutes) • Ask students to take out their homework index cards. • Remind students of the Back-to-Back, Face-to-Face protocol. Direct them to turn back-to-back with a partner, then pose the homework focus question: * "How were the lives of people in Galveston changed by this natural disaster in 1900?" • Allow students a moment to consider and refer to their homework, then turn face-to-face with partners to discuss their thinking. • After 2 minutes, cold call a few students to share out whole group. Listen for ideas such as: "People lost their homes, loved ones, and businesses," "People had to rebuild their lives," "Some people moved away from Galveston," etc. • Say: "Congratulations on your completion and close reading of the novel *Dark Water Rising*! Today, in preparation for the end of unit assessment in the next lesson, we are going to look back at the notes you have created for both stories read in this unit, *Eight Days* and *Dark Water Rising*, as well as the information you learned from Unit 1 about what makes an earthquake or a hurricane a natural disaster. Also, as we begin today's lesson, we will be looking back at the historical photos from the last pages of the novel and your sketches in order to begin creating an art piece about *Dark Water Rising* that you will present during Lesson 17."	• Display the directions for the Back-to-Back, Face-to-Face protocol for students to refer to while reviewing their homework cards. • Intentionally partner ELL students with students who speak the same home language during the homework review.

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Work Time	Meeting Students' Needs

A. Identifying Key Details and Art Piece Captions (18 minutes)
• Return students' **journals** and ask them to tape their homework index cards onto a new page. Then ask them to take out the book ***Dark Water Rising*** and join their regular groups.
• Introduce the first learning target: "I can use *key details* from *Dark Water Rising* to write captions for an art piece."
• Cold call several students to share out the meaning of key details (important ideas, pieces of information from the story).
• Focus students' attention on the words *captions* and *art piece*. Remind students that they have seen captions many times in previous modules as they read informational texts about the rainforest and Jackie Robinson. Ask the class to think about and discuss in groups what these terms mean. After a moment, invite several students to share their thinking whole group. Listen for: "Captions are short descriptions or titles that go with an image or illustration that is part of a text," "Captions give a 'gist' of the image," "An art piece is a drawing, painting, photo," or similar suggestions.
• Ask students to turn to page 222 of *Dark Water Rising* to examine the historical photos on this page, and then discuss in groups:
  * "What key details do you notice about Galveston in each of these photos?"
  * "How does the caption describe these images?"
• After 2 to 3 minutes, cold call group members to share out their thinking. Listen for ideas like: "These photos show what Galveston looked like before the storm: large buildings and homes, and tree-lined streets," "The caption uses figurative language from the beginning of the novel and describes how Galveston was growing before the storm, becoming a popular place to live and visit," etc.
• Next, ask students to turn to page 225. Once again ask students to examine the historical photo on this page, and then discuss in groups:
  * "What key details do you notice about Galveston in this photo?"
  * "How does the caption describe the image?"
• After 2 minutes, cold call several students to share out. Listen for: "The photo shows the smashed boats and lumber that was left behind from the storm," "The caption describes the types of boats that are shown in the photo and uses language from the text: 'jumbled confusion,'" and similar suggestions.
• Inform students that in Lesson 17, they will present three drawings to show and describe what Galveston was like *before*, *during*, and *after* the storm.
	• Provide a nonlinguistic visual for *key details* (a key), *captions* (a picture with a caption underneath), *art piece* (a picture of a piece of art), *create* (an artist painting a picture), and *present* (a person standing behind a lectern speaking).
	• Display the photos in *Dark Water Rising* using a document camera and highlight or circle the details students mention on the photographs as they share aloud.
	• Color-code the Key Details and Captions note-catcher for students who are more visual learners—one color for each section and provide them with the same color highlighters to use when looking for evidence.

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Work Time (continued)	Meeting Students' Needs
• Tell students that first they need to determine the key details they want to include in each of their images. Then, they need to write captions for each image they will draw. Inform students this is very similar to the work they have done throughout this unit as they sketched the meaning of chapters then wrote the gist. Explain that the purpose for determining key details and writing captions *before* drawing the art pieces is to help them focus on the most important information they want to include in the images they create. • Display and distribute the **Key Details and Captions note-catcher**. Read the directions to students and point out the 'Captions Rubric' at the bottom of the note-catcher. Read the exemplar (Point Score 3) criteria aloud to help students focus on key elements to include in their captions. Clarify as needed. • Allow students 8-10 minutes to work and discuss ideas with group members. Circulate to support as necessary. • Invite several students to share their details and captions whole group.	
B. Comparing and Contrasting Descriptions of Natural Disasters (17 minutes) • Introduce the second learning target: "I can compare and contrast different narrators' descriptions of a natural disaster." • Ask students to think about and discuss in groups what they recall from previous modules about the meaning of the words *compare* and *contrast*. Cold call several students to share out. Listen for: "Compare means to identify similarities between one or more things; contrast means to identify differences between one or more things," or similar suggestions. • Tell students that for the on-demand end of unit assessment they will take in Lesson 16, they will need to compare and contrast how Junior from *Eight Days* and Seth from *Dark Water Rising* describe their experiences in a natural disaster similarly and differently. • Display the **Venn diagram (blank)** and ask students to create this on a new page in their journal. • Ask students to take out and briefly review their ***Eight Days* summary paragraphs** they wrote during Lesson 1. Then pose the following questions for students to consider and discuss in groups: * "In what order does Junior describe the events in *Eight Days*?" * "In what order does Seth describe the events in *Dark Water Rising?*" • After a moment, call students from each group to share their thinking. Listen for: "In the beginning of *Eight Days*, Junior describes being interviewed *after* he is rescued, then he describes playing in his mind before he is rescued, and ends by describing the day he is reunited with his family; Seth describes events in sequential order, what Galveston was like before, during, and then *after* the storm," or similar suggestions.	• Students who struggle with complex text may need to be provided a partially filled-in Venn diagram. • Consider posting all questions posed to students and the answers they give during the lesson for students to refer to throughout the lesson. • Display the directions for the Venn diagram Chalk Talk for students to refer to as they work with their group.

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Work Time (continued)	Meeting Students' Needs
• Ask students to think about then discuss: * "What does each narrator focus on most as he describes events, the *past*, *present*, or *future*?" • After 1 or 2 minutes, invite several students to share their thinking whole group. Listen for: "Junior focuses mainly on the past, because he imagines playing with family and friends, doing the things he used to do before he was trapped by the earthquake; Seth focuses on the present and describes events as they happen, what Galveston was like *before*, *during*, then *after* the storm," or similar ideas. • On the blank Venn diagram write: "Junior focuses on the past—imagines doing things he did before the earthquake" below "In Junior's description of the earthquake in Haiti, he emphasizes ..." Then write "Seth focuses on the present—what happens as it happens" below "In Seth's description of the storm in Galveston, he emphasizes ..." • Ask students to add these ideas to the Venn diagrams they created in their journals. • Tell students to work with their group members to complete the following: – Review your summary notes and paragraph about *Eight Days* (from Lesson 1). – Review your summary notes, paragraphs and Questions and Evidence Boards from Dark *Water Rising*. – Discuss with your group members the similarities and differences you notice about each narrator's description. – Record at least two examples of how Junior and Seth describe a natural disaster in *similar ways* (compare) on your Venn diagram. – Record at least two examples of how Junior and Seth describe a natural disaster in *different ways* (contrast) on your Venn diagram. • Clarify directions as needed. • Give students 8–10 minutes to review notes, discuss ideas in groups, and then add ideas to their Venn diagrams. Circulate to support and ensure that students add at least two ideas to the compare and contrast areas of their Venn diagrams. • After students complete their diagrams, cold call members from each group to share out one comparison or contrast they recorded (see **teacher resource**: **Venn Diagram, Sample Responses**).	

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Work Time (continued)	Meeting Students' Needs

C. Making Connections: Literature and Informational Texts about Natural Disasters (15 minutes)
• Introduce the final learning target: "I can make connections between literature and informational texts about natural disasters."
• Ask students to focus on and think about the meaning of the terms *connections, literature, informational,* and *natural disasters*, and then discuss in groups what this target means. After a moment, invite a few students to share out. Listen for: "Make a link and determine the relationship between the information we read in Unit 1 and stories we have read in Unit 2 about natural disasters," or similar suggestions.
• Ask students to refer to their **Writing about Earthquakes** and **Writing about Hurricanes graphic organizers** (from Unit 1, Lesson 6). Ask students to review and then discuss in groups:
  * "What makes each of these natural events a 'disaster'?"
• After a moment, cold call students from each group to share out. Listen for ideas like: "They cause destruction to people and the environment," "People are hurt or die," "Buildings, homes, and businesses are destroyed," and similar suggestions.
• Tell students they will write a paragraph to explain:
  * What connections exist between *Eight Days, Dark Water Rising*, and the topic of natural disasters?
• Remind students of the criteria for an informational piece of writing:
  – Includes a topic sentence that tells the reader what the paragraph will be about
  – Uses key details, words, and phrases from the texts
  – Includes transitional words and phrases
  – Includes a conclusion statement
• Ask students to turn to a new page in their journals and think about:
  * "What is an appropriate topic sentence for this paragraph?"
• Allow students a moment to think about and discuss ideas in groups. Invite several students to share out. Listen for: "*Eight Days* and *Dark Water Rising* are both stories of natural disaster," or similar suggestions.
• Direct students to write a topic sentence for their paragraph.
• Say: "Now you need to support your topic sentence with key information and details from each book and the graphic organizers you completed in Unit 1. Let's start by thinking about Junior's description of the earthquake in Haiti and information from the Writing about Earthquakes graphic organizer you completed in Unit 1:
	• Provide a nonlinguistic visual for *connections* (two interlocked rings).
	• Display the criteria for an informational piece of writing for students to refer to as they write their paragraph.
	• Students who struggle with writing may need to dictate their paragraph to a peer or teacher.

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Work Time (continued)	Meeting Students' Needs
* What details from Junior's description of events help you understand that it was a natural disaster?" • Once again, allow students a moment to think about and discuss their ideas with group members. Cold call several students to share out. Listen for: "I know from the information on my graphic organizer that an earthquake is a natural disaster when it causes damage to the environment and people are hurt; in *Eight Days* Junior describes being trapped under his house and his friend Oscar dies because of the earthquake, so it is a natural disaster," or similar ideas. • Ask students to write a second sentence using key details from *Eight Days* and their earthquake graphic organizer to explain how the earthquake Junior describes is a natural disaster. • Tell students that their third sentence needs to explain how Seth's description of the storm in *Dark Water Rising* is also about a natural disaster. Ask students to refer to information from their Writing about Hurricanes graphic organizers and notes from the novel. Then they should think about and discuss in groups: * "What details from Seth's description of events and your graphic organizer notes help you to understand that this was a natural disaster?" • After 1 or 2 minutes, cold call students from each group to share out their thinking. Listen for ideas like: "I know from my graphic organizer notes that storm surges are the most dangerous part of a hurricane, because when they reach land they cause major flooding; Seth describes a 'wall of water' and people and buildings being 'swept away' by the floods; there was a lot of destruction and many people died during the storm in Galveston, so it was a natural disaster," etc. • Ask students to write a third sentence with key details from *Dark Water Rising* and information from their hurricane graphic organizers to explain how the storm that Seth describes is a natural disaster. • Once students complete writing the third sentence, ask them to think about a conclusion they could write for the paragraph. Remind students that a good conclusion sentence restates the topic in a new and interesting way. • Allow students 2 to 3 minutes to think about, discuss, and then write a conclusion sentence for their paragraph. • Invite several students to share their conclusions whole group. Listen for: "Both *Eight Days* and *Dark Water Rising* help readers understand how frightening it is to experience a real natural disaster," or similar ideas. • As time allows, ask students to review their paragraphs to add transitional words and phrases or make edits for clarity.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Bring students together whole group. • Ask them to think about then pair to share their ideas about: * "How do the stories *Eight Days* and *Dark Water Rising* help readers understand what it is like to experience a natural disaster?" • Invite several pairs to share out their thinking. • Review the learning targets and ask students to use the Fist to Five protocol to demonstrate their mastery of each target. • Briefly explain the homework. Say: "Refer to the key details and captions you wrote on your Key Details and Captions note-catcher in Work Time Part A, to create three separate pencil drawings to show what Galveston was like *before* the storm, *during* the storm, and *after* the storm. The focus for your homework drawings is on composition." • For students who have difficulty creating pencil drawings, consider allowing them to create a collage, found art, or use a medium other than pencil. Encourage students to interpret "art" broadly so that everyone is able to create art pieces to share during Lesson 17. • Display the **Composition rubric** and focus students' attention on the exemplar (Point Score 3), then read the criteria aloud to help students focus on key elements to consider about the composition of their drawings. Clarify as needed. • Tell students they will need their Key Details and Captions note-catcher to complete the homework assignment. Distribute three pieces of **blank paper** and a Composition rubric to each student.	• Students who struggle with language may need a sentence stem to help them focus the answer to the debrief question. (e.g., "*Eight Days* and *Dark Water Rising* help readers understand about natural disasters because ...")

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Homework	Meeting Students' Needs
• Refer to the information you wrote on your Key Details and Captions note-catcher in Work Time Part A. Before you create your drawings or images, think about the *composition* of your piece: – How will you arrange the details in your images? – What details do you want to emphasize to draw the viewer's attention to key elements? • Using blank paper, create three separate pencil drawings (or images) to show: – What Galveston was like *before* the storm – What Galveston was like *during* the storm – What Galveston was like *after* the storm • Be prepared to share your images during a peer critique at the beginning of the next lesson.	• Write "before the storm," "during the storm," and "after the storm" on one of each of the blank pieces of paper to help students remember what they are supposed to sketch on each one. Color-code them the same colors as the sections of the note-catcher.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 15
Supporting Materials

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Key Details and Captions Note-catcher

Name:

Date:

* For details about Galveston *before* the storm, refer to your sketches from Chapters 1–8 of *Dark Water Rising*.
* For details about Galveston *during* the storm, refer to your sketches from Chapters 9–12 of *Dark Water Rising*.
* For details about Galveston *after* the storm, refer to your sketches from Chapters 14–29 of *Dark Water Rising*.

For each row of the note-catcher:

- Review your "sketch the meaning" notes to identify 3–5 key details about Galveston *before*, *during*, and *after* the storm.
- Record the key details you identify in the appropriate row.
- Refer to the Captions rubric criteria, then write a descriptive caption for each image you will create, based on key details you identified.

Galveston *before* the storm	Key details: Caption:
Galveston *during* the storm	Key details: Caption:
Galveston *after* the storm	Key details: Caption:

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Key Details and Captions Note-catcher:
Captions Rubric

Captions	Has three captions (one for each drawing); captions give a clear and brief description of each drawing; captions include key words, phrases, and figurative language from the text.	Has three captions (one for each drawing); captions give a clear and brief description of each drawing.	Has one or two captions (for one or two drawings), or captions do not clearly describe the drawings.	Did not write captions.

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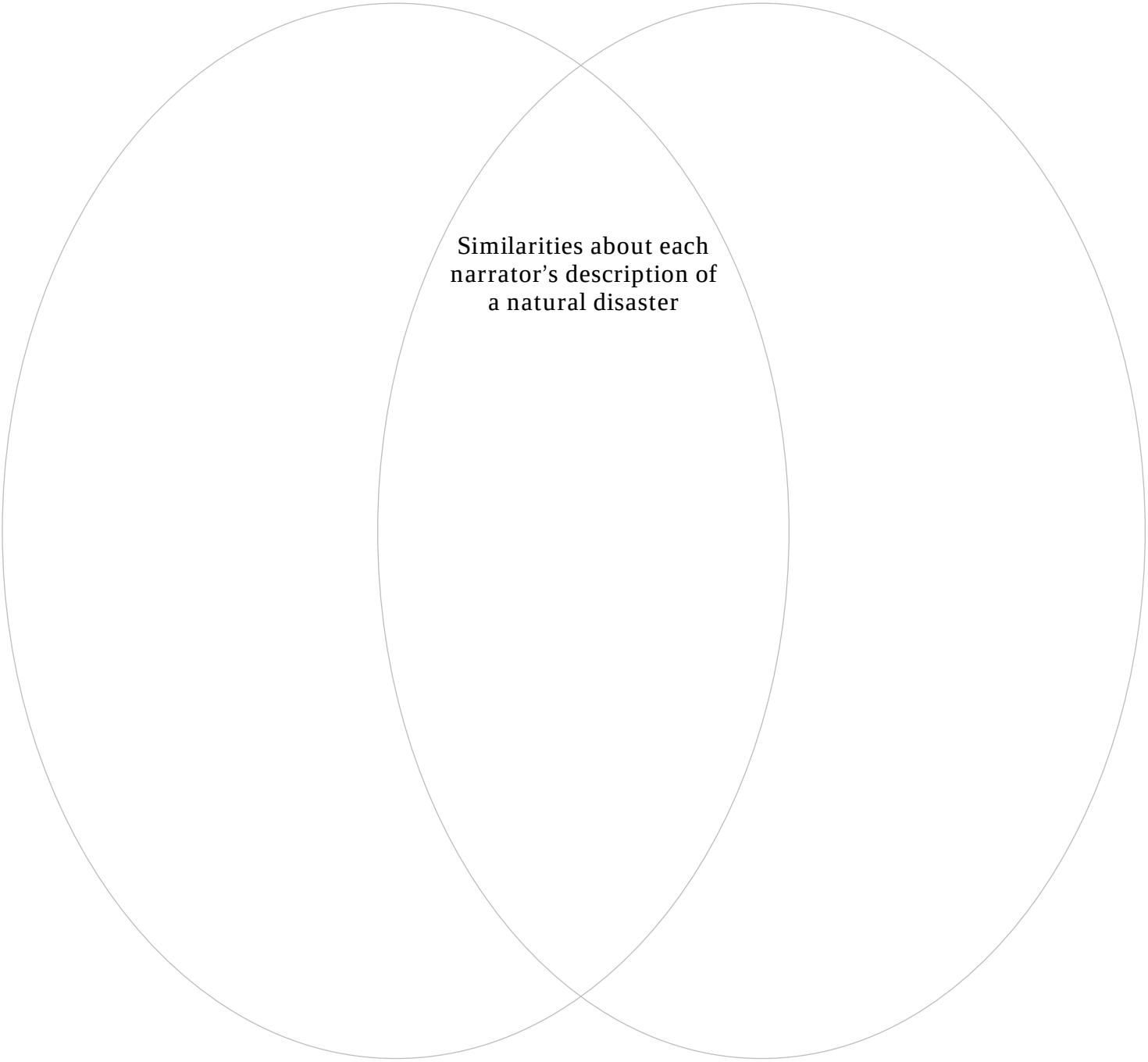
Venn Diagram (Blank)

In Junior's description of the earthquake in Haiti, he emphasizes ...

In Seth's description of the storm in Galveston, he emphasizes ...



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Venn Diagram Sample Answers
(For Teacher Reference)

In Junior's description of the earthquake in Haiti, he emphasizes ...

Junior focuses on the past; imagines doing things he did with family and friends before the earthquake.

Junior "plays in his mind" instead of thinking about and describing what happens during the earthquake.

Junior only describes being rescued, not how Haiti recovers from the earthquake.

Similarities about each narrator's description of a natural disaster

They both describe how much they want to be with their family and friends; Junior describes playing games with his family and friend Oscar; Seth describes needing to find his family during/after the storm to see if they're OK.

They both describe how happy they are to see their families; Junior says he is so happy to see his family after he is rescued that he never wants to let them go; Seth says how grateful and relieved he is to find most his family survived the storm.

In Seth's description of the storm in Galveston, he emphasizes ...

Seth focuses on the present—what happens as it happens.

Seth describes a lot of details about the storm, like the wall of water, flooding, people and buildings swept away, family and friends lost in the storm.

Seth describes how people work to recover and rebuild after the storm.

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Composition Rubric

Composition	Created three drawings, one each of Galveston *before*, *during*, and *after* the storm; each drawing contains *at least three* key details from the story that add meaning to the narrator's description of each event.	Created three drawings, one each of Galveston *before*, *during*, and *after* the storm; one or more drawings contain *fewer than three* key details from the story.	Created one or two drawings, or did not include more than one key detail in each drawing.	Did not create a drawing.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 16

End of Unit 2 Assessment: Analysis of How Different Narrators Describe Similar Events

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GRADE 5: MODULE 4: UNIT 2: LESSON 16

End of Unit 2 Assessment:

Analysis of How Different Narrators Describe Similar Events

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can compare and contrast stories in the same genre for approach to theme and topic. (RL.5.9) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) I can create and present an original artwork in response to a particular theme studied in class. (W.5.11)

Supporting Learning Targets	Ongoing Assessment
• I can write an essay to compare and contrast how different narrators describe a natural disaster through literature. • I can support my ideas with evidence from the texts. • I can reflect on my learning about how different narrators describe a natural disaster through literature.	• End-of-Unit 2 Assessment • Tracking My Progress recording form

Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader (13 minutes) 2. Work Time A. Narrators' Descriptions of Events: Written Conversation (12 minutes) B. End of Unit Assessment (25 minutes) C. Tracking My Progress (5 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework	• During the Opening, students participate in a brief peer critique of the composition of the images they completed for homework. • In Work Time Part A, students review the Venn diagrams they completed during Lesson 15, as well as their notes and summaries from previous lessons, to participate in a Written Conversation (see Lesson 8) to review key details from *Eight Days* and *Dark Water Rising* before students take the end of unit assessment. • Review: Peer Critique and Written Conversation protocols (Appendix 1).

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Lesson Vocabulary	Materials
compare, contrast, describe, support, evidence, reflect	• Students' three images (from homework) • Document camera • Composition rubric (from Lesson 15; one for display) • Captions rubric (included again as a stand-alone document; one for display) • Journals • End of Unit 2 Assessment: Analysis of How Different Narrators Describe Similar Events (one per student) • Analysis Essay Rubric (one per student and one for display) • End of Unit 2: Tracking My Progress recording form (one per student) • End of Unit 2 Assessment: Sample Student Response (teacher resource) • Colors rubric (one per student and one for display)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Writer (13 minutes) • Ask students to take out the **three images** they completed for homework, and then pair up with a student who is *not* in their regular group. • Use a **document camera** to display the **Composition rubric** and **Captions rubric** (distributed to students in Lesson 15). • Review the Peer Critique protocol with students and ask pairs to provide kind, specific, helpful feedback based on criteria from each rubric. Clarify directions as needed. • Give students 6 to 7 minutes to offer a critique of partners' images. Circulate to support. • Read the learning targets aloud: * "I can write an essay to compare and contrast how different narrators describe a natural disaster through literature." * "I can support my ideas with evidence from the texts." * "I can reflect on my learning about how different narrators describe a natural disaster through literature." • Point out the key words and phrases in these learning targets. Ask students to think about the meaning of each term then briefly discuss with a nearby partner. Cold call students to share out. Listen for: *compare*—identify similarities *contrast*—identify differences *describe*—explain; give details *support*—prove; strengthen *evidence*—information; facts; details *reflect*—think about; consider	• Intentionally partner students who are more verbal with those who struggle with sharing their work. • Display the questions for the Peer Critique protocol for students to refer to as they examine each other's sketches.

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Work Time	Meeting Students' Needs
A. Narrators' Descriptions of Events: Written Conversation (12 minutes) • Ask students to take out their **journals** and find another partner who is *not* a member of their regular group. • Remind students of the Written Conversation protocol. • Before students begin, tell them they will have a total of two "exchanges." Reiterate that students should use the full time they are given to write their notes to each other. Tell students to refer to their notes from previous lessons to support their thinking. Clarify directions as necessary. • Direct students to focus on the notes in their journals and the Venn diagram Chalk Talk charts (from Lesson 15). Then ask students to think about: * "What are the *similarities* and *differences* between Junior's and Seth's descriptions of natural disaster?" • Give students 2 or 3 minutes to refer to their notes and Venn diagram then write their conversations. • After 2 or 3 minutes, ask students to exchange notes. Remind students: "Read what your partner wrote, then take 1 to 2 minutes to answer as if you were talking out loud. You can write responses, make connections of your own, or ask your partner questions—just as you would do in a face-to-face conversation." • After 1 to 2 minutes, tell students to "exchange" the note one more time with their partner. Tell students to read what their partner wrote, then take 1 to 2 minutes to respond, make an additional connection, or ask a question. • Once students complete the read and response, ask them to return the note to their partner and read the response. Then say: "Now you may share any final ideas from the written conversation by talking out loud with your partner." • After 1 or 2 minutes, focus students whole group. Invite several students to share ideas from their partner conversations with the whole group. Listen for: "Both Junior and Seth describe missing or worrying about their families; they both describe feeling scared, sad, worried; they are both happy, grateful to be reunited with their families, friends; Junior focuses on details about how Haiti used to be, the past, the things he did before the earthquake, but Seth describes everything as it happens and focuses on the present; Seth gives a lot of details about what happens as the storm comes into Galveston—the debris, swells of waves, flooding, and people and buildings that are swept away—but Junior doesn't describe the earthquake except to say the ground shook," and similar ideas.	• Display the directions for the Written Conversation protocol for students to refer to as they review for the assessment. • Consider providing sentence stems for students who may have difficulty focusing on the questions asked. (e.g., "Junior's and Seth's descriptions are alike because _____. Junior's and Seth's descriptions are different because _____.") • Consider allowing students who struggle with writing to respond orally to the questions.

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Work Time (continued)	Meeting Students' Needs
B. End of Unit 2 Assessment (25 minutes) • Distribute the **End of Unit Assessment: Analysis of How Different Narrators Describe Similar Events** (one per student). • Read through the directions and **Analysis Essay rubric** with students. Tell students they may use their notes, summaries, Questions and Evidence Boards, figurative language charts, and glossaries for reference during the end of unit assessment. Provide clarification as needed. • Circulate to supervise; because this is a formal on-demand assessment, do not provide support other than formally approved accommodations. • If students finish the assessment early, they may work on adding details to their drawings based on feedback they received during the Opening.	• Provide extended time to complete the assessment for ELL students. • Consider allowing students who struggle with writing to dictate their assessment to a teacher.
C. Tracking My Progress (5 minutes) • Distribute the **End of Unit 2: Tracking My Progress recording form**. Remind students that they have used this self-assessment during previous modules to reflect on (consider; think about) their mastery of the learning targets. • Ask students to independently complete their Tracking My Progress forms. Ask them to hold on to this sheet to refer to during the debrief.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief (5 minutes) • Congratulate students on how much they have learned about natural disasters and how authors use narrators to help readers experience these extreme events through literature. • Partner students. Ask them to share the reflections on their Tracking My Progress recording forms. • Collects students' end of unit assessments and Tracking My Progress forms. Review to determine students' mastery of the learning targets (see the **Teacher Resource: End of Unit 2 Assessment: Sample Student Response** for ideas students may share.) • Briefly explain the homework: "Based on the peer critique you received during the Opening of this lesson, add or revise details in each of your three art pieces. You will also add color to each image." • Display and distribute the **Colors rubric** (one per student). Focus students' attention on the exemplar (Point Score 3), then read the criteria aloud to help students focus on key elements to consider about the colors they add to their drawings. Clarify as needed.	• Intentionally partner ELL students with students who speak the same home language to share their Tracking My Progress.

Homework	Meeting Students' Needs
• Revise your art pieces based on the feedback you received today about composition: – How will you revise or add to your art pieces based on the feedback you received? • Add color to each of your images. Think about: – What emotions do I want to convey in each image? – What colors help to express those emotions? – What colors should I emphasize to convey a specific emotion(s)? • Be prepared to share your art pieces during a peer critique at the beginning of the next lesson. *Note: Students revise then present their art pieces in Lesson 17.*	• Consider allowing students who struggle with multiple tasks to revise just one drawing instead of all three..

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 16
Supporting Materials

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Captions Rubric

Captions	Has three captions (one for each drawing); captions give a clear and brief description of each drawing; captions include key words, phrases, and figurative language from the text.	Has three captions (one for each drawing); captions give a clear and brief description of each drawing.	Has one or two captions (for one or two drawings), or captions do not clearly describe the drawings.	Did not write captions.

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End of Unit 2 Assessment:
Analysis of How Different Narrators Describe Similar Events

How do authors use a narrator to describe events in literature? After reading *Eight Days* and *Dark Water Rising*, write an essay that compares and contrasts Junior's description of the earthquake in Haiti to Seth's description of the Galveston hurricane in 1900 in order to demonstrate your understanding of how different narrators describe natural disasters through literature.

In your essay be sure to:

- Include an introduction paragraph.
- Write one paragraph that *compares* each narrator's description of events.
- Write one paragraph that *contrasts* each narrator's description of events.
- Write a conclusion statement.
- Use details from each story to support your ideas.
- Use key words, phrases, and figurative language from the texts.
- Include all elements of the Analysis Essay rubric.

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Analysis Essay Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Introduction Paragraph	The main topic of both stories is clearly stated in the introduction; includes key details about each story and each narrator; includes key words and phrases from the texts.	The main topic of both stories is stated in the introduction; includes details about each story and each narrator.	The main topic of both stories is stated in the introduction but includes details about only one of the stories or narrators.	The main topic of the stories is not stated in the introduction, or does not include any details about the stories or narrators.
Comparison Paragraph	Includes a topic sentence; describes at least two ways the narrators' descriptions of a natural disaster are *similar*; descriptions are supported with examples from the text; includes key vocabulary, figurative language, and details from each story.	Includes a topic sentence; describes two ways the narrators' descriptions of a natural disaster are *similar*; descriptions are supported with examples from the text.	Includes a topic sentence; describes one way the narrators' descriptions of a natural disaster are *similar*.	Does not include a topic sentence, or does not describe at least one way the narrators' descriptions of a natural disaster are *similar*.

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Analysis Essay Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Contrast Paragraph	Includes a topic sentence; describes at least two ways the narrators' descriptions of a natural disaster are *different*; descriptions are supported with examples from the text; includes key vocabulary, figurative language, and details from each story.	Includes a topic sentence; describes two ways the narrators' descriptions of a natural disaster are *different*; descriptions are supported with examples from the text.	Includes a topic sentence; describes one way the narrators' descriptions of a natural disaster are *different*.	Does not include a topic sentence, or does not describe at least one way the narrators' descriptions of a natural disaster are *different*.
Conclusion Statement	There is a conclusion statement that clearly restates the topic of both stories in a different way from the introduction paragraph.	There is a conclusion statement that restates the topic of both stories, but it is the same as or very similar to the introduction paragraph.	There is a conclusion statement, but it does not restate the topic of both stories.	There is no conclusion statement.
Language Conventions and Mechanics (Spelling, Grammar, and Punctuation)	There are almost no errors in grammar, spelling, and punctuation; the meaning is clear throughout the essay.	There are a few errors in grammar, spelling, and punctuation, but the meaning is generally clear.	There are errors in grammar, spelling, and punctuation, demonstrating minimal control over language. The errors sometimes distract the reader and cause misunderstanding.	There are many errors in grammar, spelling, and punctuation, demonstrating little or no control over language. The errors often distract the reader and cause misunderstanding.

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End of Unit 2 Assessment:
Sample Student Response
For Teacher Reference

Note: This sample is an exemplar response to the essay prompt. Review and determine students' mastery of the learning targets based on criteria described in the Analysis Essay rubric.

Eight Days: A Story of Haiti and *Dark Water Rising* are stories about natural disaster. The story of *Eight Days* is narrated by a 7-year-old boy named Junior, who "plays in his mind" while he is trapped beneath his home for seven days after the 2010 earthquake in Haiti. *Dark Water Rising* is a novel narrated by a teenager named Seth, who moves to the island of Galveston in 1900 and experiences the deadliest storm in American history.

Junior and Seth describe the experience of a natural disaster in some similar ways. For one, Junior and Seth both describe thinking about their family. For example, Junior imagines playing games and visiting his favorite places with family and friends during the time he is trapped under his house. During and after the storm, Seth also describes thinking about needing to know if his family is okay after the storm. Another way their descriptions are similar is that both narrators are scared and worried. Junior says, "... When the earth shook again and again, I was afraid," and Seth describes the "horror" he feels as huge "swells" "flood" the island and sweep people and homes into the "gulf."

Junior and Seth also describe natural disasters differently. One example is how Junior thinks mostly of the past, the things he enjoyed doing with his friends and family before the earthquake. However, Seth describes events as they happen, what Galveston is like before, during, and after the storm. Another difference is that Junior "plays in his mind," or uses his imagination, rather than describing damage caused by the earthquake. Seth describes events in great detail, telling the reader about the debris, the wall of water that swept people and buildings away, the wreckage, and the lack of supplies people faced as they tried to recover from the storm.

The stories *Eight Days* and *Dark Water Rising* help the reader understand what it is like to experience an extreme natural event.

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Tracking My Progress:
End of Unit 2

Name:

Date:

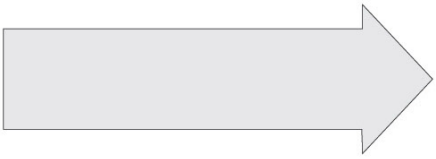
Learning Target: I can write an essay to compare and contrast how different narrators describe a natural disaster through literature.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress:
End of Unit 2

Name:

Date:

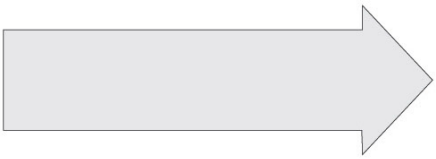
Learning Target: I can support my ideas with evidence from the texts.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Colors Rubric

Colors	Has three captions (one for each drawing); captions give a clear and brief description of each drawing; captions include key words, phrases, and figurative language from the text.	Has three captions (one for each drawing); captions give a clear and brief description of each drawing.	Has one or two captions (for one or two drawings), or captions do not clearly describe the drawings.	Did not write captions.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 17

Presentation: Visual Timeline of the Galveston Hurricane of 1900

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Presentation:
Visual Timeline of the Galveston Hurricane of 1900

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can create and present an original artwork in response to a theme studied in class, with support as needed. (W.5.11) I can speak clearly and at an understandable pace. (SL.5.4) I can include multimedia components or visual support to a presentation in order to enhance main ideas or themes. (SL.5.5)

Supporting Learning Targets	Ongoing Assessment
• I can refine my visual timeline of the Galveston hurricane of 1900 based on feedback. • I can present my visual timeline of the Galveston hurricane of 1900, speaking at a clear and understandable pace.	• Visual timeline of Galveston hurricane • Art Piece rubric (self-assessment)

Agenda	Teaching Notes
1. Opening A. Homework Review and Learning Targets (15 minutes) 2. Work Time A. Peer Critique and Revision (20 minutes) B. Art Presentations (20 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework	• In the Opening and Work Time Part A of this lesson, students use the Peer Critique and Praise-Question-Suggest protocols to provide and receive feedback from peers about the three images they completed for homework (Lessons 15 and 16). • Students present their art pieces to members of their group during Work Time Part B as an assessment of W.5.11 and SL.5.5. During student presentation, other group members use a Speaking Criteria for Art Piece Presentation form to offer informal evaluation of each presenter's ability to report on a topic by speaking clearly and at an understandable pace (SL.5.4). • Review: Peer Critique; Praise-Question-Suggest protocols (Appendix 1).

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Lesson Vocabulary	Materials
refine, visual timeline, feedback, present, understandable, pace	• Art Piece rubric: A Visual Timeline of the Galveston Storm of 1900 (one per student and one for display) • Colored pencils, crayons, or markers (for each student) • Speaking Criteria for an Art Piece Presentation (one per student and one for display) • Evidence flags (three per student, for homework)

Opening	Meeting Students' Needs

A. Homework Review and Learning Targets (15 minutes)
• Ask students to take out their three images, to which they added color for homework. Ask students to pair up with a student who is *not* part of their regular group.
• Review the Peer Critique protocol with students, and ask pairs to provide feedback to their partner using the Colors rubric criteria (from homework).
• Clarify directions as needed.
• Give students 6 to 7 minutes to offer kind, specific, and helpful feedback about the colors in their partner's images. Circulate to support.
• Read the two learning targets aloud:
  * "I can refine my visual timeline of the Galveston hurricane of 1900 based on feedback."
  * "I can present my visual timeline of the Galveston hurricane of 1900, speaking at a clear and understandable pace."
	• Display the Peer Critique questions for students to refer to during the protocol.

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Opening (continued)	Meeting Students' Needs
• Draw students' attention to the key words and phrases in the targets. Ask students to think about the meaning of each term and briefly discuss with a partner. Cold call students to share out. Listen for: *refine*—improve; make better *visual timeline*—artistic representation of events (in sequential order) *feedback*—comments; advice; opinion *present*—show; exhibit; display" *understandable*—clear; able to be understood *pace*—rate; speed • Ask students to think about the following question, then pair to share with a nearby partner: * "How did the artist of *Eight Days*, Alix Delinois, use color and composition to add meaning to Junior's description of events?" • After a moment, invite several students to share their thinking whole group. Listen for ideas such as: "He used a lot of dark blue color with small bits of lighter colors around his family members; the emphasis on the dark colors helps me understand how scary and dark it is while Junior is trapped beneath his house; the bits of light in the dark express the emotion of hope, because there are small bits of happy colors like yellow, which make me think of the sun or joy," "The composition emphasized members of Junior's family searching for him but only showed Junior's face, which emphasized how alone he felt; the artist used color and composition to show the reader that even though Junior describes playing, he is really very frightened while he is trapped under his house," and similar suggestions. • Say: "In today's lesson, you will first work with a partner to provide and receive feedback to help you refine the composition, colors, and captions for each of your images. As you provide critique and then make revisions to your work, think about how the composition, color, and captions could be refined to contribute meaning to Seth's description of Galveston before, during, and after the storm. After you make refinements, you will present your visual timeline to members of your group."	• Students who struggle with language would benefit from sentence stems to help them give feedback to their partners during the Peer Critique protocol. (e.g., "The _____ color helps express _____ in this drawing because _____.") • Display some of the illustrations in *Eight Days* as the students share, pointing out specific details and areas that are evidence of what the students share aloud.

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Work Time	Meeting Students' Needs
A. Peer Critique and Revision (20 minutes) • Ask students to gather their drawings and find a partner who is *not* in their regular group. • Remind students of the Praise-Question-Suggest protocol. Clarify as needed, then display the **Art Piece rubric: A Visual Timeline of the Galveston Storm of 1900** and distribute one to each student. Point out to students that they have seen the individual rows from this rubric already, and that here the three rows are simply connected in one complete rubric. • Read through the Point Score criteria for each of the three elements—composition, color, and captions. Emphasize what it takes to score a 3, and point out the differences between a 3 and a 2. Tell students to use the criteria in this rubric to provide specific praise, ask meaningful questions, and make relevant suggestions that will help their partner refine each image. Because students have just given and received feedback on the Colors row, ask them to spend most of their time on the other two criteria. • Model as needed and ask students to begin. Circulate to offer support. • After 10 minutes, direct students to make revisions to their drawings based on feedback from their partner. Provide **colored pencils, crayons, or markers**, or other materials students need to refine their images. Circulate to support as needed. • After 5 or 6 minutes, ask students to return to their regular groups (from Lessons 1–15) and prepare to present their visual timelines.	• Display the directions for the Praise-Question-Suggest protocol for students to refer to when giving feedback to their partner. • Have students highlight specific language on the rubric that their partner would need to pay attention to when using the feedback to improve their drawings. • Allow students who struggle with multiple tasks at one time to focus on improving just one drawing during the lesson instead of all three.

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Work Time (continued)	Meeting Students' Needs
B. Art Presentations (20 minutes) • Ask students to collect their art pieces and join their regular groups. • Display and distribute **the Speaking Criteria for an Art Piece Presentation** (one per student). • Remind students that they used similar criteria during Module 3, Unit 3 when they shared their letter to a publisher. Read the criteria aloud. Provide clarification as necessary. • Explain to students that each member of their group will have 3 or 4 minutes to present his or her "visual timeline of the Galveston storm of 1900." As the student presents, other members of the group will evaluate his or her presentation based on the Speaking Criteria. • Make students aware that you will move throughout the room as groups share their art pieces to listen in and informally evaluate students' speaking skills using the same criteria. • After all group members have presented, focus students' attention whole group. Invite students from each group to compliment and explain how a specific detail in a peer's visual timeline added meaning to Seth's description of Galveston before, during, or after the storm.	• Display the Speaking Criteria for students to refer to as they listen to their classmates. • Allow students who struggle with speaking in front of others the opportunity to write down what they will say and practice it before their presentation.

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Closing and Assessment	Meeting Students' Needs
A. Debrief (5 minutes) • Ask each student to review and then fill out the Art Piece rubric (from Work Time Part A) as a self-assessment of the visual timeline she or he created. • After 3 minutes, collect students' art pieces and self-assessments. • Congratulate students on their completion of Unit 2. Explain that in Unit 3 they will begin to research and prepare to give a speech about how U.S. international aid organizations should prioritize help they give to other countries in the Western Hemisphere when they experience a natural disaster. • Distribute **three evidence flags** to each student for homework.	• Intentionally partner ELL students with students who speak the same home language to share their Tracking My Progress.

Homework	Meeting Students' Needs
• Continue reading in your independent reading book. • Use your evidence flags to mark three pieces of information that describe a natural disaster. *Note: Students begin Unit 3 in the next lesson. Review the Unit 3 Overview to become familiar with and prepare for upcoming lessons.*	• Provide audio recordings of independent reading books for those students who struggle with reading complex text independently.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 17
Supporting Materials

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Art Piece Rubric:
A Visual Timeline of the Galveston Storm of 1900

Name:

Date:

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Composition	Created three drawings, one each of Galveston *before*, *during*, and *after* the storm; each drawing contains *at least three* key details from the story that add meaning to the narrator's description of each event.	Created three drawings, one each of Galveston *before*, *during*, and *after* the storm; one or more drawings contain *fewer than three* key details from the story.	Created one or two drawings, or did not include more than one key detail in each drawing.	Did not create a drawing.
Composition	Created three drawings, one each of Galveston *before*, *during*, and *after* the storm; each drawing contains *at least three* key details from the story that add meaning to the narrator's description of each event.	Created three drawings, one each of Galveston *before*, *during*, and *after* the storm; one or more drawings contain *fewer than three* key details from the story.	Created one or two drawings, or did not include more than one key detail in each drawing.	Did not create a drawing.
Colors	Has three captions (one for each drawing); captions give a clear and brief description of each drawing; captions include key words, phrases, and figurative language from the text.	Has three captions (one for each drawing); captions give a clear and brief description of each drawing.	Has one or two captions (for one or two drawings), or captions do not clearly describe the drawings.	Did not write captions.

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Speaking Criteria for an Art Piece Presentation

Date:

Listener/Reviewer's Name:

Presenter #1 Name:

Criteria	Yes	No
1. Each drawing is presented in sequential order (before, during, after the storm) and each caption is read aloud.		.
2. The presenter briefly explains how the composition and colors in each drawing add meaning to Seth's description of events.		
3. The presenter speaks clearly and at an understandable pace.		

Additional comments (be kind, specific, and helpful; give at least one piece of feedback in each category):

Praise:

Question:

Suggestion:

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Speaking Criteria for an Art Piece Presentation

Date:

Listener/Reviewer's Name:

Presenter #2 Name:

Criteria	Yes	No
1. Each drawing is presented in sequential order (before, during, after the storm) and each caption is read aloud.		.
2. The presenter briefly explains how the composition and colors in each drawing add meaning to Seth's description of events.		
3. The presenter speaks clearly and at an understandable pace.		

Additional comments (be kind, specific, and helpful; give at least one piece of feedback in each category):

Praise:

Question:

Suggestion:

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3:
Overview

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Unit 3: Research on 2010 Earthquake in Haiti, Learning about the Red Cross, and Writing an Opinion Speech

In this unit, students use their reading skills to analyze informational texts, building their background knowledge about the earthquake that struck Haiti in 2010. Simultaneously, they learn about writing and delivering an effective speech through an analysis of the joint speech given by President Obama and former presidents Clinton and Bush in the days after the 2010 earthquake in Haiti. As a connection to Social Studies, students also read primary source documents to conduct research about how the United States, through multinational organizations such as the Red Cross, responds to disasters in the Western Hemisphere. For the mid-unit assessment, students complete a short constructed response to explain the importance of providing aid to a country struck by a hypothetical hurricane, and then prioritize and organize their research notes into a graphic organizer to plan their opinion speech about how aid should be prioritized. Students then practice crafting the opinion speech through a brief shared writing experience. They examine the Obama/Clinton/Bush speech as well as a TED Talk given by a student to co-construct a rubric that addresses the speaking and listening standards for delivering a speech to an audience. During the End of Unit 3 Assessment, students draft a speech for the final performance task about how to prioritize aid following a hypothetical hurricane in Mexico. They then participate in a critique, feedback, and revision session with peers. Next, students receive instruction on language conventions to focus on editing their speeches for punctuation, verb tense, correlative conjunctions, and sentences to enhance clarity or meaning. Students have time to practice their speeches; they then deliver their final speeches to group members. **The performance task incorporates both the final draft of the written speech (NYSP12 ELA CCLS RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, L.5.3, and L.5.6) and the public speaking task (NYSP12 ELA CCLS SL.5.4 and SL.5.6).**

Guiding Questions And Big Ideas

- **How should multinational aid organizations prioritize aid when they respond to neighboring communities struck by a natural disaster?**
- **How do speeches motivate and compel people to act?**
- *Multinational aid organizations are part of the global community and therefore have a responsibility to provide aid to foreign countries struck by a natural disaster.*
- *Public speakers motivate people to act by supporting their opinions with compelling reasons and sound evidence.*

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Mid-Unit 3 Assessment	**Short Constructed Response and Organizing Notes for a Public Speech** This assessment centers on NYSP12 ELA CCLS RI.5.7, W.5.7, W.5.8, and W.5.9. This mid-unit assessment is broken into two parts and involves a short constructed response as well as a planning task leading up to students' final performance task. After reading informational texts about natural disasters and how the Red Cross responded to the 2010 earthquake in Haiti, students explain the importance of providing aid to a neighboring country struck by a hypothetical hurricane, then organize their notes from the texts they have read into a graphic organizer they independently create. In the graphic organizer, students state their opinion about how aid should be prioritized when a neighboring country is struck by a natural disaster, and provide at least four clear reasons with supporting evidence as well as a concluding statement. They must also incorporate key vocabulary have learned throughout their reading.
End of Unit 3 Assessment	**On-Demand Draft Opinion Speech: "How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?"** This assessment centers on NYSP12 ELA CCLS RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8 and W.5.9. Students write a first draft of their opinion speech, stating with an opinion about how to prioritize aid following a natural disaster in a neighboring country, and support their opinion with reasons and evidence from their research. After completing their opinion speech drafts for the end of unit assessment, students participate in a peer critique and revision session followed by an instructional focus on language conventions and the creation of a display to accompany their final performance task presentations; they then deliver a speech to a small group of their peers in which they state their opinion about how to prioritize aid following a hypothetical natural disaster. The final performance task assesses NYSP12 ELA CCLS L.5.1, L.5.2, L.5.3, L.5.6, and SL.5.5.

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Content Connections

This module is designed to address English Language Arts standards. 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

- 5.10 Increasingly, the nations of the Western Hemisphere participate in and benefit from international organizations that promote peace, cooperation, economic development, global health, and cultural understanding.
- 5.10a Multinational organizations and non-governmental organizations in the Western Hemisphere seek to actively promote democracy, protect human rights, support economic development, and encourage cooperation between nations.
- 5.10b The United Nations helps maintain peace between nations and uses international pressure to protect human rights and promote cultural understanding.
- 5.10c When nations or regions in the Western Hemisphere face challenges due to natural disasters, health epidemics, or political upheavals, multinational organizations provide global support and assistance.

Science

- 2.1e Extreme natural events (floods, fires, earthquakes, volcanic eruptions, hurricanes, tornadoes, and other severe storms) may have positive or negative impacts on living things.
- 5.2g The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight.
- 7.1a Humans depend on their natural and constructed environments.
- 7.1c Humans, as individuals or communities, change environments in ways that can be either helpful or harmful for themselves and other organisms.

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Texts
1. "A Rocky Road Ahead," in Scholastic News Edition 5/6 (Vol. 78, Issue 14), Feb. 2010, 2.
2. President Obama, Former President Bill Clinton, and Former President George W. Bush, "On the Recovery and Rebuilding Effort in Haiti," found at http://www.whitehouse.gov/photos-and-video/video/presidents-obama-bush-clinton-help-haiti#transcript.
3. Britt Norlander, "On Shaky Ground," In *Scholastic Action* (Vol. 33 Issue 14), May 10, 2010, 16-19.
4. "Haiti Earthquake Relief One-Year Report," found at http://www.redcross.org/images/MEDIA_CustomProductCatalog/m3140113_HaitiEarthquake_OneYearReport.pdf.
5. "Help for Haiti," in *Weekly Reader News* Edition 3 (Vol. 79, Issue 18), Feb. 2010, 3.
6. "Red Cross Disaster Relief," found at http://www.redcross.org/images/MEDIA_CustomProductCatalog/m16740817_Fact_Sheet-_Disaster_Response_Feb_2013.pdf.
7. "Surface Amplified Haiti Earthquake," in *Current Science* (Vol. 96, Issue 10), Jan. 2011, 13.
8. "The Red Cross at a Glance," found at http://money.howstuffworks.com/red-cross.htm.

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This unit is approximately 3.5 weeks or 16 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Building Background Knowledge: Jigsaw to Build and Share Expertise about the 2010 Haiti Earthquake, Part 1	• I can explain what a text says using quotes from the text. (RI.5.1) • I can summarize an informational text. (RI.5.2) • I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)	• I can explain recovery and rebuilding efforts in Haiti based on information from President Obama's opening remarks of a speech. • I can summarize a chunk of President Obama's opening remarks. • I can determine the meaning of words in context from President Obama's opening remarks.	• Annotated chunk of President Obama's opening remarks • Summary paragraph • 2010 Haiti Earthquake concept map	• Literary Summary • Jigsaw protocol
Lesson 2	Building Background Knowledge: Jigsaw to Build and Share Expertise about 2010 Haiti Earthquake, Part 2	• I can determine two or more main ideas of a text and explain how they are supported by key details. (RI.5.2) • I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) • I can determine the meaning of domain-specific words or phrases in an informational text. (RI.5.4) • I can compare and contrast multiple accounts of the same event or topic. (RI.5.6) • I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)	• I can determine two main ideas and supporting details from an informational text about the 2010 earthquake in Haiti. • I can determine the meaning of words and phrases in an informational text about the 2010 earthquake in Haiti. • I can synthesize information about the 2010 earthquake in Haiti by comparing and contrasting multiple accounts of the event.	• 2010 Haiti earthquake concept maps • Vocabulary glossaries in student journals • Main Ideas and Details note-catcher	• Jigsaw protocol • Back-to-Back, Face-to-Face protocol • Gallery Walk protocol
Lesson 3	Researching about the Red Cross: What Is a Multinational Aid Organization?	• I can explain what a text says using quotes from the text. (RI.5.1) • I can document what I learn about a topic by taking notes. (W.5.8) • I can draw on evidence from informational texts to support analysis, reflection, and research. (W.5.9) • After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)	• I can take notes from informational texts about multinational aid organizations. • I can explain what a multinational aid organization is. • I can explain key ideas about multinational aid organizations by using quotes from my note-catcher.	• Vocabulary glossaries in student journals • Three-column note-catcher: What Is a Multinational Aid Organization? • Chalk Talk sticky notes	• Chalk Talk protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Researching about the Red Cross, Continued: Who Is the Red Cross and What Does This Multinational Organization Do?	• I can explain what a text says using quotes from the text. (RI.5.1) • I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) • I can determine the meaning of content words or phrases in an informational text. (RI.5.4) • I can document what I learn about a topic by taking notes. (W.5.8) • I can draw on evidence from informational texts to support analysis, reflection, and research. (W.5.9)	• I can take notes from an informational text about the Red Cross. • I can explain how the Red Cross is a clear example of a multinational aid organization, using evidence from the text. • I can determine the meaning of words and phrases in an informational text about the Red Cross.	• Gist statement (in margin) • Red Cross Video Viewing page • Three-column note-catcher: What Is a Multinational Aid Organization? • Vocabulary glossaries in student journals	• Popcorn Read protocol
Lesson 5	Researching about the Red Cross, Continued: How Did the Red Cross Aid Haiti After the 2010 Earthquake?	• I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7) • I can document what I learn about a topic by taking notes. (W.5.8) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) • After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)	• I can take notes from an informational text about the Red Cross aid to Haiti. • I can explain the various ways the Red Cross prioritized aid to Haiti following the 2010 earthquake using evidence from text.	• Three-column note-catcher: What Is a Multinational Aid Organization? • Vocabulary glossaries in student journals • Red Cross in Haiti four-square note-catcher	• Rank, Talk, Write protocol
Lesson 6	Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech	• I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7) • I can write an opinion piece on topics or texts, supporting a point of view with reasons and information. (W.5.1) • I can introduce the topic of my opinion piece. a. I can create an organizational structure in which I group together related ideas. • I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7) • I can document what I learn about a topic by taking notes. (W.5.8)	• I can create an organizational structure to logically group ideas for an opinion speech. • I can introduce the topic of my opinion speech. • I can state an opinion in my speech about the need to prioritize aid to a neighboring country struck by a hurricane.	• Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech	• Opinion, Reasons, and Evidence

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech	• I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7) • I can write an opinion piece on topics or texts, supporting a point of view with reasons and information. (W.5.1) • I can create an organizational structure in which I group together related ideas. • I can identify reasons that support my opinion. d. I can construct a concluding statement or section for my opinion piece. • I can summarize or paraphrase information in my notes and in finished work. (W.5.8) • I can choose evidence from informational texts to support analysis, reflection, and research. (W.5.9)	• I can prioritize the four types of aid in order to add reasons to my speech outline. • I can paraphrase evidence to include in my speech outline. • I can write a concluding statement for my opinion speech. • I can reflect on my learning about how aid should be prioritized if a neighboring country is struck by a hurricane.	• Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech • Tracking My Progress, Mid-Unit 3 recording form	• Opinion, Reasons, and Evidence • What Do We Know about Natural Disasters?
Lesson 8	Speech Writing: Identifying Criteria for a High-Quality Introduction	• I can summarize the points a speaker provides. (SL.5.3) • I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing them clearly. (SL.5.1) • I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) • I can introduce the topic of my opinion piece. a. I can create an organizational structure in which I group together related ideas.	• I can summarize the introduction of the speech given by Adora Svitak. • I can identify criteria for the introduction of an opinion speech. • With peers, I can write an introduction for an opinion speech about prioritizing aid after an earthquake.	• Response on President Obama's Opinion • Shared Writing: Introduction for an Opinion Speech	• Criteria for an Opinion Speech • Class Introduction to an Opinion Speech

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Speech Writing: Identifying Reasons, Evidence, and Linking Words	• I can explain how the evidence a speaker provides supports the points they're trying to make. (SL.5.3) • I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) b. I can identify reasons that support my opinion. c. I can use linking words to connect my opinion and reasons.	• I can explain how the evidence provided by Adora Svitak and President Obama support their opinions. • With peers, I can identify linking words and phrases in President Obama's speech that connect his opinion, reasons, and evidence. • With peers, I can write the body for an opinion speech about prioritizing aid after an earthquake.	• Transcript: Opening Remarks by President Obama (with text-coding, from homework) • President Obama Reasons and Evidence Sorting task card • Shared Writing Body Paragraphs	• Criteria for an Opinion Speech • Linking Words • Class Body of an Opinion Speech
Lesson 10	Speech Writing: Identifying Criteria for a High-Quality Conclusion	• I can summarize the points a speaker provides. (SL.5.3) • I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own clearly. (SL.5.1) • I can review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) • I can construct a concluding statement or section for my opinion piece.	• I can summarize the speech given by Adora Svitak. • I can identify criteria for the conclusion of an opinion speech. • With peers, I can write a conclusion for the class opinion speech about prioritizing aid following an earthquake.	• Vocabulary glossaries in student journals • Shared Writing Conclusion paragraphs	• Criteria for an Opinion Speech • Linking Words • Class Conclusion to an Opinion Speech

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 11	End of Unit 3 Assessment: Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?	• I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) • I can introduce the topic of my opinion piece. • I can create an organizational structure in which I group together related ideas. • I can identify reasons that support my opinion. • I can use linking words to connect my opinion and reasons. • I can construct a concluding statement or section for my opinion piece. • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2) • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address. • Use underlining, quotation marks, or italics to indicate titles of works.	• I can write a draft of my opinion speech about how aid should be prioritized after a hurricane strikes a neighboring country. • I can accurately use conventions in the draft of my opinion speech. • I can reflect on my learning about how to write an opinion speech.	• Lesson 10 task card: Mechanics and index card • End of Unit 3 Assessment: Draft Opinion Speech • • Tracking My Progress: End of Unit 3 recording form	• Linking Words • Criteria for an Opinion Speech • Class Introduction to an Opinion Speech • Class Body of an Opinion Speech • Class Conclusion to an Opinion Speech • Give One, Get One, Move On protocol
Lesson 12	Final Performance Task: Critique and Revision, Part I	• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) • I can follow our class norms when I participate in a conversation. (SL.5.1)	• I can follow our class norms when working with a partner to give and receive feedback. • I can use feedback from peers to revise my opinion speech to better meet the criteria.	• Draft opinion speech revisions • Opinion Speech Criteria feedback form	• Criteria for an Opinion Speech • Peer Critique protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	Final Performance Task: Critique and Revision, Part II	• I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1) • I can form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. • I can use correlative conjunctions (e.g., either/or, neither/nor, not only/but also). • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can summarize or paraphrase information in my notes and in finished work. (W.5.8)	• I can accurately use the perfect verb tense in my opinion speech. • I can accurately use correlative conjunctions in my opinion speech. • I can edit my opinion speech to accurately use verb tenses and correlative conjunctions.	• Perfect Verb Tense Practice • Correlative Conjunctions Practice • Edited draft opinion speech	• Criteria for an Opinion Speech
Lesson 14	Editing Sentences and Creating Visual and Multimedia Displays for a Presentation	• I can use my knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) • I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • I can report on a topic or text using organized facts and details. (SL.5.4) • I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)	• I can edit my speech draft to address audience interest by expanding, combining, and reducing sentences for meaning and style. • I can plan a display that includes multimedia components to accompany my speech presentation.	• Edited draft opinion speech • Planning for multimedia display	
Lesson 15	Including Multimedia and Visual Displays in Presentations: Prioritization of Relief Aid after Natural Disasters	• I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5) • I can speak clearly and at an understandable pace. (SL.5.4) • I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (S.L.5.6)	• I can create a display that includes multimedia components to accompany my speech presentation. • I can evaluate model speeches using the Speech Presentation Rubric.	• Planning for multimedia display • Speech Presentation Rubric	

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 16	Final Performance Task: Delivering an Opinion Speech with Multimedia Display	• I can report on a topic or text using organized facts and details. (SL.5.4) • I can speak clearly and at an understandable pace. (SL.5.4) • I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5) • I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6)	• I can present my speech and multimedia display to group members using the criteria for high-quality presentation skills. • I can provide feedback to my group members on their presentation skills using the Speech Presentation Rubric. • I can reflect on my speech delivery and multimedia presentation about prioritizing aid to a neighboring country struck by a natural disaster.	• Final Performance Task: Opinion Speech Presentations • Speech Presentation Rubric	• Peer Critique protocol • Gallery Walk protocol

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Optional: Experts, Fieldwork, And Service

Experts:

- Invite Red Cross workers to the class to tell stories of their experiences or electronically communicate with them, posing questions to add to students' research.
- Invite victims of the Haiti earthquake to share with students their experiences and stories.

Fieldwork:

- Take the class to a Red Cross site to learn about how the organization works and meet the actual relief workers in their environment.
- Take students to local areas that have experienced natural disasters to see firsthand the devastation and need for aid.

Service:

- Arrange for students to give their speeches at public events, including city council, state or town hall meetings where government officials have the opportunity to make decisions on funding for international aid.

Preparation and Materials

- Journals: In this module students will keep notes in a journal, as they have done in previous modules; however if you prefer there is a "one for display" example of each of the note-catchers that you can prepare as student handouts. Decide if students have enough room in their current journals to complete the routine reading and writing for this module. If not, ensure that students each have a spiral-bound or composition notebook.
- Coordinate with a media specialist to support students' creation of displays to accompany the delivery of their opinion speeches for the final performance task.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3:
Recommended Texts

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The list below includes texts with a range of Lexile® text measures about U.S. humanitarian efforts that take place when a natural disaster occurs. This provides appropriate independent reading for each student to help build content knowledge about the topic.

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

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Where possible, texts 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 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.

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 740L)			
Volunteering	Amanda Rondeau (author)	Informational	350*
Clara Barton: Angel of the Battlefield	Tamara Hollingsworth (author)	Informational	430
The Red Cross	Anastasia Suen (author)	Informational	580*
Disaster Relief	Nick Hunter (author)	Informational	730*

*Lexile based on a conversion from Accelerated Reading level.

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Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740–1010L)			
Disaster Relief	Nick Hunter (author)	Informational	750*
Kids Care! 75 Ways to Make a Difference for People, Animals, & the Environment	Rebecca Olien (author)	Informational	750*
The Haitian Earthquake	Peter Benoit (author)	Informational	870
Hurricane Katrina	Peter Benoit (author)	Informational	880
Earthquake in Haiti	Miriam Aronin (author)	Informational	910
Ways to Help after a Natural Disaster	Laya Saul (author)	Informational	1000*
Lexile text measures above band level (over 1010L)			
Clara Barton: Civil War Hero and American Red Cross Founder	Susan E. Hamen (author)	Informational	1020*
The International Red Cross	Sean Connolly (author)	Informational	1020*
The World Health Organization	Sean Connolly (author)	Informational	1090*
Disaster Relief Workers	Greg Roza (author)	Informational	1160

*Lexile based on a conversion from Accelerated Reading level.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 1

Building Background Knowledge: Jigsaw to Build and Share Expertise about the 2010 Haiti Earthquake, Part 1

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Building Background Knowledge:

Jigsaw to Build and Share Expertise about the 2010 Haiti Earthquake, Part 1

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using quotes from the text. (RI.5.1) I can summarize an informational text. (RI.5.2) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)	
Supporting Learning Targets	**Ongoing Assessment**
• I can explain recovery and rebuilding efforts in Haiti based on information from President Obama's opening remarks of a speech. • I can summarize a chunk of President Obama's opening remarks. • I can determine the meaning of words in context from President Obama's opening remarks.	• Annotated chunk of President Obama's opening remarks • Summary paragraph • 2010 Haiti Earthquake concept map

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: 2010 Haiti Earthquake Concept Maps (8 minutes) B. Unpacking Learning Targets and Listening to President Obama's Opening Remarks in Speech about Haiti (10 minutes) 2. Work Time A. First Read: Jigsaw Expert Groups Read for the Gist (10 minutes) B. Second Read: Jigsaw Expert Groups Summarize (13 minutes) C. Key Vocabulary to Deepen Understanding (10 minutes) 3. Closing and Assessment A. Debrief in Regular Small Groups (7 minutes) B. Review Learning Targets (2 minutes) 4. Homework A. Reread the transcript of opening remarks by President Obama to someone at home, or out loud to yourself in front of a mirror. B. Record *one similarity* between the four chunks of President Obama's opening remarks and *one difference* between the four chunks. C. Add key vocabulary from your chunk to glossaries in your student journal.	• In this lesson, students are introduced to President Obama's opening remarks from the speech "Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti," delivered days after the 2010 earthquake in Haiti. The speech serves two purposes. First, it builds background knowledge about the 2010 earthquake in Haiti. Second, it serves as a model speech to give students a sense of their final performance task, in which they write an opinion speech about prioritizing aid to neighboring countries following a natural disaster. • Students study chunks of the opening remarks using the Jigsaw protocol (see Appendix). Initially, students meet in their "regular small groups," and each member of the group is assigned a specific chunk of the speech. Students then work in larger "expert groups," with six to eight peers who are assigned the same chunk of the speech. Finally, they return to their regular small groups to share their chunk and what they learned. • Students also work with key vocabulary to deepen their understanding of the text, which includes revisiting key words from Units 1 and 2 • In advance: • Determine regular small groups of four, preferably heterogeneous groups, with students who haven't worked closely in previous units. • Decide which chunks of President Obama's opening remarks you assign to which students. Assign more difficult chunks to stronger readers. • Be sure the technology used to view the speech functions properly. • Review: Jigsaw protocol (Appendix). • Post: Learning targets; regular small groups on chart paper; guiding questions for Unit 3

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Lesson Vocabulary	Materials
explain, recovery, rebuilding, efforts, information, opening remarks, speech, summarize, determine, context Chunk #1: contributions, relief, efforts, catastrophe, ensure, service, aid, rebuild Chunk #2: scope, catastrophe, defies, scene, distribute, aid, coordination, effort Chunk #3: responding, scenes, common, scope, service, aid, relief, efforts Chunk #4: restore, united, resilience, recover, rebuild, display, despite, committed	• Student journals (from Units 1 and 2) • Markers (one per student) • Chart paper for 2010 Haiti earthquake concept map (one per group) • Video: "Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti" (0:00–5:25) http://www.whitehouse.gov/photos-and-video/video/presidents-obama-bush-clinton-help-haiti#transcript • Computer, LCD projector, and speakers (to play the speech) • Transcript: Opening Remarks by President Obama (one per student) • Literary Summary anchor chart (begun in Unit 2, Lesson 1) • Second Read and Summary task card: Opening Remarks by President Obama, Chunk #1, #2, #3, #4 (one per student reading assigned chunk of text) • Lesson 1: Homework task card (one per student)

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Opening	Meeting Students' Needs

A. Engaging the Reader: 2010 Haiti Earthquake Concept Maps (8 minutes
• Ask students to collect their **student journals** and join their new predetermined group of four (see Teaching Notes).
• Remind students that in Unit 2 they read fictitious accounts of real natural events: the storm that struck Galveston in 1900 and the 2010 earthquake in Haiti. Ask students to discuss with group members:
  * "How did reading literature about real natural disasters help you understand the impact of those events on the people and environment where they took place?"
• After a moment, invite several students to share out. Listen for ideas like: "In Eight Days, we learned that houses fell in on people and they were trapped like Junior was; we learned that people died, like Junior's friend Oscar; in Dark Water Rising, the narrator Seth described the destruction of buildings and homes, and the flooding; many people were swept away or died in the storm; the land was covered by foul-smelling mud and slime."
• Remind students that in *Dark Water Rising*, the narrator Seth shared many details about what Galveston was like before, during, and after the storm. However, in *Eight Days*, the narrator Junior was young and frightened, so he mainly "played in his mind" to remember all the things he liked to do in Haiti before the earthquake. In this unit, students will learn about what happened *after* the earthquake in Haiti by reading and viewing informational texts.
• Distribute **markers** to each student and one piece of **chart paper for 2010 Haiti earthquake concept map** to each group.
• Ask students to put the title "2010 Haiti earthquake concept map" at the top of their chart paper.
• Invite students to discuss the following with their group and record their ideas on their chart paper:
  * "What do you know about the earthquake in Haiti from your close read of *Eight Days*?"
• After 5 minutes, cold call each group to share their thinking. Listen for: "The ground shook and shook; it was frightening; houses collapsed on people; it took many days to rescue people from the destruction; families were separated."
• Tell students they will continue to add to these concept maps as they learn more about the Haiti earthquake.
	• Provide a bank of words or phrases for students that struggle with language when adding to their anchor charts .
	• Assign a color to each student in the group with which they must add to the concept map. This ensures accountability for each group member and provides ongoing assessment for learning throughout the unit .

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Opening (continued)	Meeting Students' Needs

B. Unpacking Learning Targets and Listening to President Obama's Opening Remarks in Speech about Haiti (10 minutes)
• Direct students' attention to the learning targets and read them aloud to the class:
  * "I can explain recovery and rebuilding efforts in Haiti based on information from President Obama's opening remarks of a speech."
  * "I can summarize a chunk of President Obama's opening remarks."
  * "I can determine the meaning of words in context from President Obama's opening remarks."
• Focus student attention on key terms from the targets: *information, explain, recovery, rebuilding, efforts, opening remarks, speech, summarize, determine, and context.*
• Remind students that they worked with targets similar to these in both Units 1 and 2, when they were asked to use information to explain natural disasters such as hurricanes and earthquakes; to summarize what they read; and to determine the meaning of words from context.
• Focus students' attention on the terms *recovery, rebuilding,* and *efforts.*
• Ask students to consider and discuss in groups:
  * "What do you think each of these words mean?"
  Encourage students to think about the prefix re- as they consider the meaning of these terms.
• Cold call several students to share their thinking whole group. Listen for: "The prefix re- means going back, or again; *recovery* means going back to a normal way of life, healing, returning to health again; *rebuilding* means repairing, fixing, reconstructing, remaking, making something how it was before; *efforts* means hard work, what people do to achieve a goal or overcome a disaster," or similar suggestions.
• Focus students' attention on the words opening remarks and speech.
• Once again, give students a minute to discuss:
  * "What do you think these mean?"
	• Review where Haiti is located in relation to the United States on a map of the Western Hemisphere.
	• Some students may need to listen to the opening remarks of the speech on their own with headsets to minimize distractions and allow for a self-paced experience

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Opening (continued)	Meeting Students' Needs
• Ask for volunteers to share out with the class. Listen for: * "Opening remarks are the beginning of a speech; a speech is an oral presentation, a talk given to an audience." • Cold call a few students to restate each of the learning targets in their own words. • Share the guiding questions for Unit 3 with students: * "How should multinational aid organizations prioritize assistance when they respond to communities struck by natural disasters?" * "How do speeches motivate and compel people to act?" • Explain to students that they will view and read a variety of informational texts in this unit to help them understand the role of multinational aid organizations after disasters like the earthquake in Haiti occur. They will use that knowledge for the Final Performance Task, in which they craft a speech on the best way to prioritize aid to an area struck by a hurricane. • Introduce the **video: "Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti" (0:00–5:25)**, which shows President Obama's opening remarks from a speech given just days after an earthquake destroyed much of the city of Port-au-Prince in Haiti. As they listen to the speech, ask students to pay attention to the reasons and evidence President Obama provides to support the opinion that the U.S. should provide assistance to Haiti as they try to recover from that devastating natural event. • Use a **computer, LCD projector, and speakers** to play the video for the students. • After the video, ask students to discuss in their groups: * "What reasons and evidence did President Obama use as he spoke about the need for the U.S. to provide assistance to Haiti?" • Invite members from each group to share out. Listen for ideas such as: "President Obama said relief efforts will save lives and deliver relief to avoid a bigger catastrophe; people need help because of the destruction caused, the suffering of people affected by the earthquake, families sleeping in the streets, thousands feared dead; because of our common humanity we have a responsibility to respond; it's our responsibility to provide aid; we are united in our support of Haiti." • Tell students they will view and analyze these opening remarks more closely in later lessons to help them prepare for the speeches they will deliver during the Final Performance Task. Today, they will read and summarize chunks of the speech's opening to better understand the relief efforts in Haiti after the earthquake.	

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Work Time	Meeting Students' Needs
A. First Read: Jigsaw Expert Groups Read for the Gist (10 minutes) • Distribute one copy of the **Transcript: Opening Remarks by President Obama** to each student. Assign each student a number 1–4. Ask them to draw a line above and below their assigned chunk of text: – Student 1, Chunk #1: Paragraphs 1–4, starting, "Good morning, everybody ..." and ending, "... desperately need right now." – Student 2, Chunk #2: Paragraphs 5–7, starting, "Every day that goes by ..." and ending, "... extends beyond our government." – Student 3, Chunk #3: Paragraphs 8–10, starting, "Here at home ..." and ending, "... 10 million men, women, and children." – Student 4, Chunk #4: Paragraphs 11–14, starting, "As president, Bill Clinton ..." and ending, "... start with President Bush." • Ask students to calmly and quietly join classmates who were assigned the same chunk of text to form a new "expert group" (see Teaching Notes). • Tell expert groups to do the following in the next 5 minutes: 1. Read their assigned chunk of the opening remarks for gist. 2. Discuss what they think the gist of their chunk is. 3. On the text (next to their chunk), jot the gist in the margin. • Circulate to support as needed. • Cold call members from each expert group to share out the gist of their chunk whole class. Listen for: – "The gist of Chunk #1 is the American people need to come together to provide assistance to the people of Haiti." – "The gist of Chunk #2 is the scope of this catastrophe makes it challenging to deliver aid to the people of Haiti quickly; we need to work closely with other countries to provide aid." – "The gist of Chunk #3 is Presidents Bush and Clinton are working together to help the American people do their part to support the people of Haiti." – "The gist of Chunk #4 is we need to stand united to help rebuild Haiti.	• Strategically assign shorter and less complex chunks of the opening remarks to students who struggle reading complex text . • Display instructions for students to refer to as they read the speech for the first time .

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Work Time (continued)	Meeting Students' Needs

B. Second Read: Jigsaw Expert Groups Summarize (13 minutes)
• Tell students to remain in their expert groups.
• Remind students of the literary summaries they wrote in Unit 2. Explain that they will now write a summary of an informational text instead.
• Display the **Literary Summary anchor chart**. Tell students summaries of informational text include some similar types of information to summaries of literature. Ask students to review the criteria for a Literary Summary.
• After a minute, ask students to discuss with group members:
  * "What types of similar information would you also include in a summary of informational text?"
• Cold call several students to share out. Listen for and guide students as needed toward the following:
  – "We include the title of the text; WHO is the name of the author of the text, or in the case of a speech, the name of the person speaking, the names of other people mentioned in the text.
  – "For WHAT, we write about the topic of the text, main idea, important quotes or details from the text."
  – "For WHAT, we write about the topic of the text, main idea, important quotes or details from the text."
  – "For WHEN, we write the date the text was written, or time period referred to in the text."
  – "For WHERE, we write the name of the area, location discussed in the article."
• As students share out, record their ideas on the Literary Summary chart in a different color to indicate new criteria for summarizing informational rather than literary text. If students don't mention the above criteria, add them to the anchor chart.
	• Some students may benefit from a separate anchor chart dedicated to Informational Text Summaries to minimize confusion over the two types of summaries .

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Work Time (continued)	Meeting Students' Needs
• Distribute the **Second Read and Summary task card: Opening Remarks by President Obama, chunk #1, #2, #3 or #4** to each student. Remind them that their group is only responsible for their assigned chunk. If they worked on chunk 1 before, they will only work on chunk 1 again. • Orient students to the tops of their task cards, #1, #2, #3 or #4. Ask them to quickly read through the "Key Vocabulary" and "Previous Vocabulary." Point out that the previous vocabulary is from Units 1 and 2; they will work with these words later in the lesson. • Ask students to read the directions aloud in their groups. Give them 8–10 minutes to complete all five steps with their group members. Circulate to offer support as needed.	
C. Key Vocabulary to Deepen Understanding (10 minutes) • Ask students to rejoin their regular small groups. • Invite students to think about the purpose for determining the meaning of unknown words in context; then invite several students to share out their thinking. Listen for: "Understanding the meaning of unknown, or unfamiliar words helps us better understand the text." • Display the following terms for students: *catastrophe, aid, effort(s), scope, service, relief, rebuild* • Ask students to write these words on a new page in the glossary section of their journals. Explain the importance of understanding these key vocabulary terms found throughout chunks of the opening of the speech and the remainder of this unit. • Give students 5 minutes to work in their regular small groups to: 1. Locate each vocabulary word in the opening remarks. 2. Determine the meaning of each word based on context clues. 3. Discuss your thinking with one or two group members. 4. Record a synonym or brief definition for each word in the glossary.	• Consider providing texts that have pre-highlighted vocabulary words for those students who may have difficulty finding them on their own. • Post the directions for sharing vocabulary and summary work for reference. • Create an anchor chart for students with key vocabulary that visualizes what students should be recording in their glossaries. • Consider focusing students that struggle with language on three to four vocabulary words instead of all of them at once .

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Work Time (continued)	Meeting Students' Needs
• Circulate to support as necessary. • Cold call members from each group to share their definitions. Listen for: *catastrophe*—disaster; tragedy *aid*—help; assistance; support; relief *effort(s)*—work to achieve a goal or overcome a difficulty; hard work *scope*—extent; scale; range *service*—assist; help *relief*—assistance; aid; help; support *rebuild*—repair; fix; reconstruct; remake; make something how it was before • Allow students 2 minutes to revise their summary paragraphs from Work Time B, based on new understandings about key vocabulary. • As time allows, invite students to share out what they changed about their paragraphs and why.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief in Regular Small Groups (7 minutes) • Ask students to take 3–4 minutes do the following in their regular small groups: 1. Trade summary paragraphs with another member of your small group (who read a different chunk of the text). 2. Quickly read through your partner's summary paragraph. 3. Think about one piece of information from your partner's summary that your group could add to your 2010 Haiti earthquake concept map. • Ask students to each name one thing they learned about the 2010 Haiti earthquake from their chunk of text and their partner's summary in their groups. • Each group member should add one idea to the group's 2010 Haiti earthquake concept map. • As time allows, cold call students to share out what they added to their concept map.	• Some students may need specific details pointed out to them in the speech that they could share with their group and add to their concept map
B. Review Learning Targets (2 minutes) • Focus students whole group. Read each of the learning targets aloud and ask students to show a thumbs-up or thumbs-down to demonstrate their mastery of each target. • Note students who show a thumbs-down as they may need more support writing a summary based on quotes and key details or determining the meaning of unknown words from context. • Distribute the **Lesson 1: Homework task card** to each student and briefly preview it.	

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Homework	Meeting Students' Needs
• Reread the transcript of President Obama's opening remarks to someone at home, or out loud to yourself in front of a mirror. • In your journal, record one similarity between the four chunks of President Obama's opening remarks and one difference between the four chunks. • Add key vocabulary from your chunk to glossaries in your student journal.	• Provide an audio recording of the opening remarks for students who struggle with reading complex text independently . • Consider pre-selecting and narrowing the vocabulary for students who struggle with language .

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 1
Supporting Materials

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Transcript:
Opening Remarks by President Obama

Name:

Date:

Good morning, everybody. In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right. That's what the American people have been doing in recent days with their extraordinary generosity and contributions to the Haitian people.

At this moment, we're moving forward with one of the largest relief efforts in our history—to save lives and to deliver relief that averts an even larger catastrophe. The two leaders with me today will ensure that this is matched by a historic effort that extends beyond our government, because America has no greater resource than the strength and the compassion of the American people.

We just met in the Oval Office—an office they both know well. And I'm pleased that President George W. Bush and President Bill Clinton have agreed to lead a major fundraising effort for relief: the Clinton Bush Haiti Fund. On behalf of the American people, I want to thank both of you for returning to service and leading this urgent mission.

This is a model that works. After the terrible tsunami in Asia, President Bush turned to President Clinton and the first President Bush to lead a similar fund. That effort raised substantial resources for the victims of that disaster—money that helped save lives, deliver aid, and rebuild communities. And that's exactly what the people of Haiti desperately need right now.

Every day that goes by, we learn more about the horrifying scope of this catastrophe—destruction and suffering that defies comprehension. Entire communities buried under mountains of concrete. Families sleeping in the streets. Injured desperate for care. Many thousands feared dead. That's why thousands of American personnel—civilian and military—are on the scene working to distribute clean drinking water and food and medicine, and thousands of tons of emergency food supplies are arriving every day.

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Transcript:
Opening Remarks by President Obama

It will be difficult. It is an enormous challenge to distribute this aid quickly and safely in a place that has suffered such destruction. That's what we're focused on now—working closely with our partners: the Haitian government, the United Nations, and many organizations and nations—friends from Argentina and France, from Dominican Republic and Brazil, and countries all around the world.

And Secretary Hillary Clinton will be in Haiti today to meet with President Préval and continue our close coordination with his government. But we also know that our longer-term effort will not be measured in days and weeks; it will be measured in months and even years. And that's why it's so important to enlist and sustain the support of the American people. That's why it's so important to have a point of coordination for all the support that extends beyond our government.

Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us. Indeed, those wrenching scenes of devastation remind us not only of our common humanity but also of our common responsibilities. This time of suffering can and must be a time of compassion.

As the scope of the destruction became apparent, I spoke to each of these gentlemen, and they each asked the same simple question: How can I help? In the days ahead they'll be asking everyone what they can do—individuals, corporations, NGOs, and institutions. And I urge everyone who wants to help to visit www.clintonbushhaitifund.org.

We're fortunate to have the service of these two leaders. President Bush led America's response to the Asian tsunami, aid, and relief that prevented even greater loss of life in the months after that disaster. And his administration's efforts to fight against HIV/AIDS in Africa treated more than 10 million men, women, and children.

As president, Bill Clinton helped restore democracy in Haiti. As a private citizen, he has helped to save the lives of millions of people around the world. And as the United Nations special envoy to Haiti, he understands intimately the daily struggles and needs of the Haitian people.
And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world: In these difficult hours, America stands united. We stand united with the people of Haiti, who have shown such incredible resilience, and we will help them to recover and to rebuild.

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Transcript:
Opening Remarks by President Obama

Yesterday we witnessed a small but remarkable display of that determination—some of you may have seen it—Haitians with little more than the clothes on their back marched peacefully through a ruined neighborhood, and despite all their loss and all their suffering, they sang songs of faith and songs of hope.

These are the people we're called upon to help. Those are the hopes that we're committed to answering. That's why the three of us are standing together today. And with that, I would invite each president to say a few words. I'm going to start with President Bush.

President Barack Obama, George W. Bush, and William Clinton. "Presidents Obama, Bush, & Clinton: Help for Haiti." The White House. Washington, D.C. 2010 Jan. 16. Address. Public Domain.

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Second Read and Summary Task Card:
Opening Remarks by President Obama, Chunk #1

Name:

Date:

Key vocabulary: *contributions, relief, efforts, catastrophe, ensure, service, aid, rebuild*

Previous vocabulary: *generosity, resources, victims, disaster*

1. Read the first chunk of the opening remarks, Paragraphs 1–4, starting, "Good morning, everybody ..." and ending, "... desperately need right now."

2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.

3. Underline three or more quotes/details about recovery and rebuilding efforts in Haiti.

4. Share the quotes/details you underlined with group members.

5. In your journal, write a 3-5-sentence paragraph summary about recovery and rebuilding efforts in Haiti. Be sure to include details, quotes, and key and previous vocabulary from the speech (refer to the Summary anchor chart for additional criteria).

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Second Read and Summary Task Card:
Opening Remarks by President Obama, Chunk #2

Name:

Date:

Key vocabulary: *scope, catastrophe, defies, scene, distribute, aid, coordination, effort*

Previous vocabulary: *supplies, destruction, support*

1. Read the second chunk of the opening remarks, Paragraphs 5–7, starting, "Every day that goes by ..." and ending, "... extends beyond our government."

2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.

3. Underline three or more quotes/details about recovery and rebuilding efforts in Haiti.

4. Share the quotes/details you underlined with group members.

5. In your journal, write a 3-5-sentence paragraph summary about recovery and rebuilding efforts in Haiti. Be sure to include details, quotes, and key and previous vocabulary from the speech (refer to the Summary anchor chart for additional criteria).

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Second Read and Summary Task Card:
Opening Remarks by President Obama, Chunk #3

Name:

Date:

Key vocabulary: *responding, scenes, common, scope, service, aid, relief, efforts*

Previous vocabulary: *devastation, destruction, disaster*

1. Read the third chunk of the opening remarks, Paragraphs 8–10, starting, "Here at home ..." and ending, "... 10 million men, women, and children."

2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.

3. Underline three or more quotes/details about recovery and rebuilding efforts in Haiti.

4. Share the quotes/details you underlined with group members.

5. In your journal, write a 3-5-sentence paragraph summary about recovery and rebuilding efforts in Haiti. Be sure to include details, quotes, and key and previous vocabulary from the speech (refer to the Summary anchor chart for additional criteria).

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Second Read and Summary Task Card:
Opening Remarks by President Obama, Chunk #4

Name:

Date:

Key vocabulary: *restore, united, resilience, recover, rebuild, display, despite, committed*

Previous vocabulary: *loss, suffering, hope(s)*

1. Read the fourth chunk of the opening remarks, Paragraphs 11–14, starting, "As president, Bill Clinton ..." and ending, "... start with President Bush."

2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.

3. Underline three or more quotes/details about recovery and rebuilding efforts in Haiti.

4. Share the quotes/details you underlined with group members.

5. In your journal, write a 3-5-sentence paragraph summary about recovery and rebuilding efforts in Haiti. Be sure to include details, quotes, key and previous vocabulary from the speech (refer to the Summary anchor chart for additional criteria).

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Lesson 1: Homework Task Card

Name:

Date:

1. Reread the entire transcript of President Obama's opening remarks to someone at home, or out loud to yourself in front of a mirror.
2. In your journal, record *one similarity* between the four chunks of President Obama's opening remarks and *one difference* between the four chunks.
3. Add and define vocabulary from the chunk of the speech you read today in your journal glossary.

Chunk #1: *contributions, relief, efforts, catastrophe, ensure, service, aid, rebuild*

Chunk #2: *scope, catastrophe, defies, scene, distribute, aid, coordination, effort*

Chunk #3: *responding, scenes, common, scope, service, aid, relief, efforts*

Chunk #4: *restore, united, resilience, recover, rebuild, display, despite, committee*

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 2

Building Background Knowledge: Jigsaw to Build and Share Expertise about the 2010 Haiti Earthquake, Part 2

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine two or more main ideas of a text and explain how they are supported by key details. (RI.5.2) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of domain-specific words or phrases in an informational text. (RI.5.4) I can compare and contrast multiple accounts of the same event or topic. (RI.5.6) I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)	
Supporting Learning Targets	**Ongoing Assessment**
• I can determine two main ideas and supporting details from an informational text about the 2010 earthquake in Haiti. • I can determine the meaning of words and phrases in an informational text about the 2010 earthquake in Haiti. • I can synthesize information about the 2010 earthquake in Haiti by comparing and contrasting multiple accounts of the event.	• 2010 Haiti earthquake concept maps • Vocabulary glossaries in student journals • Main Ideas and Details note-catcher

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader (8 minutes) 2. Work Time A. First Read: Jigsaw Expert Groups Read for the Gist (12 minutes) B. Second Read: Jigsaw Expert Groups Read for Main Ideas, Details, and Vocabulary to Deepen Understanding (15 minutes) C. Compare, Contrast, and Synthesize Information from All Articles (17 minutes) 3. Closing and Assessment A. Debrief (5 minutes) B. Review Learning Targets (3 minutes) 4. Homework A. Complete synthesis statement. B. Read three texts that weren't read during the lesson. C. . Add details for each text to the Main Ideas and Details note-catcher. D. Add key vocabulary to the glossary in the student journals from the article read during class	• As in Lesson 1, students participate in a Jigsaw (see Appendix), where they transition from regular small groups to expert groups to read and explore a certain text, then return to regular small groups to share what they have learned. • Students remain in the same expert groups from Lesson 1. Try to strategically assign each text based on students' needs to offer more support to struggling readers, while stronger readers can work more independently. • Each expert group reads one of four texts about the earthquake in Haiti to determine and record two main ideas and supporting details on their Main Ideas and Details note-catchers. Although students have worked with standards RI.5.2, RI.5.4, RI.5.6, and RI.5.9 in previous modules, the texts on Haiti are new, complex, and asking students to simultaneously compare, contrast, and synthesize. • While sharing information from each of the four articles, students record information shared by their group members onto their individual Main Ideas and Details note-catchers. This allows them to compare and contrast details from the four articles and prepares them to write a synthesis statement. • In advance: Review: Jigsaw, Back-to-Back, Face-to-Face, and Gallery Walk protocols; Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; 2010 Haiti earthquake concept maps (from Lesson 1).

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Lesson Vocabulary	Materials
determine, main ideas, synthesize, comparing, contrasting, multiple, accounts, event “Surface Amplified Haiti Earthquake”: intensified, topography, seismometer, detects, adjoining, severe, amplifying, withstand “A Rocky Road Ahead”: recover, devastating, collapsed, countless, cope, common, in their hour of need, epicenter, volunteer “Help for Haiti”: crumbled, homeless, urgent, pledged, getting in on the act, holding, fundraisers, volunteer “On Shaky Ground”: magnitude, epicenter, geologist, violent, victims, homeless, gathering, support	• Journals • 2010 Haiti earthquake concept maps (from Lesson 1; one per regular small group) • “Surface Amplified Haiti Earthquake” (one per regular small group, for Reader 1) • “A Rocky Road Ahead” (one per regular small group, for Reader 2) • “Help for Haiti” (one per regular small group, for Reader 3) • “On Shaky Ground” (one per regular small group, for Reader 4) • Main Ideas and Details note-catcher (specific to each of the four texts; one per student for the text they are reading in their small group) • Main Ideas and Details note-catcher (answers, for teacher reference) • Lesson 2 Vocabulary Defined (answers, for teacher reference) • Compare, Contrast, and Synthesize task card: The Haiti Earthquake of 2010 (one per student) • Compare, Contrast, and Synthesize task card: The Haiti Earthquake of 2010 (answers, for teacher reference) • Lesson 2: Homework task card (one per student)

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Reader (8 minutes)
• Ask students to take out their **journals** and sit with their regular small groups. They should turn to the page where they recorded similarities and differences about the four chunks of President Obama's opening remarks.
• Briefly review the Back-to-Back, Face-to-Face protocol. Clarify directions as needed, then ask students to find a partner and sit back-to-back.
• Read the following prompt:
  * "Share one way all chunks of the president's opening remarks about the Haiti earthquake were similar."
• Cold call a few students to share their partner's thinking aloud. Listen for ideas like: "All four chunks discuss how the Haitian people need relief, aid, assistance."
• Ask students to find a new partner and, again, sit back-to-back. Read the following prompt:
  * "Share one way each chunk of the president's opening remarks about the Haiti earthquake were different."
• Cold call several students to share whole group. Listen for comments such as the following :
  – "The first chunk is mainly about how the Americans are offering assistance through their generosity."
  – "The second chunk is mostly about the difficulty in delivering aid quickly because of the scope of destruction."
  – "The third chunk is about how Presidents Bush and Clinton are working to offer assistance."
  – "The fourth chunk is about the remarkable determination of the Haitian people despite all their suffering."
• Focus students' attention to the **2010 Haiti earthquake concept maps**.
• Staying in their regular small groups, invite students to participate in a Gallery Walk of the concept maps. As they walk, tell students to think about:
  * "What patterns do I notice?"
  * "What questions do I have?"
• Give students 3¬ to 4 minutes to participate in the Gallery Walk. Ask students to return to their seats and focus attention whole group.
• Cold call a few students to share out the patterns they notice and questions they have.
	• Distribute visuals to represent patterns and questions for students to place on the concepts map. A sticky note with a P could stand for pattern and a sticky note with a question mark could stand for questions.

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Work Time	Meeting Students' Needs
A. First Read: Jigsaw Expert Groups Read for the Gist (12 minutes) • Tell students they will continue to build their background knowledge about the earthquake in Haiti in the same expert groups from Lesson 1. Like the previous lesson, they will read one of four texts with their expert groups and return to their regular small groups to share what they learned. • Within each regular group, give each group member a different article: Reader 1: **"Surface Amplified Haiti Earthquake"** Reader 2: **"A Rocky Road Ahead"** Reader 3: **"Help for Haiti"** Reader 4: **"On Shaky Ground"** • Ask students to calmly and quietly move to sit with classmates given the same article. • Say: "As you read today, you will underline important details about the earthquake in Haiti, then review the ideas you underline to determine the gist." • Invite expert groups to do the following in the next 10 minutes: 1. Read their assigned text. 2. Underline three to five important details about the earthquake in Haiti. 3. Discuss the details you underline with your group members. 4. Refer to the details you underline to help you determine and record the gist in the margin of the text. • Circulate to offer support. • Cold call members from each group to share out the gist of their article whole class. Listen for comments such as the following: – Expert group 1: "The 'Surface Amplified Haiti Earthquake' article is about the destruction in Haiti, and how geologists are using seismometers to study the earthquake in Haiti." – Expert group 2: "'The Rocky Road Ahead' article is about how this was the worst earthquake in the region; Haitian people need aid to recover; many people suffered." – Expert group 3: "The 'Help for Haiti' article is about all the people contributing to the relief efforts in Haiti; kids are raising money to help the Haitian people. – Expert group 4: "The 'On Shaky Ground' article is about how the earthquake in Haiti caused more damage than the one in Chile; teens in U.S. schools are trying to help the victims of the Haiti earthquake."	• Display instructions for students to refer to as they work • Consider providing struggling students with a list of details from their texts from which they choose to share and add to their group's concept map

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Work Time (continued)	Meeting Students' Needs
B. Second Read: Jigsaw Expert Groups Read for Main Ideas, Details, and Vocabulary to Deepen Understanding (15 minutes) • Direct students' attention to the learning targets and read the following ones aloud: * "I can determine two main ideas and supporting details from an informational text about the 2010 earthquake in Haiti." * "I can determine the meaning of words and phrases in an informational text about the 2010 earthquake in Haiti." • Ask students to think about terms used in these targets they are already familiar with. Ask for volunteers to share out. • Listen for: determine (decide; find out) and main ideas (what the text is mostly about; big ideas). • Cold call one to two students to restate these two learning targets in their own words. • Distribute the **Main Ideas and Details note-catcher** to each student and display one copy. • Explain to students that each article has two main ideas, and each main idea is supported by three to five details. Tell students that as they read their article, they should do the following: 1. Review details you underlined during Work Time A and underline additional key details you locate as you read the article more closely. 2. Locate and circle key vocabulary listed at the top of your Main Ideas and Details note-catcher. Try to determine the meaning of words and phrases from context. 3. In groups, discuss key details you underlined and what you think are two of the main ideas presented in the article. 4. Record two main ideas from the article in your Main Ideas and Details note-catcher. Make sure to include key and previous vocabulary. 5. Record three to five supporting details for each main idea in your note-catcher. Make sure to include key and previous vocabulary. • Allow students 8 to 10 minutes to complete these tasks. Circulate to support as needed. See **Main Ideas and Details note-catcher (answers, for teacher reference), and Lesson 2 Vocabulary Defined (answers, for teacher reference).**	• Write synonyms for key vocabulary words in the learning targets above or below the words for students to refer to throughout the lesson • Consider providing students who struggle with complex text and writing a partially filled-out Main Ideas and Details note-catcher . • Consider providing text with vocabulary words pre-highlighted or circled for students who struggle with locating the words on their own. • Display the instructions so students can refer to them as they work .

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Work Time (continued)	Meeting Students' Needs
C. Compare, Contrast, and Synthesize Information from All Articles (17 minutes) • Ask students to rejoin their regular small groups. • Direct students' attention to the posted learning targets and read the following learning target aloud: * "I can synthesize information about the 2010 earthquake in Haiti by comparing and contrasting multiple accounts of the event." • Ask for volunteers to recall and share out the meaning of the words synthesize (combine; integrate), comparing (locating similarities), and contrasting (locating differences). • Invite students to share the main ideas and details they recorded on their note-catchers. Remind them to record information that group members share, as they will need this to write a synthesis statement. • Distribute the **Compare, Contrast, and Synthesize task card: The Haiti Earthquake of 2010** to each student and display one copy. Read the directions aloud and provide clarification as needed. • Give students 12 to 13 minutes to complete the steps on their task card. Circulate to support as needed. • Cold call members from each group to share their synthesis statements aloud. See **Compare, Contrast, and Synthesize task card: The Haiti Earthquake of 2010 (answers, for teacher reference)**.	• Consider providing a partially filled-in Venn diagram for students who struggle with comparing and contrasting evidence from complex text

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Closing and Assessment	Meeting Students' Needs
A. Debrief (5 minutes) • Ask students to share their synthesis statements with their regular small group members. • Invite each student to add one detail from their notes and synthesis to their group's 2010 Haiti earthquake concept map. • After 3 to 4 minutes, cold call members from each group to share out one detail they added to their concept maps.	• Direct students who struggle with determining key details to specific areas in the text • Note students who show Bugs or Mud, as they may need more support identifying main ideas and details, determining the meaning of unfamiliar vocabulary from context, or comparing, contrasting, and synthesizing information.
B. Review Learning Targets (3 minutes) • Direct students' attention back to the learning targets and read them aloud. Ask students to use the Glass, Bugs, Mud Checking for Understanding Technique to demonstrate their mastery of each target. • Distribute the **Lesson 2: Homework task card** to each student.	

Homework	Meeting Students' Needs
• Complete your synthesis statement if necessary. • Read the three texts you did not read during today's lesson. • For each of those three texts, add details that support each main idea to your Main Ideas and Details note-catcher. • For the article you read during the lesson, add the key vocabulary to the glossary in your journal. Write a short definition or synonym for each word.	• Provide audio recordings of the texts for students who struggle reading complex text independently . • Consider allowing students who struggle with reading complex text to read only one or two of the articles instead of all four .

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 2
Supporting Materials

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"Surface Amplified Haiti Earthquake"

Even this well-constructed hotel could not withstand the amplified shaking that occurred on the ridge in Port-au-Prince where it was built.

Surface Amplified Haiti Earthquake

▶ earth **PORT-AU-PRINCE, Haiti**—Strong earthquakes occur around the world every year. So why was the one that struck Haiti a year ago this month so destructive? First, a large city, Port-au-Prince, is located near the center of the quake. Second, most buildings in Port-au-Prince are poorly built, and many crumbled when the quake shook them. Third, the city lies on soft ground, which intensified the shaking.

Now a team of U.S. geologists has discovered a fourth factor: the *topography* of the region. Topography is the shape, height, and depth of land's surface. Physical features that make up the topography of an area include mountains, valleys, plains, and bodies of water.

Only one *seismometer* existed in Haiti when the earthquake struck. A seismometer is an instrument that detects and records vibrations and movements in the ground.

DISCOVERIES

"When the earthquake happened, it went dancing around on its little feet. It did make a record, but it wasn't very useful," one of the scientists, Susan Hough, told *The New York Times*. Hough works for the U.S. Geological Survey.

After the quake, Hough installed more seismometers in the country. She placed two on a prominent ridge in the city and two in an adjoining valley. Those four seismometers recorded the quake's *aftershocks*. Aftershocks are small tremors that occur hours, days, or weeks after an earthquake.

Hough found that the tremors were more severe along the ridge than they were in the valley. Those findings suggest that the shock waves produced by the original earthquake bounced back and forth within the ridge, amplifying the amount of shaking there, she says.

The ridge happened to be one of the few places in the city where the buildings were well constructed. Even those buildings could not withstand the quake's vibrations, intensified as they were by the ridge, says Hough. ■

From left: Berkeley Lab; Lewis King-Holmes/Photo Researchers, Inc.; Shutterstock

awarded the prize last fall for their discovery of a wonder material called *graphene*. Both men are physicists at the University of Manchester.

Their discovery evolved from a "fun Friday afternoon project" several years ago, says Geim. The two men were doing a low-tech investigation of *graphite's* ability to conduct electricity. Graphite is a mineral form of carbon. The lead in pencils is graphite.

To accomplish their goal, Geim and Novoselov had to shave off very thin flakes of graphite. They had no luck until a lab technician showed them how to strip off layers of graphite with the aid of transparent tape. The scientists refined their technique until they were able to peel off a layer of graphite just one atom thick. Graphene was born.

Geim and Novoselov first tested the superthin carbon's electric properties. *Electricity* is the flow of electrons through a conductor. In most conductors, the electrons flow in a haphazard way, bouncing around like pinballs. In graphene, the electrons sail through like bullets. That property opens up the use of graphene for a new generation of superfast electronics, the physicists say. Graphene could one day replace silicon as the standard material for semiconductors.

Thousands of scientists are now studying graphene. They've discovered that the material conducts heat better than any known material. It's also stretchy and superstrong. A hammock made of a single, superthin sheet of graphene could support a cat, yet it would weigh less than one of the cat's whiskers. ■

Left: The atoms in a layer of graphene are linked in a pattern like that of chicken wire. Right: Andre Geim, one of graphene's discoverers

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"A Rocky Road Ahead"

news zone

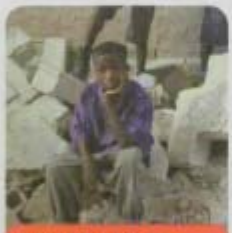
A Rocky Road Ahead

Haiti, one of the U.S.'s nearest neighbors, struggles after quake

The January 12 earthquake left Haiti's Presidential Palace in ruins.

People in the nation of Haiti are struggling to recover weeks after a devastating earthquake. The powerful 7.0-magnitude quake caused massive destruction in the Caribbean nation (*see map*).

Tens of thousands of people were killed, and many more were hurt. The Presidential Palace, which is like the White House here in the U.S., was among the many government buildings that collapsed. Countless homes were destroyed, along with schools and hospitals. The disaster added to the suffering of a people already struggling to cope with everyday life. Haiti is one of the poorest nations in the world.



A boy sits amid the rubble of a school.

Aid groups from the U.S. and around the world rushed to provide food, water, and medical supplies to Haiti. People worldwide are donating money. The U.S. has sent money and troops to help with relief efforts, and to police the streets. "This is a time when we are reminded of the common humanity that we all share," President Barack Obama said. "With just a few hundred miles of ocean between us . . . Haitians are neighbors . . . . we have to be there for them in their hour of need."

The earthquake's **epicenter** was about 10 miles from Haiti's capital, Port-au-Prince. Experts say it was the worst earthquake in the region in more than 200 years.

Americans have pitched in. They have donated money and collected food and clothes. Some have traveled to Haiti to volunteer their medical or search-and-rescue services. Many Haitian-Americans are especially concerned—they have loved ones there. More than 700,000 Americans are of Haitian descent.

"I'm thinking about if my sister's all right," Kathleen Saint Armand, 10, of Brooklyn, told the *Daily News* of New York. ■

FAST FACTS:

HISTORY: A slave uprising led to Haiti's gaining its independence from France in 1804.
LOCATION: Shares the Caribbean island of Hispaniola with the Dominican Republic
SIZE: Slightly smaller than the state of Maryland
MAJOR LANGUAGES: French and Creole
POPULATION: 9 million; 38 percent are kids under 15.
ECONOMY: Haiti is the poorest nation in the Western Hemisphere. Most people live on less than $2 a day.

Word to Know

epicenter (EP-uh-sent-ur) *noun.* The area directly above the place where an earthquake occurs.

2 SCHOLASTIC NEWS EDITION 5/6 • FEBRUARY 1, 2010

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"Help for Haiti"

COVER STORY

Help for Haiti

The world brings aid to earthquake survivors.

This boy's town was destroyed by the earthquake.

People in Haiti need your help! On January 12, a powerful earthquake shook the country. The quake had such force that many homes and schools were destroyed. Even parts of the president's palace crumbled.

Haiti is in Latin America. It is about 700 miles southeast of Florida. About 200,000 people died in the earthquake. It also caused millions of dollars' worth of **damage**, or harm. Officials estimate that 2 million Haitians were left homeless.

Many of those people now live outdoors. Families sleep in tents in Port-au-Prince. That is the capital of Haiti. People there need **urgent**, or immediate, aid. "I can't continue sleeping outside with the children," says Rose-Marie Dedieu, a mother in Haiti.

The United States and other countries are helping Haitians. The United States has **pledged**, or promised, $100 million in aid for Haiti. Former U.S. Presidents George W. Bush and Bill Clinton are leading the efforts. Americans are giving food, supplies, and millions of dollars to Haiti. Even kids are getting in on the act. Many students have been holding fund-raisers at their schools to collect money.

Winnie Romeril flew to Haiti a few days after the earthquake. She is a volunteer with the American Red Cross. Romeril and other workers are giving the people in Haiti blankets, water, and other basic items.

She says they're making small changes every day. "And we're going to keep making things get better … until people are really back on their feet again," Romeril told *WR News*.

THINK ABOUT IT: Why might the United States want to help Haiti?

A member of the U.S. military carries an injured Haitian girl.

Spotlight on Haiti

Population About 9 million

Size 10,714 square miles (Haiti is about the same size as Massachusetts.)

Main languages French and Creole, a mix of languages

History Haiti is the second-oldest country in the Americas, after the United States. It won its independence from France in 1804.

weeklyreader.com 3

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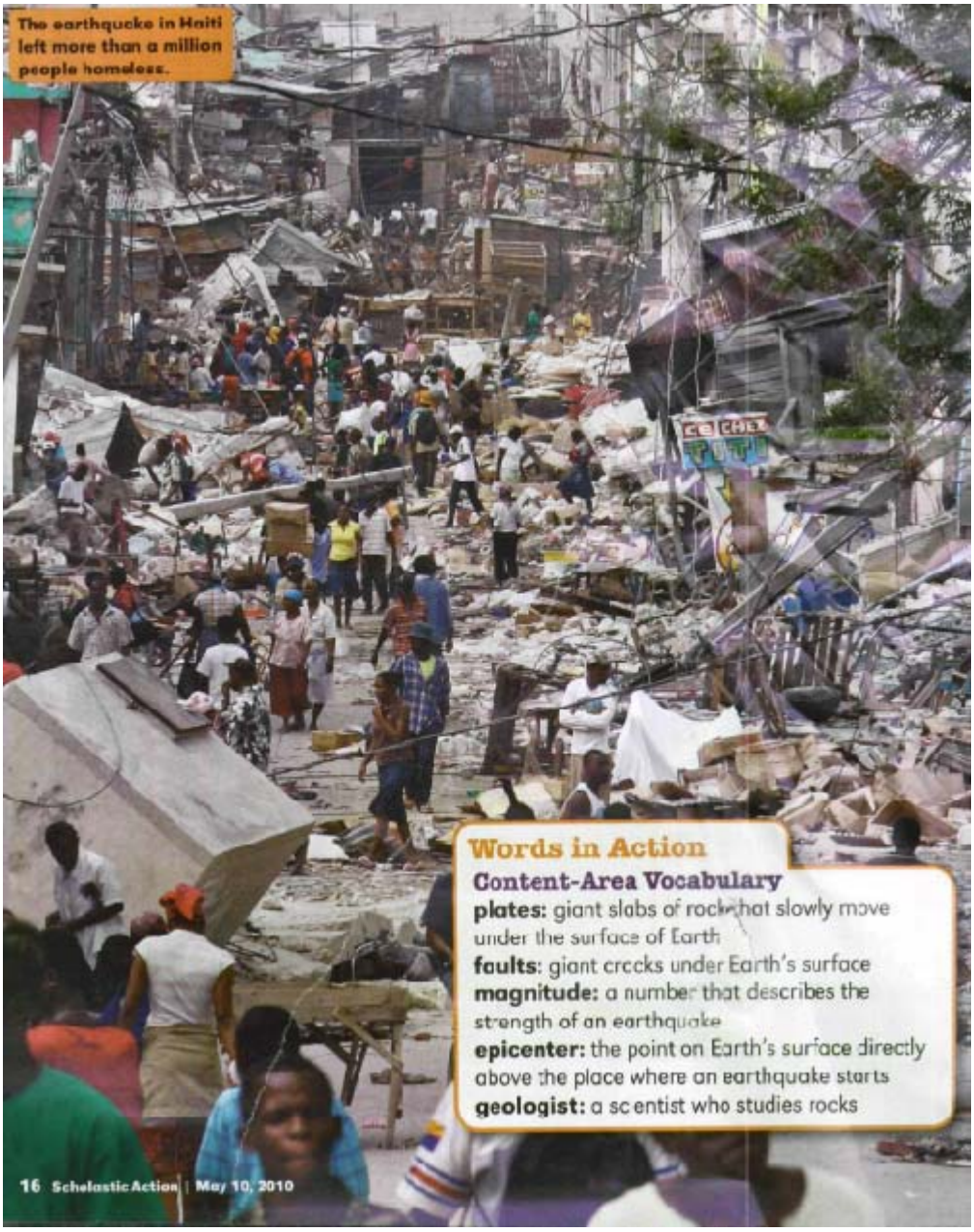
"On Shaky Ground"
By Britt Norlander



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"On Shaky Ground"
By Britt Norlander

On Shaky Ground

Powerful earthquakes struck Haiti and Chile this year. Find out what caused them, and how teens are helping survivors.

Darlene Etienne was 16 years old when she almost died. She was at her cousin's house in Haiti when a powerful earthquake struck. The house crashed down around her.

Darlene was trapped. Fifteen days passed before neighbors heard her calling. A rescue team dug her out.

Darlene was lucky to survive. More than 220,000 people died in the earthquake that struck Haiti in January.

Less than two months later, another earthquake shook the ground in Chile. The quake was more powerful than the one in Haiti. But fewer than 1,000 people died.

The two earthquakes were very different. But they both started the same way.

Moving Rocks

Underneath the Earth's surface are rock **plates**. These giant slabs of rock are always slowly moving. The shifting rocks meet along the edges of the plates. Where they meet, there are underground cracks called **faults**. Both Haiti and Chile are located near faults.

The rocks don't move smoothly along a fault. They rub against each other and get stuck. Over time, pressure builds up along the stuck parts of the fault.

When the pressure becomes too high, the rocks snap. The sudden breaking apart shakes the ground, causing an earthquake.

Built to Last

Scientists measure the strength of an earthquake based on how much shaking occurs. The earthquake in Haiti had a **magnitude** of 7.0. The earthquake in Chile had a magnitude of 8.8. Even though the quake in Chile was stronger, it caused less

Rescue workers pulled Darlene Etienne from the rubble.

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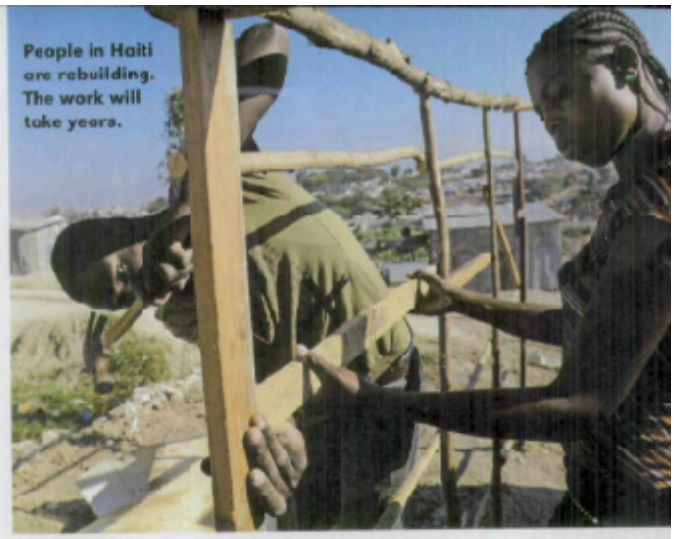
"On Shaky Ground"
By Britt Norlander

damage than the one in Haiti.

One reason for the difference in damage is that the buildings in Chile are stronger. Quakes hit Chile often. Buildings there are made to stand up to shaking. There hadn't been an earthquake in Haiti in more than 200 years. Buildings there weren't as strong.



People in Haiti are rebuilding. The work will take years.

Danger Zone

The Haiti earthquake also caused more damage because of its location. An earthquake's **epicenter** is the point on Earth's surface directly above the spot where the quake starts.

"Usually, the epicenter is where the shaking is the strongest," explains Michael Hamburger, a **geologist** at Indiana University.

The epicenter of the Chile earthquake was located away from places where many people live. In Haiti, the epicenter was only 10 miles from the capital city of Port-au-Prince. "The area of highest shaking was very close," says Hamburger. The violent shaking destroyed more than half of the city's buildings.

Helping Hands

People in Haiti and Chile are trying to clean up the ruins and help the victims. In Haiti, the quake left about 1.5 million people homeless. All those people need food and other supplies.

Teens at schools around the U.S. are working to help the victims. At Evans High School in Orlando, Florida, students have been gathering supplies to send to Haiti. "We have collected a lot of canned goods, water, and other items," says Rosemonde Emile, 17.

Many students in the school are originally from Haiti. Others, like Rosemonde, have family members who live there. "Everyone is coming together to help," says Rosemonde.

You can help too. Visit **www.scholastic.com/actionlink**. There, you'll find out how to support organizations that are helping earthquake victims.

—*Britt Norlander*

This house in Chile crumpled from the force of the quake.

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"On Shaky Ground"
By Britt Norlander

READING A MAP

Shaky Spots

Earthquakes shook Haiti and Chile this year. The greatest damage happened closest to the epicenter of each earthquake. Look at the maps to see where the epicenters were. Use the maps to answer the questions.

Earthquakes in Haiti and Chile

Date of earthquake: February 27, 2010

Date of earthquake: January 12, 2010

1. Which country is closest to Haiti?
Ⓐ Cuba
Ⓑ Argentina
Ⓒ U.S.
Ⓓ Dominican Republic

2. What city was close to the epicenter of the earthquake in Haiti?
Ⓐ Concepción
Ⓑ Port-au-Prince
Ⓒ Bahamas
Ⓓ Santiago

3. The earthquake in Chile happened closest to which body of water?
Ⓐ Atlantic Ocean
Ⓑ Caribbean Sea
Ⓒ Pacific Ocean
Ⓓ Arctic Ocean

4. What city was just south of the epicenter of Chile's earthquake?
Ⓐ Concepción
Ⓑ Port-au-Prince
Ⓒ Bahamas
Ⓓ Santiago

Answers are in the Teacher's Edition.

Scholastic Action | May 10, 2010 19

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Main Ideas and Details Note-catcher:
"Surface: Amplified Haiti Earthquake"

Name:

Date:

Key vocabulary: *responding, scenes, common, scope, service, aid, relief, efforts*
Previous vocabulary: *devastation, destruction, disaster*

"Surface Amplified Haiti Earthquake"	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
"A Rocky Road Ahead"	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
"Help for Haiti"	Main Idea #1:	3-5 Supporting Details:
	Main Idea #2:	3-5 Supporting Details:

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Main Ideas and Details Note-catcher:
"Surface: Amplified Haiti Earthquake"

On Shaky Ground	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:

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Main Ideas and Details Note-catcher:
"A Rocky Road Ahead"

Name:

Date:

Key vocabulary: *recover, devastating, collapsed, countless, cope, common, in their hour of need, epicenter, volunteer*
Previous vocabulary: *destruction, disaster, suffering, aid, supplies, relief effort*

"Surface Amplified Haiti Earthquake"	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
"A Rocky Road Ahead"	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
"Help for Haiti"	Main Idea #1:	3-5 Supporting Details:
	Main Idea #2:	3-5 Supporting Details:

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Main Ideas and Details Note-catcher:
"A Rocky Road Ahead"

On Shaky Ground	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:

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Main Ideas and Details Note-catcher:
"Help for Haiti"

Name:

Date:

Key vocabulary: *crumbled, homeless, urgent, pledged, getting in on the act, holding, fundraisers, volunteer*
Previous vocabulary: *earthquake, destroyed, damage, harm, aid, efforts, supplies*

"Surface Amplified Haiti Earthquake"	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
"A Rocky Road Ahead"	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
"Help for Haiti"	Main Idea #1:	3-5 Supporting Details:
	Main Idea #2:	3-5 Supporting Details:

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Main Ideas and Details Note-catcher:
"Help for Haiti"

On Shaky Ground	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:

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Main Ideas and Details Note-catcher:
"On Shaky Ground"

Name:

Date:

Key vocabulary: *magnitude, epicenter, geologist, violent, victims, homeless, gathering, support*
Previous vocabulary: *earthquake, trapped, plates, faults, damage, ruins, supplies*

"Surface Amplified Haiti Earthquake"	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
"A Rocky Road Ahead"	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:
"Help for Haiti"	Main Idea #1:	3-5 Supporting Details:
	Main Idea #2:	3-5 Supporting Details:

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Main Ideas and Details Note-catcher:
"On Shaky Ground"

On Shaky Ground	Main Idea #1:	3–5 Supporting Details:
	Main Idea #2:	3–5 Supporting Details:

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Main Ideas and Details Note-catcher:
Answers, For Teacher Reference

"Surface Amplified Haiti Earthquake"	Main Idea #1: **There are several reasons the earthquake in Haiti was so destructive.**	3–5 Supporting Details: • **A large city, Port-au-Prince is near the center of the quake.** • **Most buildings in Haiti are poorly built.** • **Because the city is on soft ground, the shaking was intensified.** • **The quake was destructive because of the topography of the land.**
	Main Idea #2: **Geologists are setting up more seismometers in Haiti to learn more about the earthquake.**	3–5 Supporting Details: • **Seismometers detect vibrations from the earthquake.** • **Susan Hough placed seismometers on a ridge and in an adjoining valley.** • **Hough discovered tremors were more severe along the ridge than in the valley.** • **Hough learned the shocks in the ridge bounced back and forth which amplified the shaking.** • **Even better constructed buildings could not withstand the earthquakes vibrations.**

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Main Ideas and Details Note-catcher:
Answers, For Teacher Reference

"A Rocky Road Ahead"	Main Idea #1: **People in Haiti are struggling to recover from the devastating earthquake that took place.**	3–5 Supporting Details: • **Tens of thousands of people were killed.** • **Buildings and homes collapsed and were destroyed.** • **Added to people's suffering as they were already struggling to cope with living in the poorest nation in the Western Hemisphere.**
	Main Idea #2: **Aid groups from around the world are working to provide necessary supplies to the Haitian people.**	3–5 Supporting Details: • **Groups from the U.S. and around the world provided food, water, and medical supplies to the people in Haiti.** • **People all over the world are donating money and troops to help with relief efforts.** • **President Obama said we share a common humanity and must help Haiti in their hour of need.** • **Volunteers have traveled to Haiti to offer their services.**

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Main Ideas and Details Note-catcher:
Answers, For Teacher Reference

"Help for Haiti"	Main Idea #1: **The people of Haiti need help to recover from the earthquake that destroyed so much of the country.**	3–5 Supporting Details: • **The quake destroyed homes and schools.** • **About 200,000 people died in the quake.** • **The earthquake caused millions of dollars in damage.** • **Two million Haitians were left homeless by the quake.** • **Families have to sleep outside in tents because their homes were destroyed.**
	Main Idea #2: **The U.S. and other countries are helping Haiti.**	3–5 Supporting Details: • **The U.S. has pledged $100 million in aid to Haiti.** • **Americans are giving food, supplies, and money to Haiti.** • **Kids are getting in on the act to help Haiti by holding fund-raisers to raise money.** • **Volunteers for the Red Cross are giving people in Haiti blankets, water and other basic items.**

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Main Ideas and Details Note-catcher:
Answers, For Teacher Reference

On Shaky Ground	Main Idea #1: **The earthquakes that struck Haiti and Chile were similar and different.**	3–5 Supporting Details: • **Both Haiti and Chile are on faults where pressure built up to cause the earthquakes.** • **Both earthquakes were strong; Haiti's was a 7.0 magnitude and Chile's was an 8.8 magnitude.** • **Because Haiti hadn't experienced an earthquake in over 200 years they did not make buildings as strong as the ones in Chile that are made to stand up to the shaking.** • **The earthquake in Haiti caused more damage than the one in Chile because the violent shaking at the epicenter of the quake in Haiti was closer to more people.**
	Main Idea #2: **People are trying to help rebuild the ruins and help victims of the earthquake in Haiti.**	3–5 Supporting Details: • **1.5 million people are homeless in Haiti, and they need food and other supplies.** • **Teens in the U.S. are gathering supplies to send to Haiti.** • **Everyone is working together to offer help and support to victims of the Haiti earthquake.**

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Lesson 2 Vocabulary Defined

Answers, For Teacher Reference

"Surface Amplified Haiti Earthquake"

intensified—made stronger; increased
topography—"shape, height, and depth of land's surface; physical features of the land" (definition from article)
seismometer—"an instrument that detects and records vibrations and movements in the ground" (definition from article)
detects—senses; becomes aware of; identifies
adjoining—next to; bordering; adjacent
severe—brutal; difficult; harsh
amplifying—intensifying; increasing; strengthening
withstand—hold out; resist; hold up

"**A Rocky Road Ahead"**

recover—get back; regain; return to a former state
devastating—destructive; harmful; damaging
collapsed—fell down abruptly or suddenly; cave in; give way
countless—very many; immeasurable; limitless; numerous
cope—handle; deal with; manage; get by
common—shared; joint; for all; collective
in their hour of need—at a time when someone needs help very much
epicenter—"the area directly above the place where an earthquake occurs" (definition from article)
volunteer (v.)—offer free help; do something by choice

"Help for Haiti"

crumbled—fell down; fell to pieces; fell apart; collapsed
homeless—(home) place to live; (less) without; without a place to live
urgent—requires immediate attention; vital; urgent
pledged—promised; guaranteed
getting in on the act—become involved
holding—organizing; having
fundraisers—activities to raise money to help people/someone in need
volunteer (v.)—offer free help; do something by choice

"On Shaky Ground"

magnitude—a measure of the energy an earthquake produces
epicenter—"the point on Earth's surface directly above the spot where the quake starts" (definition from article)
geologist—a scientist who studies rocks and minerals, the structure of an area
violent—forceful; intense; powerful
victims—people who are injured; people who have been harmed, are suffering
homeless—(home) place to live; (less) without; without a place to live
gathering—collecting; accumulating
support—provide for; take care of; look after; care for

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Compare, Contrast, and Synthesize Task Card:
The Haiti Earthquake of 2010

Name:

Date:

Part A:

- With other members of your regular group, share the two main ideas and details you recorded in your note-catcher from the article you read.
- After each person shares, give other members in your group time to ask clarifying questions as needed, then record the main ideas and details onto their own note-catcher for each article they did not read.

Part B:

- As a group, fill out the Venn diagram below. First, in the center of the oval of the Venn diagram, use the information from your note-catcher to list at least two similarities between the article "Surface Amplified Haiti Earthquake" and the other three articles.
- Then, in the outer spaces of the Venn diagram, use the information in your note-catcher to list at least two differences between the article "Surface Amplified Haiti Earthquake" and the other three articles.

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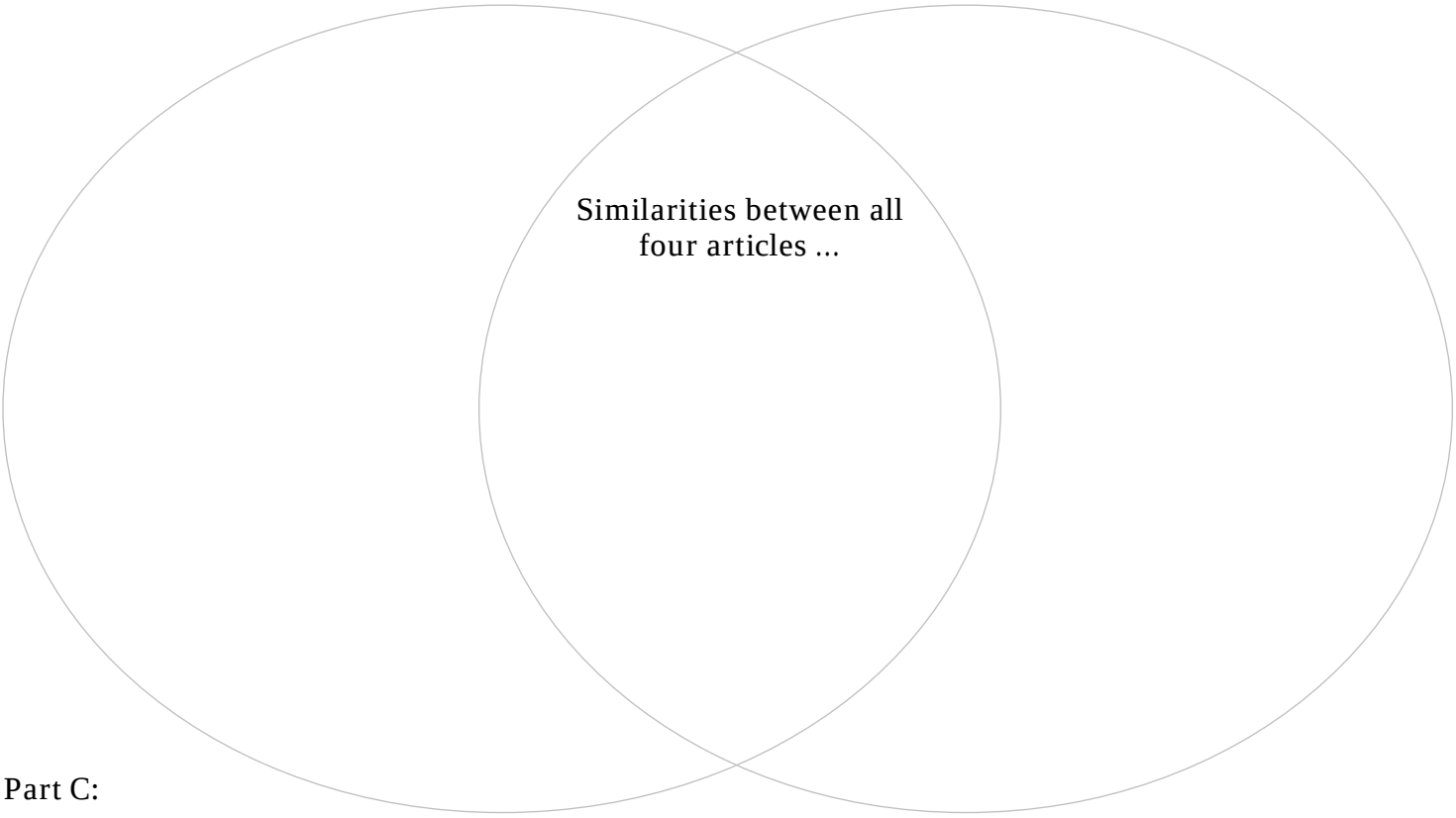
Compare, Contrast, and Synthesize Task Card:
The Haiti Earthquake of 2010

"Surface Amplified Haiti Earthquake"

"A Rocky Road Ahead," "Help for Haiti," and "On Shaky Ground"



Part C:

Use the information from your Venn diagram to complete the synthesis statement:

All four articles about the earthquake in Haiti explain ...

The articles also describe different information about the earthquake, such as ...

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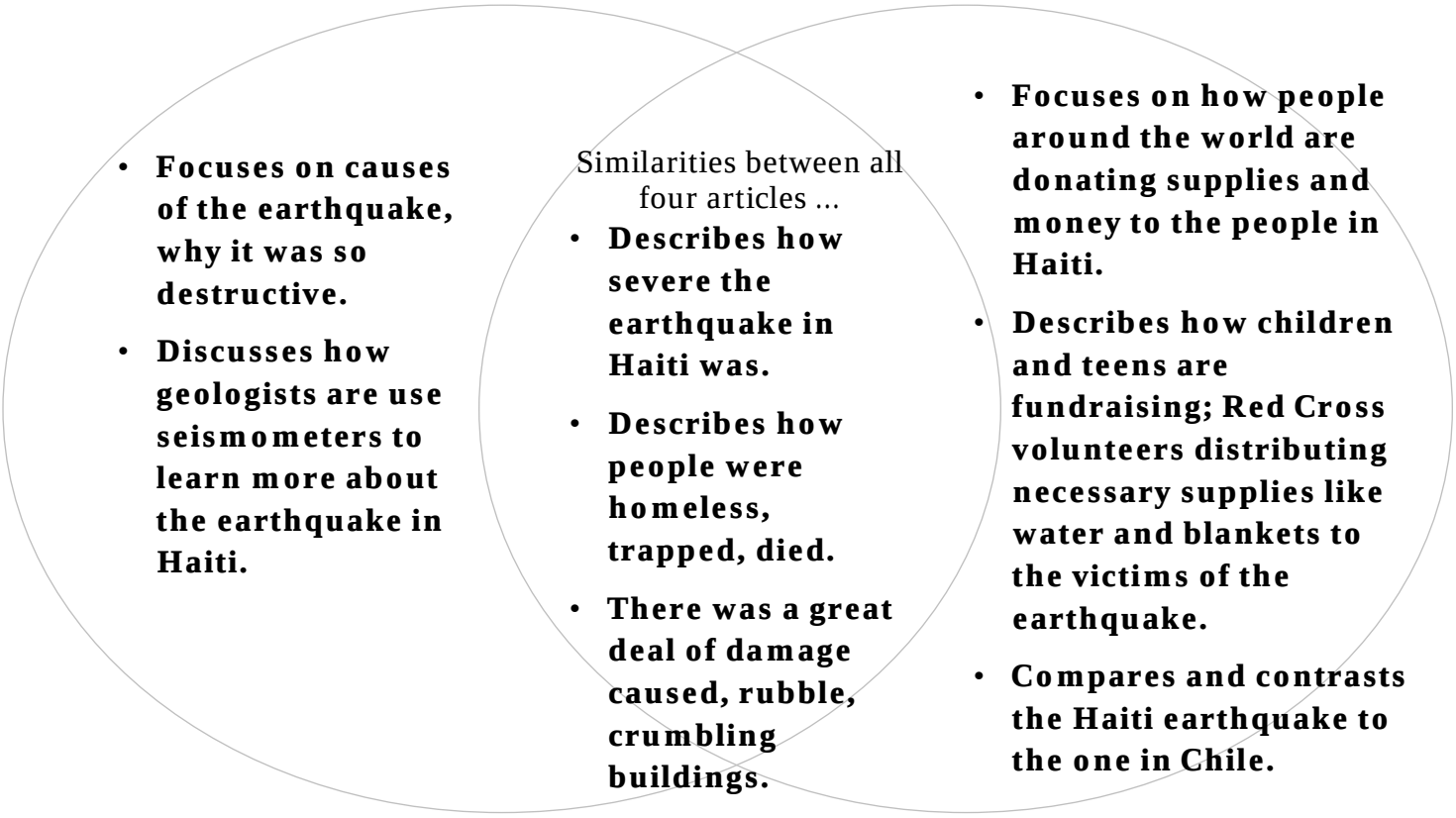
Compare, Contrast, and Synthesize Task Card:
The Haiti Earthquake of 2010 Answers, For Teacher Reference



Part C:

Use the information from your Venn diagram to complete the synthesis statement:

All four articles about the earthquake in Haiti explain ...

how destructive the earthquake in Haiti was and the suffering of the Haitian people due to death, destruction, and rubble left by the quake.

The articles also describe different information about the earthquake, such as ...

how geologists are setting up seismometers in Haiti to learn more about the earthquake, and all the ways people around the world are donating supplies and money to help the people of Haiti recover from the disaster.

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Lesson 2:
Homework Task Card

Name:

Date:

1. Complete your synthesis statement if you were not able to do so during work time today.
2. Read the three texts you did not read during today's lesson.
3. For each of those three texts, add details that support each main idea to your note-catcher.
4. For just the article that you did read during the actual lesson, add the key vocabulary below to the glossary in your journal. Write a short definition or synonym for each word.

"Surface Amplified Haiti Earthquake": *intensified, topography, seismometer, detects, adjoining, severe, amplifying, withstand*

"A Rocky Road Ahead": *recover, devastating, collapsed, countless, cope, common, in their hour of need, epicenter, volunteer*

"Help for Haiti": *crumbled, homeless, urgent, pledged, getting in on the act, holding, fundraisers, volunteer*

"On Shaky Ground": *magnitude, epicenter, geologist, violent, victims, homeless, gathering, support*

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 3

Researching about the Red Cross: What Is a Multinational Aid Organization?

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using quotes from the text. (RI.5.1) I can document what I learn about a topic by taking notes. (W.5.8) I can draw on evidence from informational texts to support analysis, reflection, and research. (W.5.9) After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)	
Supporting Learning Targets	**Ongoing Assessment**
• I can take notes from informational texts about multinational aid organizations. • I can explain what a multinational aid organization is. • I can explain key ideas about multinational aid organizations by using quotes from my note-catcher.	• Vocabulary glossaries in student journals • Three-column note-catcher: What Is a Multinational Aid Organization? • Chalk Talk sticky notes

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader (7 minutes) 2. Work Time A. First Read: Read Aloud for the Gist (10 minutes) B. Second Read and Taking Notes: What Is a Multinational Aid Organization? (25 minutes) C. Choosing Evidence from Notes: Chalk Talk (10 minutes) 3. Closing and Assessment A. Debrief (5 minutes) B. Review Learning Targets (3 minutes) 4. Homework A. Reread the article "The Red Cross at a Glance" independently or aloud to someone at home. . B. Add one to two more details to your three-column note-catcher to explain how the Red Cross is *multinational*, provides *aid*, or is an *organization*. C. . In your journal, add key vocabulary words to the glossary and write a short definition or synonym for each term.	• This lesson shifts students' focus from building background knowledge to learning more broadly what international aid organizations are and how they offer support to areas like Haiti after they are struck by a natural disaster. • Students closely examine two informational texts to determine the meaning of "multinational," "aid," and "organization." • Since the Lexile ranges for both of the informational texts are above grade level, students follow along as you read both texts aloud. During these first reads, students try to determine the gist of the texts. Before sharing out with the group, students are given time to discuss their thinking in their regular small groups. • Toward the end of the lesson, students use quotes from their three-column note-catchers to participate in a Chalk Talk activity (see Appendix 1) to share their thinking about what a multinational aid organization is, discuss patterns they notice, and ask clarifying questions. • In advance: • Determine how you will display the Taking Notes task card: What Is a Multinational Aid Organization? so only one part is visible to students at a time. • Place students into heterogeneous Chalk Talk groups, with a maximum of six students per group. Depending on class size, these groups may be similar to students' expert groups from Lessons 1 and 2. • Prepare chart paper for Chalk Talk. • Review: Chalk Talk protocol, Milling to Music, and Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; directions for Chalk Talk.

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Lesson Vocabulary	Materials
notes, multinational, aid, organizations, explain, quotes “Characteristics of Multinational Companies (MNCs)”: multinational, assets, branches, subsidiaries, nationals, mobility, integrated, operate “The Red Cross at a Glance”: organizations, cooperation, assistance, donations, vouchers, chapters	• Main Idea and Details note-catcher (from Lesson 2) • Journals • “Characteristics of Multinational Companies (MNCs)” (one per student) • “The Red Cross at a Glance” (one per student) • Three-column note-catcher: What Is a Multinational Aid Organization? (one per student) • Document camera • Taking Notes task card: What Is a Multinational Aid Organization? (one for display) • Three-column note-catcher: What Is a Multinational Aid Organization? (answers, for teacher reference) • Sticky notes (three per student) • Chalk Talk charts (one per group)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Reader (7 minutes) • Ask students to take out their **Main Idea and Details note-catchers**. • Review the Milling to Music protocol with students and provide clarification as needed. • Allow students a moment to mill throughout the room and find a partner who did not read the same article. Give students 1 to 2 minutes to share one detail they added to their note-catcher with their partner. • Cold call several students to share the name of the article they read and one detail they added to their note-catcher. • Allow students another moment to mill throughout the room to find another partner who *did* not read their article or the same article as the first partner. Give students 1 to 2 minutes to share one detail they added to their note-catcher with their partner. • Focus students' attention to the guiding questions for Unit 3 and read the following aloud: * "How should multinational aid organizations prioritize assistance when they respond to communities that are struck by a natural disaster?" • Say something like: "During the previous two lessons, you read informational texts to help you build more background knowledge about the devastating effects of the 2010 earthquake on the people and environment of Haiti. Recall that your final performance task is to deliver an opinion speech about how a U.S. multinational organization should prioritize aid to countries struck by a natural disaster. We'll now learn more about what multinational aid organizations are and how they provide support and assistance to countries, like Haiti, that face significant challenges after a disaster strikes."	• Display the directions for the Milling to Music protocol for students to refer to during the homework review.

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Work Time	Meeting Students' Needs
A. First Read: Read Aloud for the Gist (10 minutes) • Ask students to take their **journals** and sit with their regular small groups. • Distribute one copy of **"Characteristics of Multinational Companies (MNCs)"** and one copy **of "The Red Cross at a Glance"** to each student. • Explain to students that even though both of these informational texts are short, they are complex and may contain terms students may find unfamiliar. Remind them that good readers often read a text more than once to determine what it's saying. • Invite students to follow along silently as you read "Characteristics of Multinational Companies (MNCs)" aloud. • Ask students to discuss the gist of this article in their regular small groups. • Cold call members from each group to share their thinking. Listen for: "Lists and describes each part of a multinational organization; defines features of a multinational organization." Ask students to record this gist in the margin. • Next, focus students' attention on the second article: "The Red Cross at a Glance." Ask students to follow along silently as you read this second article aloud. • Give students a moment to think about and discuss the gist with group members. • Cold call members from each group to share out. Listen for suggestions like: "The Red Cross provides aid to people all over the world; the Red Cross provides many types of assistance." Ask students to record this gist in the margin.	• Consider giving students who struggle with reading large quantities of text at once only one article at a time. • Students who struggle with complex text may need to hear the articles read more than once before determining the gist. Alternatively, they may be more successful with determining the gist in chunks rather than after the entire article.

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Work Time (continued)	Meeting Students' Needs

B. Second Read and Taking Notes: What Is a Multinational Aid Organization? (25 minutes)
• Direct students' attention to the posted learning targets and read the first two aloud:
  * "I can take notes from informational texts about multinational aid organizations."
  * "I can explain what a multinational aid organization is."
• Remind students they have worked with similar targets in previous units, and ask them to discuss in their groups what it means to *take notes* and *explain*.
• Invite several students to share their thinking with the class. Listen for: "To take notes means to locate key ideas about a specific topic in the text, and then paraphrase or record direct quotes into a graphic organizer or note catcher; to explain means to use important details and key vocabulary to describe what something is."
• Tell students that during the first part of their close reading task, they are reading to locate information that helps them determine the meaning of the terms *multinational*, *aid*, and *organization* in these learning targets.
• Distribute the **three-column note-catcher: What Is a Multinational Aid Organization?** to each student.
• Then, using a **document camera**, display Part 1 of the **Taking Notes task card: What Is a Multinational Aid Organization?**
• Read the directions for Part 1 aloud and answer clarifying questions. Then invite students to begin. Circulate to support.
• After 4–5 minutes, focus students' attention once again on the term *multinational*. Point out the prefix *multi-* and the root word *nation*. Ask students to discuss what these parts of the word mean with their regular small groups.
• Invite one to two students to share their thinking whole group. Listen for: "*multi-* means many; *nation-* means country, land." Point out connections to other words students may know with this prefix (such as multiply, multiplex, multitask).
• Ask for volunteers to explain the meaning of "multinational" based on their understanding about parts of the word. Listen for: "Many nations; more than one country or area in the world."
	• Students who struggle with language could benefit from a sentence starter when sharing their gist (i.e., "The article "The Red Cross at a Glance" is mostly about
	• Provide a nonlinguistic visual for take notes (a picture of a person writing on a separate paper or a note card while reading).
	• Students who struggle with complex text may need a partially filled-in three-column note-catcher.
	• Consider distributing Taking Notes task cards: What Is a Multinational Aid Organization? to those students who may need it to focus on the directions independently .
	• Create a visual of the vocabulary words relating to multinational and aid such as a concept map or anchor chart by listing them and the definitions with accompanying visuals for students who struggle with language.

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Work Time (continued)	Meeting Students' Needs
• Direct students to look at what they recorded in the box "Multinational means ..." on their three-column note-catchers and revise as needed. See **three-column note-catcher: What Is a Multinational Aid Organization? (answers, for teacher reference).** • Display and read Part 2 of the Taking Notes task card: What Is a Multinational Aid Organization? aloud. Answer clarifying questions. Invite students to begin and circulate to support. • After 4 to 5 minutes, cold call several students to share out what they recorded in the boxes "Aid means ..." and "Organization means ..." • Pause to discuss the following key vocabulary terms students may have included in their descriptions of "multinational," "aid," or "organization": *assets*—property owned by an organization; value of an organization *branches*—different parts of an organization that serve different purposes or functions *subsidiaries*—parts of a larger organization or company *nationals*—resident; citizen; inhabitant *mobility*—ability to move *integrate*—join together; combine; make parts into a whole *operate*—function; work *cooperation*—teamwork; collaboration; working together • Allow students 1 to 2 minutes to revise their descriptions of "multinational," "aid," or "organization" based on new understandings about key vocabulary. • Then display and read Part 3 of the Taking Notes task card: What Is a Multinational Aid Organization? aloud. Answer clarifying questions. Then invite students to begin and circulate to support. • After 5 to 6 minutes, cold call several students to share out what they recorded in the boxes "The Red Cross is *multinational* ...," "The Red Cross provides *aid* ...," and "The Red Cross is an organization ..." on the lower half of their three-column note-catchers. See three-column note-catcher: What Is a Multinational Aid Organization (answers, for teacher reference).	• Continue to add new vocabulary with definitions and visuals to anchor charts for students to refer to throughout the unit. • Allow students who struggle with writing to dictate their definition to a peer or a teacher.

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Work Time (continued)	Meeting Students' Needs
• Pause to discuss more key vocabulary students may have included in their descriptions of how the Red Cross "is multinational," "provides aid," and how it "is an organization": *chapters*—a branch or part of a larger organization *assistance*—help; aid; support *donations*—gifts; contributions *vouchers*—something that serves as a substitute for money, such as a coupon or a ticket • Allow students to revise the information in their note-catchers based on new understandings about key terms. • Display and read Part 4 of the Taking Notes task card: What Is a Multinational Aid Organization? aloud. Reiterate to students that they should complete only the first statement at the bottom of the three-column note-catchers. Answer clarifying questions. Give students 3 minutes to complete this part and circulate to support. • Invite several students to share out whole group. See three-column note-catcher: What Is a Multinational Aid Organization? (answers, for teacher reference).	
C. Choosing Evidence from Notes: Chalk Talk (10 minutes) • Direct students' attention to the posted learning targets and read the last learning target aloud: * "I can explain key ideas about multinational aid organizations by using quotes from my note-catcher." • Ask 1 to 2 students to restate this learning target in their own words. Listen for suggestions like: "I can use information from my note-catcher to describe multinational aid organizations," or similar ideas. • Tell students they will use the notes from their three-column note-catcher to participate in a Chalk Talk and share their thinking about what a multinational aid organization is with group members. • Place students into Chalk Talk groups of no more than six students, and review the Chalk Talk protocol.	• Consider allowing students who struggle with reading a lot of text at once to choose only one to two quotes to share rather than three. • Provide sentence starters for students who struggle with language. ("A pattern I notice with the quotes is _____." A question I have about _____ is _____.")

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Work Time (continued)	Meeting Students' Needs
• Distribute three **sticky notes** to each student and point out each group's **Chalk Talk chart**. Then, direct student attention to the posted directions for the Chalk Talk and read them aloud: – Refer to your notes, and choose three quotes that describe what a multinational aid organization is. – Record each quote onto a separate sticky note. – Place your sticky notes on the Chalk Talk chart. – Read what other members wrote on Chalk Talk sticky notes. – Think about patterns you notice and questions you have. – Discuss patterns and questions with group members. • Provide clarification as needed. Give students 5 to 6 minutes to complete their Chalk Talks and circulate to support as needed.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief (5 minutes) • Invite members from each Chalk Talk group to share out with the class patterns they noticed and questions they had. • Ask groups to consider this question: * "Refer to your Chalk Talk notes and discuss: How should multinational aid organizations respond when a community is struck by a natural disaster?" • Give students time to talk in their groups, then cold call each group to share their thinking aloud.	• Consider giving students who struggle with language cue cards that have key vocabulary to choose from to help them answer the debrief question. • Note students who show a three, two, one, or fist as they may need more support locating key details, taking notes, or explaining ideas by using quotes from the text. Consider providing a differentiated homework assignment such as rereading just a chunk of the text to locate details to add to the note-catcher, or drawing a picture to represent the meaning of key vocabulary.
B. Review Learning Targets (3 minutes) • Read of the Learning Targets aloud and ask students to use **Fist-to-Five** to demonstrate their mastery toward each target. • Note students who show a three, two, one or fist as they may need more support locating key details, taking notes or explaining ideas by using quotes from the text.	

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Homework	Meeting Students' Needs
• Reread the article "The Red Cross at a Glance" independently or aloud to someone at home. • Add one to two more details to your three-column note-catcher to explain how the Red Cross is *multinational*, provides aid, or is an *organization*. • In your journal, add key vocabulary words to the glossary and write a short definition or synonym for each term. • Key vocabulary: organizations, cooperation, assistance, donations, vouchers, chapters.	• Provide an audio recording of the article for students that may struggle with reading complex text independently. • Allow students who struggle with writing to dictate the notes to add to their note-catcher to someone at home • Consider focusing students that struggle with language on three to four key vocabulary words rather than all of them at once .

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 3
Supporting Materials

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Characteristics of Multinational Companies

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Source: http://www.preservearticles.com/2012010319696/essay-on-the-meaning-and-definitionof-multinational-company.html

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The Red Cross at a Glance

by Dave Coustan

When disaster strikes anywhere around the world, the Red Cross is always among the first and biggest aid organizations to set up relief efforts. The Red Cross always finds a way to bring support staff, food aid, shelter, and medical care to areas of great need, even in the most dangerous and difficult conditions imaginable. Their efforts to provide relief for victims of Hurricane Katrina represent the largest mobilization of its kind in history.

- The mission of the American Red Cross is to provide nonpartisan aid in times of war and peace, as well as disaster and emergency relief.
- It was founded by Clara Barton in 1881.
- The Red Cross is led by a staff of volunteers.
- The American Red Cross is a private charity and is not a part of the U.S. government. It works in cooperation with government organizations such as the Federal Emergency Management Agency (FEMA) and the U.S. Armed Forces.
- The costliest disaster was the terrorist attacks of September 11, 2001. Those events resulted in costs of almost $1 billion in disaster assistance. The greatest loss of life occurred during the Galveston, Texas hurricane of 1900, when 6,000 people lost their lives.
- The Red Cross does not accept individual donations of goods in kind like food and clothing. The costs and difficulties associated with organizing, sanitizing, maintaining, and distributing those goods makes it more efficient for the Red Cross to work through cash donations from individuals. Where possible, they use vouchers to allow victims to select the most locally appropriate aid.
- The American Red Cross is part of the International Red Cross and Red Crescent Movement, which values all nations equally and respects the status of all people.
- There are almost 900 chapters of the American Red Cross in the United States.
- Almost 25 percent of the Red Cross's funding comes from private donations.

In addition to providing direct aid in times of war and disaster, the American Red Cross provides regular educational, medical, and community services through its local chapters. Together, they collect and test more than 7 million units of donated blood each year. In 2004 they taught 11 million Americans critical lifesaving skills such as CPR and first aid.

Coustan, Dave. "The Red Cross at a Glance." HowStuffWorks. Web. 2013.

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Three-column note-catcher: What is a Multinational Aid Organization?

Name:

Date:

Multinational means …	**Aid** means …	**Organization** means …
The Red Cross is *multinational* …	The Red Cross provides *aid* …	The Red Cross is an *organization* …

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Three-column note-catcher: What is a Multinational Aid Organization?

A multinational aid organization is...

The Red Cross is a multinational aid organization because...

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Taking Notes Task Card: What Is a Multinational Aid Organization?

We will work through this task card one part at a time.

Part 1: "Characteristics of Multinational Companies (MNCs)"

Key vocabulary: *multinational, assets, branches, subsidiaries, nationals, mobility, integrated, operate*

1. As you read the article *Characteristics of Multinational Companies (MNCs)*, circle and try to determine the meaning of key vocabulary to support your understanding of the term "multinational."

2. Discuss with group members what you think "multinational" means.

3. In the upper-left box of your note-catcher, paraphrase key ideas from the article to explain the meaning of the word "multinational."

Part 2: "The Red Cross at a Glance"

Key vocabulary: *organizations, cooperation, assistance, donations, vouchers, chapters*

Previous vocabulary: *disaster, aid, relief efforts, volunteers, distributing, victims*

1. As you read the article "The Red Cross at a Glance," circle and try to determine the meaning of key and previous vocabulary to support your understanding of the terms "aid" and "organization."

2. Discuss with group members what you think "aid" means and "organization" means (in this context).

3. In the upper-center box "Aid means ...," paraphrase key ideas from the article to explain the meaning of "aid."

4. In the upper-right box "Organization means ...," paraphrase key ideas from the article to explain the meaning of "organization."

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Taking Notes Task Card: What Is a Multinational Aid Organization?

Part 3: "The Red Cross at a Glance," Continued

Key vocabulary: *organizations, cooperation, assistance, donations, vouchers, chapters*

Previous vocabulary: *disaster, aid, relief efforts, volunteers, distributing, victims*

1. Reread the introduction paragraph, bulleted information, and the conclusion of "The Red Cross at a Glance" to locate and underline details about how "The Red Cross is *multinational* ..." how "The Red Cross provides *aid* ..." and how "The Red Cross is an *organization* ..."

2. Discuss with group members the details you located and underlined.

3. In each of the lower three boxes on the note-catcher, record one to two quotes from the article that explain how "The Red Cross is *multinational* ..." how "The Red Cross provides *aid* ..." and how "The Red Cross is an *organization* ..."

Part 4: Explaining: What Is a Multinational Aid Organization?

1. Review key ideas from your note-catcher to determine your answer to this question: "What is a multinational aid organization?"

2. Discuss with group members your thinking.

3. To complete *only the first statement* at the bottom of your note-catcher "A multinational aid organization is ...," write a short definition that includes key and previous vocabulary, as well as details from the informational texts you read.

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Three-column note-catcher: What is a Multinational Aid Organization?

(Answers for Teacher Reference)

Multinational means ... • A large company with billions in assets • Have branches in more than one country • Subsidiaries are run by nationals of the host country • Involves mobility of resources • Integrates different parts of the organization • Operate in different ways within the host country	**Aid** means ... • Relief efforts; distributing food, shelter, and medical care	**Organization** means ... • Bringing volunteers together, in cooperation to help people in need/people struck by disaster
The Red Cross is *multinational* ... • "... one of the biggest aid organizations ..." • "... almost 900 chapters of the American Red Cross in the U.S ... to help when disaster strikes anywhere around the world ..."	The Red Cross provides *aid* ... • "Set up relief efforts" • "Provides aid in times of ... disaster" • Provided "... almost $1 billion in disaster assistance ..." after September 11 terrorist attacks • Makes "... distributing goods ... more efficient through cash donations ..." • "... use vouchers to allow victims to select ... aid"	The Red Cross is an *organization* ... • "Brings support staff ... to areas of great need ..." • "... led by a staff of volunteers." • "... works in cooperation with other organizations ..."

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The Red Cross at a Glance

A multinational aid organization is...

a large corporation with branches throughout the world that brings relief efforts to people who are struck by natural disaster, or who are in need.

The Red Cross is a multinational aid organization because ...

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Chalk Talk Chart
For Teacher Reference

A multinational aid organization is ...

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 4

Researching about the Red Cross, Continued:

Who Is the Red Cross and What Does This Multinational Organization Do?

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using quotes from the text. (RI.5.1) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can document what I learn about a topic by taking notes. (W.5.8) I can draw on evidence from informational texts to support analysis, reflection, and research. (W.5.9)	
Supporting Learning Targets	**Ongoing Assessment**
• I can take notes from an informational text about the Red Cross. • I can explain how the Red Cross is a clear example of a multinational aid organization, using evidence from the text. • I can determine the meaning of words and phrases in an informational text about the Red Cross.	• Gist statement (in margin) • Red Cross Video Viewing page • Three-column note-catcher: What Is a Multinational Aid Organization? • Vocabulary glossaries in student journals

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader (10 minutes) 2. Work Time A. First Read: Read Aloud for the Gist (10 minutes) B. Second Read: Taking Notes: How Is the Red Cross a Clear Example of a Multinational Aid Organization? (18 minutes Choosing Evidence from Notes: Chalk Talk (10 minutes) C. Key Vocabulary to Deepen Understanding (15 minutes) 3. Closing and Assessment A. Debrief (4 minutes) B. Review Learning Targets (3 minutes) 4. Homework A. Reread "The Red Cross: Disaster Response" B. On your three-column note-catcher, add at least two more details from the article about how the Red Cross is a multinational aid organization.	• This lesson follows a format that is similar to that of Lesson 3. Students add information to their three-column note-catchers from Lesson 3 to explain how the Red Cross is a clear example of a multinational aid organization. • Students remain in their regular small groups throughout Work Times A, B, and C. • Students will need their Main Ideas and Details note-catcher and three-column note-catcher: What Is a Multinational Aid Organization? for the mid-unit assessment in Lesson 6. • Consider how to review and give feedback on students' note-catchers. Give specific feedback about students' ability to locate and paraphrase or quote important details about multinational aid organizations, as well as their ability to use key vocabulary in notes and written work. • If you cannot review students' note-catchers from all previous lessons, be sure to provide specific oral or written feedback about note-catchers from Lesson 2 (since students don't need that note-catcher for homework). • In advance: • Ensure the technology used to view the Red Cross video: "What We Do" is functioning. • Review: Popcorn Read protocol (Appendix 1). • Post: Learning targets; guiding questions for Unit 3.

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Lesson Vocabulary	Materials
notes, explain, multinational, aid, organizations, evidence; vulnerable, collaboration, deploying, vital, pre-position, stocks, stimulates, economy	• Three-column note-catcher: What Is a Multinational Aid Organization? (from Lesson 3; one per student) • Red Cross Video Viewing page (one per student) • Red Cross video: "What We Do" (Parts I and II): http://www.redcross.org/what-we-do • "The Red Cross: Disaster Response" article (one per student) • Document camera • Taking Notes task card: How Is the Red Cross a Clear Example of a Multinational Aid Organization? (one for display) • Three-column note-catcher: What Is a Multinational Aid Organization? (answers, for teacher reference)

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Reader (10 minutes)
• Ask students to take out **the three-column note-catcher: What Is a Multinational Aid Organization?** and join their regular small groups.
• Review the **Popcorn Read protocol** with students. Invite one student to begin by reading aloud one detail he or she added to the three-column note-catcher: What Is a Multinational Aid Organization?
• Once all students share a detail, or the Popcorn Read reaches a natural conclusion, ask students to turn to a nearby partner to discuss:
  * "What patterns did you notice?"
  * "What questions do you have?"
• After 1 to 2 minutes, invite several students to share their thinking aloud.
• Focus students' attention whole group. Remind them that during the previous lesson, they read about multinational aid organizations and how the Red Cross is a clear example of a multinational aid organization. Today they will read another informational text about the Red Cross.
• Remind students of the guiding question for Unit 3:
  * "How should multinational aid organizations prioritize assistance when they respond to communities that are struck by a natural disaster?"
• Tell students they will now watch a short video about The Red Cross. Distribute the **Red Cross Video Viewing page**, then read the two questions aloud:
  * "What types of aid does the Red Cross provide?"
  * "Where does the Red Cross provide aid?"
• Clarify as needed, then tell students to record a response to each question based on information they hear and see in the video.
• **Play the Red Cross video: "What We Do" (Parts I and II):** http://www.redcross.org/what-we-do. Part I starts at 1:14; Part II starts at 1:57.
	• Display the directions and discussion questions for the Popcorn Read protocol for students.
	• Post the information students should listen for during the video.
	• Students who struggle with listening and focusing on the video may need to view it again before sharing what they heard and saw.

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Work Time	Meeting Students' Needs
A. First Read: Read Aloud for the Gist (10 minutes) • Distribute the article **"The Red Cross: Disaster Response"** to each student. • Cold call one to two students to share out what they have typically done during the first read of a text in this unit. Listen for students to say: "Determine and record the gist in the margin of the text." • Ask students to follow along silently as you read "The Red Cross: Disaster Response" aloud. • Invite students to discuss the gist with their groups. Cold call members from each group to share their thinking. Listen for ideas such as: "The Red Cross helps people worldwide to prevent, prepare for, and respond to disasters; provides relief assistance and resources to people; collaborates to provide resources; has volunteers to assess needs; has relief supplies pre-positioned around the world." • Direct students to record the gist in the margin of the text.	• Consider providing the article "The Red Cross: Disaster Response" for ELL students in their home language . • Students who struggle with complex text may need to have the article read more than once or read in chunks, pausing to discuss the gist after each paragraph .

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Work Time (continued)	Meeting Students' Needs

B. Second Read: Taking Notes: How Is the Red Cross a Clear Example of a Multinational Aid Organization? (18 minutes)
• Direct students' attention to the posted learning targets and read the first two aloud:
  * "I can take notes from informational texts about multinational aid organizations."
  * "I can explain what a multinational aid organization is."
• Direct student attention to the posted learning targets and read the first two aloud:
  * "I can take notes from an informational text about the Red Cross."
  * "I can explain how the Red Cross is a clear example of a multinational aid organization using evidence from the text."
• Tell students these are very similar to the learning targets from Lesson 3. However, their focus today is to locate and add information to their three-column note-catcher: What Is a Multinational Aid Organization? that explains how the Red Cross is a clear example of a *multinational aid organization*.
• Ask students to refer to the meanings of "multinational," "aid," and "organizations," found in the upper half of their three-column note-catchers. Cold call one to two students to share out the definitions.
• Using a **document camera**, display Part 1 of the **Taking Notes task card: How Is the Red Cross a Clear Example of a Multinational Aid Organization?**
• Read the directions for Part 1 aloud and invite students to begin. Circulate to support.
• After 8 to 10 minutes, cold call several students to share out information they added to the boxes "The Red Cross is *multinational* ..." "The Red Cross provides aid ..." and "The Red Cross is an *organization* ..." on the lower half of their three-column note-catchers. (See **three-column note-catcher: What Is a Multinational Aid Organization? (answers, for teacher reference).**
• Next, display and read Part 2 of the task card aloud. Answer clarifying questions, then circulate to support.
• After 4 to 5 minutes, invite several students to share out whole group.
	• Consider providing a task card for each student, allowing them to focus independently on the directions
	• Consider providing a pre-highlighted text for students who struggle determining key evidence for the note-catcher, helping them focus on smaller chunks of text .

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Work Time (continued)	Meeting Students' Needs
C. Key Vocabulary to Deepen Understanding (15 minutes) • Redirect students' attention to the posted learning targets and read the third one aloud: * "I can determine the meaning of words and phrases in an informational text about the Red Cross." • Ask students to discuss with their groups how they could restate this target in their own words. • Cold call one or two students to share out. Listen for: "I can figure out what unfamiliar words mean by using context clues." • Remind students that using context to determine the meaning of unknown words in context helps us better understand what we are reading. • Ask students to record the "key vocabulary" words listed at the top of the displayed Taking Notes task card onto a new page in the glossary section of their journals: *vulnerable, collaboration, deploying, vital, pre-position, stocks, stimulates, economy* • Invite students to do the following with their groups: 1. Locate each vocabulary word in the text. 2. Determine the meaning of each word based on context clues. 3. Record a synonym or brief definition for each word in their glossary.	• Consider creating an anchor chart, adding to it the students' ideas and thinking about what is a multinational organization . • Consider focusing students who struggle with language on three to four key words . • Display the directions of what to do with key vocabulary for students as they work in groups . • Create an anchor chart with vocabulary words, including definitions and visuals, for students to refer to throughout the unit .

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Work Time (continued)	Meeting Students' Needs
• Refocus students' attention whole group. Cold call members from each group to share out a definition for each term. Listen for: *vulnerable*—helpless; weak; defenseless; at risk; in danger *collaboration*—partnership; teamwork; group effort *deploying*—organizing; arranging; setting up *vital*—very important; critical; necessary *pre-position*—(pre-) before; (position) place, put, set; put in place in advance of an event *stocks*—supplies; stockpiles; reserves; collections *stimulates*—increases; speeds up *economy*—financial system; wealth of a country or nation • Allow students 2 to 3 minutes to revise their definitions or statements on their three-column note-catchers from Work Time B, based on new understandings about key vocabulary.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief (4 minutes) • With a partner, ask students to discuss: * "How is the Red Cross a clear example of a multinational aid organization?" • After 2 minutes, cold call several students to share out.	• Consider allowing students who struggle with language to use their note-catchers or annotated text to answer the debrief question.
B. Review Learning Targets (3 minutes) • Direct student attention to the posted learning targets. Read each learning target aloud and ask students to show a "thumbs-up" or "thumbs-down" to demonstrate their mastery of each target. • Note students who show a "thumbs-down" as they may need more support to master specific targets.	• Note students who show a thumbs-down, as they may need more support identifying key details, taking notes, or determining the meaning of unfamiliar terms from context.

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Homework	Meeting Students' Needs
• Reread "The Red Cross: Disaster Response" aloud to someone at home, or on your own in front of a mirror. • On your three-column note-catcher, add at least two more details from the article about how the Red Cross is a multinational aid organization.	• Provide an audio recording of the article for students who may struggle with reading complex text independently. • Allow students who struggle with writing to dictate the details to add to their note-catcher to someone at home. • Consider focusing students who struggle with language on three to four key vocabulary words rather than all of them at once.

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Grade 5: Module 4: Unit 3: Lesson 4
Supporting Materials

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Red Cross Video Viewing

Name:

Date:

1. What types of aid does the Red Cross provide?

2. Where does the Red Cross provide aid?

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The Red Cross Disaster Response

Name:

Date:

A Growing Global Need

Global trends such as rapid population growth, unplanned urbanization, environmental degradation, and climate change have caused an increase in the frequency and severity of natural disasters. Communities living in disaster-prone areas are the most at risk, and often the least able to cope with the effects of disaster.

The American Red Cross helps vulnerable people worldwide prevent, prepare for, and respond to disasters. Through our emergency disaster response efforts, we provide relief and recovery assistance to millions of people annually.

The Red Cross Advantage

In collaboration with the global Red Cross network, the American Red Cross is constantly monitoring disasters around the globe. When disasters occur, the local Red Cross or Red Crescent can often handle crises alone. Other times, they need a helping hand and request assistance through the global Red Cross system. This coordinated approach helps ensure that available resources match needs on the ground.

How We Respond

When a Red Cross or Red Crescent partner reaches out for assistance, the American Red Cross can respond by deploying technical experts, mobilizing relief supplies, or providing financial assistance.

Technical Support—The American Red Cross has a network of highly experienced disaster responders and volunteers who can assist in the assessment of needs and implementation of vital relief services immediately following global disasters. The American Red Cross manages two Emergency Response Units (ERUs), or trained teams specializing in specific disaster services. A Relief ERU assists with supply management and distribution, while an IT and Telecommunications ERU facilitates the flow of critical information.

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The Red Cross Disaster Response

Relief Supplies—To ensure the rapid delivery of assistance, we pre-position relief supplies at warehouses in Panama City, Panama; Dubai, United Arab Emirates; and Kuala Lumpur, Malaysia. Stocks include hygiene kits, blankets, kitchen sets, tarps, and mosquito nets.

Financial Assistance—We provide cash for the rapid purchase of the most needed supplies in disaster-affected countries. Cash reduces the time and cost of delivery and stimulates the local economy, which is often undermined by a disaster.

"Disaster Response" (Fact Sheet), found here: http//www.redcross.org/images/MEDIA_CustomProductCatalog/m16740817_Fact_Sheet-_Disaster_Response_Feb_2013.pdf

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Taking Notes Task Card:
How Is the Red Cross a Clear Example of a Multinational Aid Organization?

Part 1: "The Red Cross: Disaster Response"

Key vocabulary: *vulnerable, collaboration, deploying, vital, pre-position, stocks, stimulates, economy*

Previous vocabulary: *natural disasters, cope, effects, efforts, relief, recovery, assistance, coordinated, ensure, resources, volunteers, distribution*

- Read the article "The Red Cross: Disaster Response" to locate and underline details about how "The Red Cross is *multinational* ..." how "The Red Cross provides *aid* ...," and how "The Red Cross is an *organization* ..."
- As you read, also circle key and previous vocabulary listed at the top of the task card. Try to determine the meaning of these words from context.
- Discuss with group members the details you located and underlined.
- Add two to three pieces of paraphrased information to the lower half of your note-catcher to explain how "The Red Cross is *multinational* ...," how "The Red Cross provides *aid* ...," and how "The Red Cross is an *organization* ..."; include key and previous vocabulary in your notes.

Part 2: Explaining How the Red Cross Is a Clear Example of a Multinational Aid Organization

- Review key ideas from your note-catcher to determine how the Red Cross is a clear example of a multinational aid organization.
- Discuss with group members how you think the Red Cross is a clear example of a multinational aid organization.
- To complete *the second statement* at the bottom of your note-catcher "The Red Cross is a clear example of a multinational aid organization because ...," use details from your note-catcher, as well as key and previous vocabulary.

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Three-Column Note-catcher:
What is a Multinational Aid Organization?
(Answers, For Teacher Reference)

Name:

Date:

(New responses in **bold**)

Multinational means ...	**Aid** means ...	**Organization** means ...
• A large company with billions in assets • Have branches in more than one country • Subsidiaries are run by nationals of the host country • Involves mobility of resources • Integrates different parts of the organization • Operate in different ways within the host country	• Relief efforts; distributing food, shelter, and medical care	• Bringing volunteers together, in cooperation to help people in need/people struck by disaster

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Three-Column Note-catcher: What is a Multinational Aid Organization?
Answers, For Teacher Reference

The Red Cross is *multinational* …	The Red Cross provides *aid* …	The Red Cross is an *organization* …
• "… one of the biggest aid organizations …" • "… almost 900 chapters of the American Red Cross in the U.S … to help when disaster strikes anywhere around the world …" • **Help vulnerable people worldwide** • **Volunteers assist in the assessment of needs and vital relief following global disasters** • **Pre-position relief supplies at warehouses in cities around the world**	• "Set up relief efforts …" • "Provides aid in times of … disaster." • Provided "… almost $1 billion in disaster assistance …" after September 11 terrorist attacks • Makes "… distributing goods … more efficient through cash donations …" • "… use vouchers to allow victims to select … aid." • **Provide relief and recovery through emergency disaster response efforts and assistance** • **Stocks include hygiene kits, blankets, kitchen sets and other items** • **Provide cash that stimulates the local economy**	• "Brings support staff … to areas of great need …" • "… led by a staff of volunteers." • "… works in cooperation with other organizations …" • **Work in collaboration with the global Red Cross network** • **Use a coordinated approach to help people after a disaster**

A multinational aid organization is … a large corporation with branches throughout the world that brings relief efforts to people who are struck by natural disaster, or who are in need.

The Red Cross is a clear example of a multinational aid organization because … **they provide vital relief to people who are vulnerable after a natural disaster. The Red Cross gives assistance by deploying experts, relief supplies, or cash to stimulate the local economy. The Red Cross works in collaboration with the global Red Cross network, and uses a coordinated approach to provide relief to victims of disaster.**

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 5

Researching about the Red Cross, Continued:

How Did the Red Cross Aid Haiti After the 2010 Earthquake?

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Researching about the Red Cross, Continued:
How Did the Red Cross Aid Haiti After the 2010 Earthquake?

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7) I can document what I learn about a topic by taking notes. (W.5.8) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)	
Supporting Learning Targets	**Ongoing Assessment**
• I can take notes from an informational text about the Red Cross aid to Haiti. • I can explain the various ways the Red Cross prioritized aid to Haiti following the 2010 earthquake using evidence from text.	• Three-column note-catcher: What Is a Multinational Aid Organization? • Vocabulary glossaries in student journals • Red Cross in Haiti four-square note-catcher

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader: Four Corners (8 minutes) 2. Work Time A. First Read: Jigsaw Expert Groups Read for the Gist (10 minutes) B. Second Read: Jigsaw Expert Groups Take Notes (20 minutes) C. Using Evidence from the Text: Regular Groups Share (17 minutes) 3. Closing and Assessment A. Debrief (3 minutes) B. Review Learning Targets (2 minutes) 4. Homework A. Read all four sections of the "Haiti Earthquake One-Year Report" independently or to someone at home. B. Add at least one detail to each of the four boxes on your Red Cross in Haiti four-square note-catcher. C. Add and define words from the section you read during class to the glossary in your student journal. D. Continue reading your independent reading book	• Similar to Lessons 1 and 2, students participate in a Jigsaw with their expert groups. • During Work Time A, each expert group reads a different section of "Haiti Earthquake One-Year Report." Students work with their groups to determine the gist of their section. • During Work Time B, students remain in their expert groups to take notes on their Red Cross in Haiti four-square note-catchers, based on the tasks assigned on their "Haiti Earthquake One-Year Report" expert groups task cards. • During Work Time C, students rejoin their regular small groups and share information from each of the text's four sections regarding the four areas of Red Cross relief aid. During this share, students record this information onto their Red Cross in Haiti four-square note-catchers. • Following this, students use a new protocol, "Rank, Talk, Write," which lets them consider and analyze how aid should be prioritized following a natural disaster. • The activities in this lesson serve as a scaffold for the mid-unit assessment, which students take in Lesson 6. In preparation for this assessment, make sure the What Do We Know about Natural Disasters? anchor chart (from Unit 1) is posted for review. Also, return any note-catchers you may have collected for students to use during the assessment. • In advance: Review: Rank, Talk, Write protocol; Four Corners protocol; and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix). • Post: Four Corners sheets around the room (see supporting materials); expert groups; learning targets.

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Lesson Vocabulary	Materials
notes, aid, explain, various, prioritized, evidence Expert group #1, Transitional and Permanent Homes (4-7): displaced, makeshift, transitional, inclement, assembled, durable, innovative, gabions Expert group #2, Health, Water, and Sanitation (8-9): cholera, outbreak, launched, campaign, prevent, purification, sanitation, equipping Expert group #3, Disaster Relief Reduction (10-11): reducing, reinforce, facilitate, skit, preparedness, risk-reduction, persistence, minimize Expert group #4, Livelihoods and Host Families (12-13): empowering, means, alleviate, priorities, acquire, enabled, host, displaced	• Four Corners sheets (one for each corner/area of the room) • Three-column note-catcher: What Is a Multinational Aid Organization? (from Lessons 3 and 4) • Journals • "Haiti Earthquake One-Year Report" (one section per expert group) • Red Cross in Haiti four-square note-catcher (one per student) • "Haiti Earthquake One-Year Report" expert groups task card (one per expert group) • Red Cross in Haiti four-square note-catcher (answers, for teacher reference) • Lesson 5 Vocabulary Defined (answers, for teacher reference) • Share, Rank, Write task card: The Haiti Earthquake of 2010 (to display)

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Reader: Four Corners (8 minutes)
• Make sure to leave one of the **Four Corners sheets** in each corner of the room.
• Ask students to take out their **three-column note-catcher: What Is a Multinational Aid Organization?**
• Review the Four Corners protocol with students and read the Four Corners options aloud.
• Ask students to review the information on their three-column note-catchers. Invite them to choose the Four Corners statement they most agree with and calmly and quietly move to that corner in the room.
• Once all students have moved to one of the four corners, tell them to talk with other students at the same corner about:
  * "Why did you choose this statement?"
  * "What details from your note-catcher support the statement you chose?"
• After 3 to 4 minutes, invite students from each corner to share the group's thinking. Encourage students to use specific details from their three-column note-catchers to support their ideas.
• Set a purpose for today's lesson by saying something like: "During the last several lessons, you read information and took notes about the impact of the Haiti earthquake on the people of Port-au-Prince. You also learned what a multinational aid organization is and how the Red Cross fits this description. In this lesson, you will read chunks of an article about four specific ways the Red Cross helped the people of Haiti affected by the 2010 earthquake. Throughout the lesson, think about which of these four types of aid would be *most* important to provide immediately following a natural disaster."
	• Display instructions for the Four Corners protocol for students to refer to .
	• Display the discussion questions for students to refer to at each corner .
	• Tell students that they'll share their group's thinking so they have time to prepare what they'll say when sharing whole group .

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Work Time	Meeting Students' Needs
A. First Read: Jigsaw Expert Groups Read for the Gist (10 minutes) • Ask students to take their **journals** and sit with their expert groups from Lessons 1 and 2. • Distribute one section of "**Haiti Earthquake One-Year Report**" to each expert group: *Expert group #1: Transitional and Permanent Homes* *Expert group #2: Health, Water, and Sanitation* *Expert group #3: Disaster Relief Reduction* *Expert group #4: Livelihoods and Host Families* • Give expert groups these directions: 1. On your own, read your assigned section of the text for the gist. 2. As a group, discuss what you think the gist of the section is. 3. Note your section's gist in the margin next to your section of the text. • Refocus students whole group. Call on each group to share out the gist of their section of text. • Listen for students to share ideas like: – "The gist of section 1 is the Red Cross provides people with temporary and permanent homes; they are trying to build thousands of homes for people in Haiti." – "The gist of section 2 is the Red Cross helped stop a cholera outbreak in Haiti; they provide water for sanitation; they distributed millions of gallons of water to people in Haiti." – "The gist of section 3 is the Red Cross distributes supplies quickly to people after a disaster; they teach children songs, skits, and dances to learn how to prepare for a disaster." – "The gist of section 4 is the Red Cross give people money and goods they need to recover; they help people acquire new work skills."	• Post expert groups for students to smooth the transition back into these groups. • Strategically assign students who struggle with complex text those chunks that have a lower text complexity • If expert groups are too large to allow students to concentrate on the read-aloud, divide the group into smaller groups • Consider creating an anchor chart to record the gist of each chunk of text for students to refer to as they continue to work throughout the lesson .

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Work Time (continued)	Meeting Students' Needs
• Ask students to discuss the following in their expert groups: * "What similarities did you hear in the gist statements about each section of text?" • Invite one member from each group to share. Listen for: "The Red Cross helps people in many ways; they provide people with basic needs like homes, water, medicine, and money."	
B. Second Read: Jigsaw Expert Groups Take Notes (20 minutes) • Direct students' attention to the posted learning targets and read the first one aloud: * "I can take notes from an informational text about Red Cross aid to Haiti." • Cold call one to two students to restate the target in their own words. Listen for suggestions like: "Take details, quotes from a text and restate it; paraphrase key details in my note-catcher so I can explain important information from the article." • Distribute the **Red Cross in Haiti four-square note-catcher** to each student and one **"Haiti Earthquake One-Year Report" expert groups task card** to each expert group. • Read the directions on the task card aloud and give students 10 minutes to complete their task with their expert groups. For examples of possible details students may record, see **Red Cross in Haiti four-square note-catcher (answers, for teacher reference) and Lesson 5 Vocabulary Defined (answers, for teacher reference).** • Focus students' attention whole group. List the following vocabulary terms where all students can see: Section #1: *displaced* Section #2: *prevent* Section #3: *reinforce* Section #4: *enabled, empowering* • Ask students to write these words in the glossary section of their student journals. Point out that these are terms from different sections of the text, so students may not have seen them all.	• Students who struggle with reading complex text may benefit from a partially filled-in note-catcher . • Display directions of what to do with the vocabulary words for students to refer to as they work with their group . • Add the vocabulary words, definitions, and a visual to the anchor chart for the unit.

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Work Time (continued)	Meeting Students' Needs
• Underline the prefix in each word, and ask students to do the same in their glossaries: dis-, en-, em-, pre-, re- • Explain that because they will not find all of these words in their group's section of the text, they must focus on the prefix in each word to help them determine the meaning. • Invite students to share the meaning of each prefix. Listen for: *dis*—separate; away *en-/em*—make; provide with *pre*—before *re*—back; again • If students don't know the meaning of a prefix, provide the definition for them. • Give expert groups these directions: 1. Review each of the five vocabulary words by looking at the meaning of the prefix and other parts of the word you know. 2. With your expert group, discuss a definition for each term. 3. On your own, in your journal glossary, write a synonym or short definition for each word. • After 3 to 4 minutes, cold call members from each expert group to share their definitions aloud. Listen for: *displaced*—away from, separated from ones home or place of residence *prevent*—stop something before it happens *reinforce*—go back to add support, to strengthen something *enabled*—made someone able to do something, made something possible *empowering*—making someone more powerful, confident	

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Work Time (continued)	Meeting Students' Needs
• Invite students to revise or add to their Red Cross in Haiti four-square note-catchers based on new understandings about vocabulary and common prefixes. • As time allows, cold call members from each expert group to share out one piece of information they added to their note-catchers based on new understandings about key terms. See Red Cross in Haiti four-square note-catcher (answers, for teacher reference).	

C. Using Evidence from the Text: Regular Groups Share (17 minutes)
• Ask students to join their regular small groups. Direct students' attention to the posted learning targets and read the second one aloud:
  * "I can explain the various ways the Red Cross prioritized aid to Haiti following the 2010 earthquake using evidence from text."
• Point out the words *explain, various, prioritized, evidence.* Remind students they are familiar with the terms explain and evidence from previous lessons and units. Then, cold call one to two students to share out what they recall about these two terms. Listen for: "Explain means to describe, give details; evidence is facts and information."
• Next, ask students to discuss with their group what the words various and prioritized mean in the context of this target. After a moment, invite several students to share their thinking whole group. Listen for: "Various means many, several; prioritized means what they thought was most, least important, ranking the importance of different types of aid."
• Display Part A of the **Share, Rank, Write task card: The Haiti Earthquake of 2010** using the document camera. Read the directions for Part A and encourage students to begin. Circulate to listen in and support as needed.
• After 6 to 7 minutes, refocus students whole group. Display Part B of the Share, Rank, Write task card: The Haiti Earthquake of 2010. Read the directions and invite students to begin.
• After 6 to 7 minutes, refocus students' attention whole group and pose the following questions:
  * "Which area of assistance did you prioritize as most important and why?"
  * "Which area of assistance did you rank as least important and why?"
• Invite members from each group to share out. Reinforce students' use of evidence to justify how they prioritized areas of relief.
	• Provide a task card for each student to refer to as they work.
	• Display the questions for discussion. Chart the answers that students give when they share with the whole group .

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Closing and Assessment	Meeting Students' Needs
A. Debrief (3 minutes) • Focus students' attention whole group and ask them to discuss the following with a partner: ∗ "How did the Red Cross prioritize aid to Haiti after the 2010 earthquake?" • Invite two or three students to share their thinking with the class.	• Focus students who struggle with complex text on the portions of the text and note-catcher that would help them with the debrief discussion .
B. Review Learning Targets (2 minutes) • Direct student attention to the posted learning targets and read each of them aloud. Have students use **Glass, Bugs, Mud** to demonstrate their mastery of each target. • Tell students they will take the Mid-Unit 3 Assessment during the next lesson.	

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Homework	Meeting Students' Needs
• Read all four sections of the "Haiti Earthquake One-Year Report" independently or to someone at home. • Add at least one detail to each of the four boxes on your Red Cross in Haiti four-square note-catcher. • Add and define words from the section you read during class to the glossary in your journal. • Continue reading your independent reading book for this unit at home.	• Provide an audio recording of the article for students who may struggle with reading complex text independently. • Allow students who struggle with writing to dictate the details to add to their note-catcher to someone at home. • Consider focusing students who struggle with language on three to four key vocabulary words rather than all of them at once.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 5
Supporting Materials

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Four Corner Sheets

The most important thing the Red Cross does is organizing volunteers to provide relief and support to people struck by disaster.

The most important thing the Red Cross does is providing supplies like medicine, food, and water to communities after they are struck by a disaster.

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Four Corner Sheets

The most important thing the Red Cross does is providing billions of dollars in relief assistance to areas struck by disaster.

The most important thing the Red Cross does is pre-position supplies in preparation for a natural disaster.

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"Haiti Earthquake One-Year Report"

TRANSITIONAL HOMES

From Camps to Homes to Call Their Own

The earthquake displaced more than 1.5 million people in Haiti, with most now living in densely populated makeshift camps in Port-au-Prince or with host families outside the capital.

The global Red Cross network plans to provide 30,000 transitional or basic homes for 150,000 Haitians. The American Red Cross is helping build at least 6,500 of them, many in partnership with other humanitarian organizations, including Habitat for Humanity. These homes can withstand inclement weather, include access to water and latrines, and are designed so they can be dismantled should residents need to move and reuse the materials to enhance a future more permanent home. As of the writing of this report, 2,889 homes have been completed for 14,400 Haitians.

Although a transitional home can be assembled considerably faster than a permanent one, construction has been hampered by a series of complex obstacles such as persuading land owners to donate or sell appropriate land in Port-au-Prince and elsewhere; removing tons of rubble left behind by the earthquake; and working with community leaders to identify the most vulnerable people to be recipients of these homes.

Daniel Cima/American Red Cross

Completed Red Cross transitional homes in La Piste, Port-au-Prince.

Helping Haitians Help Themselves: One Red Cross Worker's Story

Desert Jean Daniel started working for the Red Cross as a carpenter building transitional homes. Now a supervisor, the father of four is among more than 100 workers the Red Cross has hired from the tent camp of L'Annexe de la Mairie to build new homes for camp residents.

Daniel Cima/American Red Cross

"It's very important to have people from the community helping to build the homes," Desert said. "It makes sure that people are invested in their work, and it also brings money to the camp."

Like so many settlements that sprang up in Port-au-Prince after the earthquake, L'Annexe de la Mairie is packed with families living under tarps and tents. The global Red Cross network is building approximately 350 semi-permanent homes here, funded by the American Red Cross and other Red Cross societies. These homes are elevated off the ground to offer added protection from heavy rains. The Red Cross is also working with the community to improve drainage on the site in order to prevent future flooding.

His experience with the Red Cross has given Desert hope. "It's the best thing that could have happened to me," he said. "I used to work on electronics and carpentry before the earthquake, and now I can use those skills to help the community."

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KEY ACHIEVEMENT: Built transitional homes for 14,400 displaced Haitians

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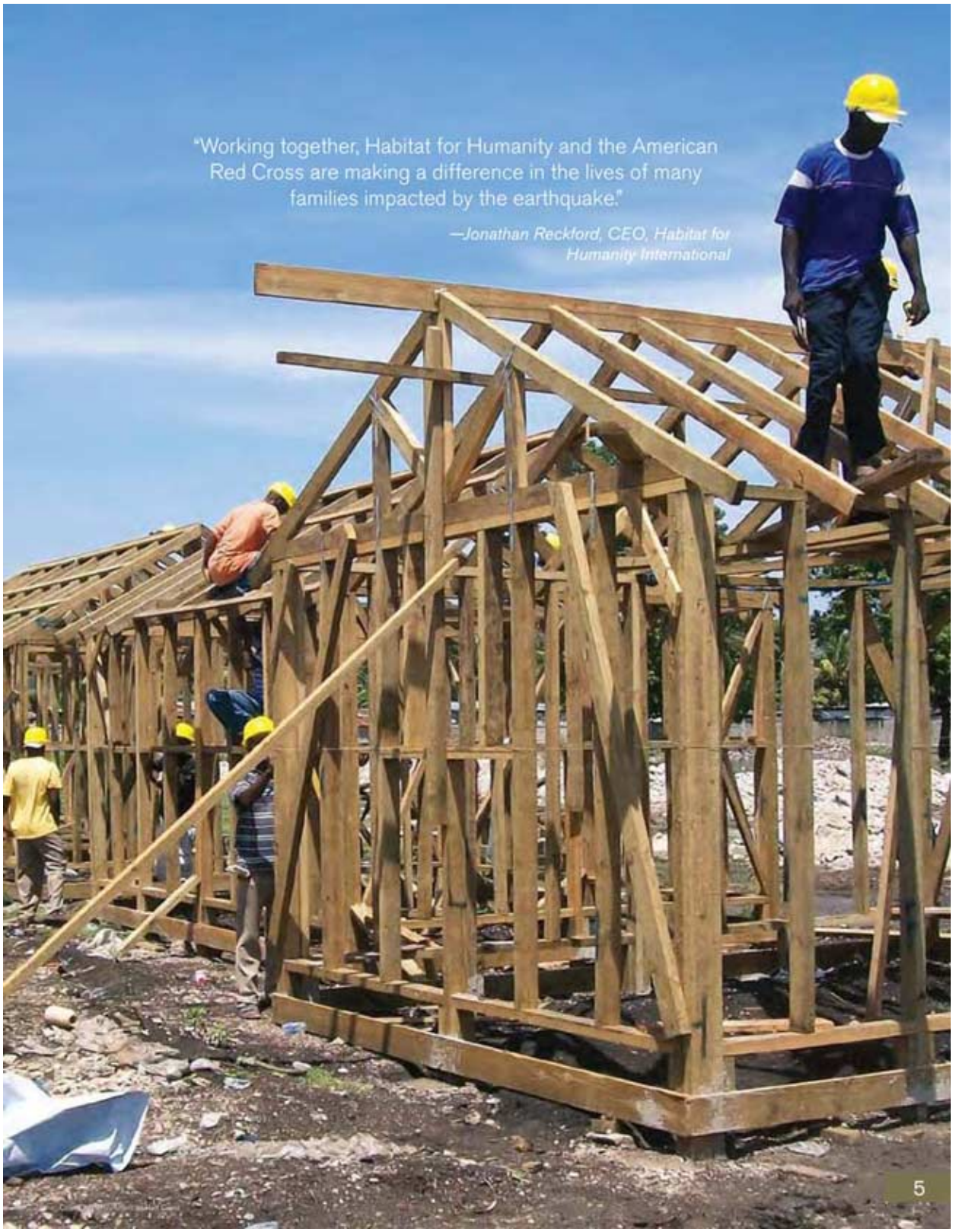
"Haiti Earthquake One-Year Report"



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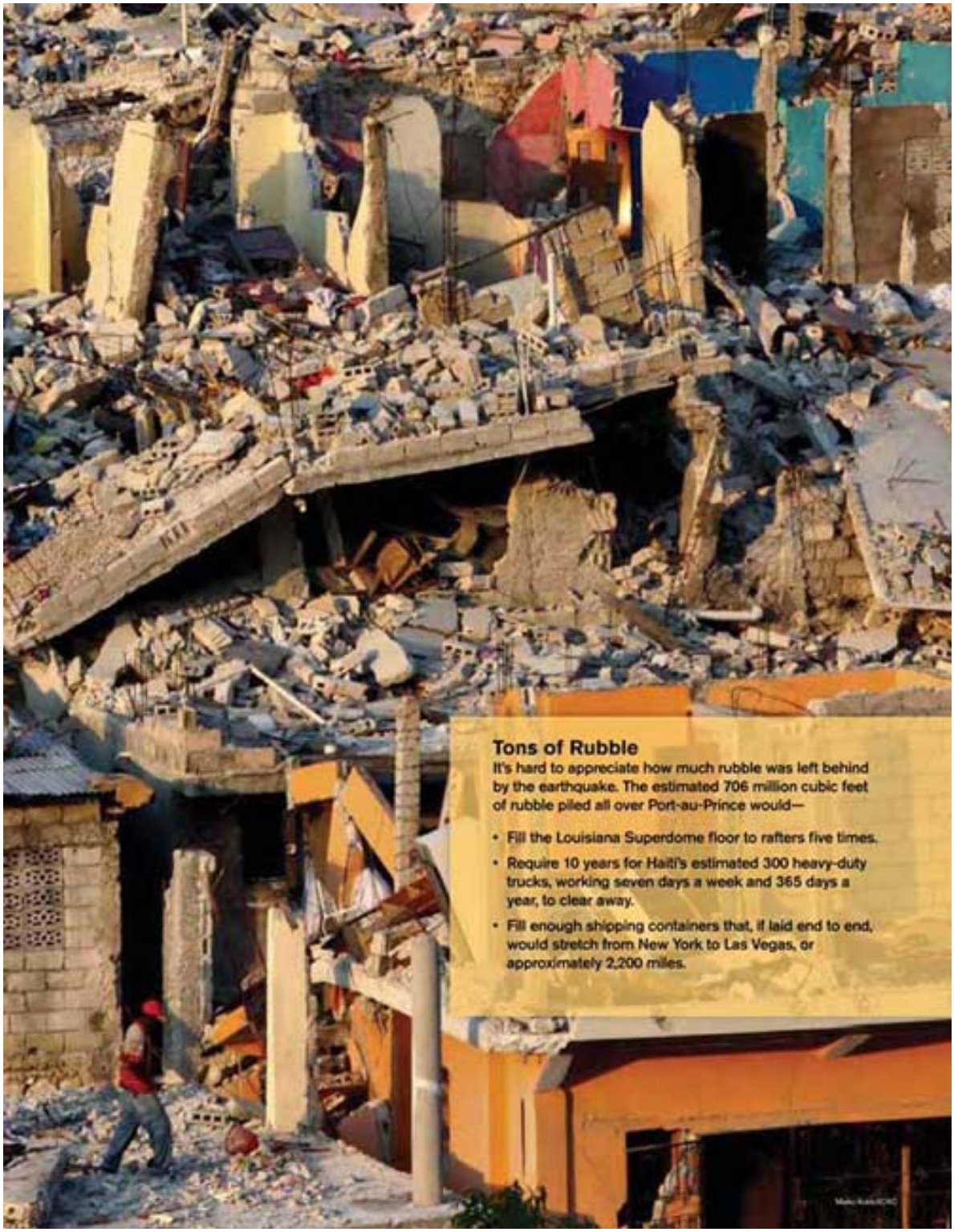
"Haiti Earthquake One-Year Report"



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"Haiti Earthquake One-Year Report"

PERMANENT HOMES

Rebuilding for the Future

In order to truly recover, Haitians will need durable, permanent homes located in communities with functioning roads, water and sanitation systems and near an economic base for livelihoods. The American Red Cross is working with partners to develop sustainable programs to make this happen. Although specifics are still being worked out, possible options include:

1. Repair or Rebuild

By repairing damaged homes and rebuilding destroyed homes in existing communities in Port-au-Prince, affected households can remain close to their pre-earthquake support systems. An estimated 25 percent of homes are considered repairable while 20 percent will need to be demolished or require major repairs. This will require the removal of a significant amount of rubble.

Bonnie Gillespie/American Red Cross

2. Build New

By building a new community outside of Port-au-Prince, this allows for easier construction of new affordable homes and infrastructure, similar to this community built by the American Red Cross in Sri Lanka following the 2004 tsunami. This will likely require that residents leave their original communities. Before construction can begin, we must identify and secure appropriate land near job opportunities.

Daniel Cima/American Red Cross

3. Recycle Rubble

Converting rubble into building materials is one of the innovative solutions we are exploring, whether we repair existing homes or build new ones. One option that we are currently piloting is to build homes using gabions—wire blocks filled with rubble—which are stacked into frames surrounded by concrete and iron to create sturdy, earthquake-resistant homes.

American Red Cross

KEY ACHIEVEMENT: Sponsoring innovative pilot program to recycle rubble into permanent homes

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"Haiti Earthquake One-Year Report"

HEALTH, WATER

Responding Rapidly to Cholera

When the first cases of cholera were reported in October, 50 miles from the capital, the Red Cross knew there was potential for a large-scale disease outbreak. Within days, we launched public education campaigns around the country, including in the densely-populated camps of Port-au-Prince.

The campaigns were, in fact, an expansion of Red Cross health and hygiene promotion efforts that had been underway almost since the earthquake struck. Seven days a week, hundreds of health volunteers and staff have traveled tent to tent to talk to residents about how to prevent, identify and treat cholera, as well as to provide soap and water purification tablets. These efforts were complemented by a text messaging campaign that delivered millions of messages across the country. Because most Haitians get their news from the radio, the Red Cross has hosted a weekly radio program to better inform Haitians about critically important topics such as public health and disaster preparedness. At the same time, the Red Cross set up three cholera treatment centers to help treat hundreds of Haitians.

American Red Cross health promoters educate camp residents about good hygiene practices.

Facts at a Glance

- Reached more than 112,900 people with cholera prevention messages
- Distributed more than 179 million gallons of water to date
- Providing more than 317,000 people with daily drinking water
- Treated nearly 217,000 patients in Red Cross healthcare facilities

The Red Cross has distributed millions of gallons of clean, drinkable water.

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"Haiti Earthquake One-Year Report"

AND SANITATION

Providing Clean Water and Improving Sanitation

The need for clean, drinkable water and basic sanitation was critical before the earthquake and continues a year later, especially in light of the growing cholera response. The global Red Cross network is providing water and sanitation services to hundreds of thousands of Haitians every day. And in the months to come, the American Red Cross will be providing more than 200,000 additional people with daily access to drinking water and sanitation services through partnerships with other humanitarian organizations. For example, the American Red Cross is supporting a toll-free hotline to help identify and dispose of garbage that is piling up outside underserved camps around Port-au-Prince in coordination with metropolitan sanitation authorities.

Even as the Red Cross works to provide water and sanitation services for existing camps, we are also equipping our transitional homes with family latrines, rainwater collection systems installed on roofs and water storage containers.

A Haitian girl collects water from a Red Cross water point.

Saving Lives By Keeping Hospitals Open

As Matacha Jean Baptiste watched her tiny baby girl in the neonatal unit of the Bernard Mevs hospital in Port-au-Prince, she was waiting for the day that she could bring her daughter home. "She was one month premature," Matacha explained, "and she was having trouble breathing. That's why I brought her here." Doctors gave baby Sarah Lynn oxygen and inserted a feeding tube so that she received proper nutrition. "I don't know what I would have done without this hospital," Matacha said. "They are saving my baby."

Thanks to funding from American Red Cross donors and management support from the University of Miami's Project Medishare, Bernard Mevs is able to continue providing much-needed care. With 45 in-patient beds, two operating rooms, a spinal cord and brain injury unit and one of the few adult and pediatric intensive care units in Haiti, the facility offers a wider array of services than exists elsewhere in the country.

"The Red Cross money is running this entire hospital," says Gillian Hotz, an international director with Project Medishare, who frequently visits Haiti. "It's paying for all of our staff and expenses. This hospital is open because of the American Red Cross."

The American Red Cross has provided millions of dollars to support three hospitals in Port-au-Prince, which collectively provide medical care to tens of thousands of Haitians. In addition to Bernard Mevs, these include the largest public hospital in Haiti and the German Red Cross field hospital.

The American Red Cross is supporting the Bernard Mevs hospital, which has one of Haiti's few pediatric intensive care units.

KEY ACHIEVEMENT: Providing clean, drinkable water to more than 317,000 people every day

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"Haiti Earthquake One-Year Report"

DISASTER RIS

Reducing the Risks of Future Disasters

With the 2010 hurricane season looming just a few months after the earthquake hit Haiti, the Red Cross had to act quickly to prepare residents, especially the more than 1.5 million displaced people living in camps in and around Port-au-Prince.

The American Red Cross worked for months with the Haitian Red Cross to help tens of thousands of residents reinforce steep embankments with sandbags, dig trenches to allow for runoff during heavy rainstorms, clear ditches to improve drainage, install early warning systems and learn first aid. The global Red Cross network also pre-positioned enough relief supplies for 125,000 people to facilitate rapid distributions after a disaster.

The American Red Cross pays camp residents to dig ditches to help communities prepare for future disasters.

These preparations helped minimize the impact when Hurricane Tomas struck Haiti in early November. Thousands of people were evacuated from unsafe areas nationwide. During this process, Red Cross-trained response committees were critical in alerting residents of many camps to prepare for evacuation.

Preparing for Disasters, With Giggles and Smiles

Dressed in a red Spiderman T-shirt, jean shorts and black high-top sneakers, Cherizard Erito does not look like a scary boy. But today, the 13-year-old has been asked to participate in a skit, playing the role of a flood that is threatening residents of the camp where he and hundreds of other earthquake victims live under makeshift tarps and tents.

With children around him, Cherizard screws up his face in a scowl and barks in Creole at the girls standing before him. Rather than running away, though, they hold their ground and tell him they're not afraid. They know exactly what to do if a flood is threatening. When a yellow flag goes up on the camp flagpole "we will quickly collect our bags and look for mom and dad," they tell him.

Under the direction of Red Cross staff, more than 360 children at nine camps have learned songs, skits and dances that teach them how to prepare for floods, mudslides and hurricanes.

"It's fun," says Cherizard, adding that the most important lesson he has learned is "together we can combat disasters."

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KEY ACHIEVEMENT: Trained, equipped and reduced disaster risks for 72,000 people

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"Haiti Earthquake One-Year Report"

K REDUCTION

Teaching Lessons in Preparedness

As young Haitian workers stream through the American Red Cross office each morning, Pierre Richard is usually in the thick of it—giving orders and providing direction to teams before they head out into the field. A manager in the American Red Cross disaster preparedness and risk-reduction program, Richard oversees training for dozens of Haitian staff and volunteers who interact on a daily basis with victims of the January earthquake.

"You have to love it, you have to practice it, and you have to enjoy sharing this with people," says Richard when asked about the keys to his success. "To be the best you can be takes repetition and persistence." He is often out in the field overseeing the work of his teams, a reassuring presence with many years of experience to share.

Richard, 49, who began as a volunteer at the Haitian Red Cross in 1983, became an employee in 2001, and joined the American Red Cross team in Haiti in March 2010.

From teaching camp residents first aid to overseeing cash-for-work mitigation programs that make vulnerable communities safer, Richard sees the benefits of this program every day.

"I get a lot of pleasure from this work," he says. "This is helping people a lot."

Texting to Save Lives

Since an estimated 80 percent of Haitians—even those living in the camps—have access to cell phones, the Red Cross has used this technology to rapidly deliver potentially lifesaving messages. Prior to Hurricane Tomas making landfall in early November, the Red Cross sent out millions of text messages like this one, providing information on how to minimize risks during the storm.

KwaWouj: Si gen gwo loray, Pa kanpe pre rivyè ni sou pon, pa janbe dlo ni a pye, ni sou bèt, ni nan machin. Pa rete pre fenèt ni anba pyebwa.

"Do not stand nearby rivers or on bridges to watch flowing water. Do not cross streams of running water by foot, animal or car. If there is a strong storm, do not stay close to windows or underneath trees."

Daniel Cima/American Red Cross

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"Haiti Earthquake One-Year Report"

LIVELIHOODS AN

Empowering Haitians With Microfinance and Cash Grants

After the earthquake, many Haitians lost their primary source of income and were left without the means to meet their most basic needs. At the same time, hundreds of thousands of displaced survivors fled Port-au-Prince to stay with friends or family outside the capital, stretching already limited resources for these host families. To alleviate some of these pressures, the American Red Cross has been providing millions of dollars in financial assistance through partnerships with organizations like Fonkoze.

Most recently, the American Red Cross has expanded cash-for-work programs to support projects identified as priorities by the communities themselves. Activities have included digging or clearing drainage canals, building retaining walls to minimize soil erosion and reduce flooding, building terrace gardens and improving roads.

In addition to improving the quality of life in communities, these jobs have provided workers with much-needed cash and helped them acquire new skills, which can be used to find future jobs.

Cash grants funded by the American Red Cross have enabled tens of thousands of Haitians to buy food and cooking fuel, repay debts, send their children to school or restock small businesses. The American Red Cross had announced plans in July to give financial assistance to tens of thousands of additional families living in camps. However, after the Haitian government expressed concerns, the Red Cross has been working to re-allocate the funds into other programs such as cash-for-work, money to help people move into repaired homes or grants for school tuition.

Helping Haitians and Giving Hope

The Pew/American Red Cross

"I can't find the words to express my joy and gratitude," says Jacqueline Dormeus. "Fonkoze has given me an advantage. No other institution in Haiti would have given me this money."

Jacqueline, 63, is one of 220,000 people who have benefited from microcredit loans and cash grants from Fonkoze, Haiti's largest microfinance institute, funded by $8 million from the American Red Cross.

Fonkoze programs are centered around women like Jacqueline, who has a small wholesale and retail business selling charcoal, beans, corn, plantains and other goods. She regularly travels to the south of Haiti, where she buys her inventory and trucks it in bulk back to her home in a suburb of Port-au-Prince. She says she typically sells most of the goods while they're still in transit. Her husband and sisters-in-law also help out with the business.

After her home was damaged January 12, Jacqueline and her family were forced to sleep outside under a tent. But thanks to financial support from the American Red Cross, she has not only grown her business but has also been able to repair the home where she lives today.

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KEY ACHIEVEMENT: Supporting 220,000 Haitians with microloans and cash grants

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"Haiti Earthquake One-Year Report"

D HOST FAMILIES

Helping Haitians Host Others

Benjamin Sergot worked as a schoolteacher in Port-au-Prince before the earthquake turned his world upside down, destroying his home and reducing his school to a pile of concrete and twisted metal.

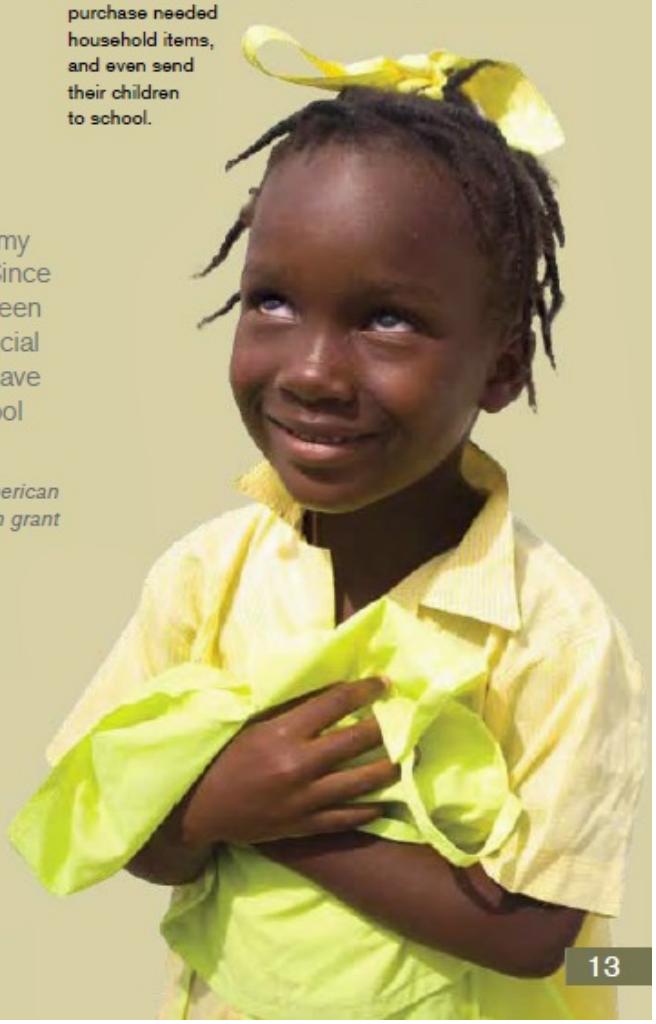
Benjamin decided to flee the city with his wife and two young children and stay with relatives who live a few hours away. Almost a year later, with much of Port-au-Prince in disrepair, they still live in their relatives' crowded home.

"The house is too small," lamented Benjamin, who is 25 years old. "We need extra mattresses, and there's not enough food."

Recognizing that thousands of families took in desperate friends and relatives like Benjamin after the earthquake—one family in this area has 15 displaced people living in their home—the American Red Cross has been providing assistance to host families across the country. Through a $4.8 million agreement with Mercy Corps, the American Red Cross is funding a series of market fairs which provide families with vouchers for household goods giving them an opportunity to repair their homes, purchase needed household items, and even send their children to school.

"My name is Nancie Jeangul and my daughter's name is Martine Jozef. Since January 12, my daughter has not been able to go to school. With the financial support the American Red Cross gave us, I am sending her back to school again. Thank you."

—Nancie Jeangul, recipient of American Red Cross cash grant



Martine Jozef proudly holds her new school uniform. With financial support from the American Red Cross, Haitian children like Martine are returning to school.

Photo: Tala Frankel/American Red Cross

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"Haiti Earthquake Relief: One-year Report" by the American National Red Cross, found here: http//www.redcross.org/images/MEDIA_CustomProductCatalog/m3140113_HaitiEarthquake_OneYearReport.pdf. (pages 4-13)

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Red Cross in Haiti Four Square Note-catcher

Name:

Date:

Transitional and Permanent Homes	Health, Water, and Sanitation
Disaster Risk Reduction	**Livelihood and Host Families**

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"Haiti Earthquake One-Year Report"
Expert Groups Task Card

Name:

Date:

Expert group #2, *Health, Water, and Sanitation (pages 8–9)*

Key vocabulary: *cholera, outbreak, launched, campaign, prevent, purification, sanitation, equipping*

Previous vocabulary: *volunteers, coordination*

Complete the following with your expert group members:

1. On your own, read your section of the text silently.

2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.

3. Underline three to five details in the article that explain "Health, Water, and Sanitation" services provided by the Red Cross.

4. With your expert group, discuss the details you underlined and why.

5. Work with group members to paraphrase evidence and add at least three details to the "Health, Water, and Sanitation" square on your note-catcher.

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"Haiti Earthquake One-Year Report"
Expert Groups Task Card

Name:

Date:

Expert group #1, *Transitional and Permanent Homes (pages 4–7)*

Key vocabulary: *displaced, makeshift, transitional, inclement, assembled, durable, innovative, gabions*

Previous vocabulary: *vulnerable, economic, rubble, secure*

Directions: With your expert group members, complete the following:

1. On your own, read your section of the text silently.

2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.

3. Underline three to five details in the article that explain "Transitional and Permanent Homes" provided by the Red Cross.

4. With your expert group, discuss the details you underlined and why.

5. Work with group members to paraphrase evidence and add at least three details to the "Transitional and Permanent Homes" square on your note-catcher.

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"Haiti Earthquake One-Year Report"
Expert Groups Task Card

Name:

Date:

Expert group #1, *Disaster Relief Reduction (pages 10–11)*

Key vocabulary: *reducing, reinforce, facilitate, skit, preparedness, risk-reduction, persistence, minimize*

Previous vocabulary: *pre-positioned, distributions, disaster, aid, vulnerable*

Complete the following with your expert group members:

1. On your own, read your section of the text silently.

2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.

3. Underline three to five details in the article that explain "Disaster Relief Reduction" programs provided by the Red Cross.

4. With your expert group, discuss the details you underlined and why.

5. Work with group members to paraphrase evidence and add at least three details to the "Disaster Relief Reduction" square on your note-catcher.

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"Haiti Earthquake One-Year Report"
Expert Groups Task Card

Name:

Date:

Expert group #1, *Disaster Relief Reduction (pages 12–13)*

Key vocabulary: *empowering, means, alleviate, priorities, acquire, enabled, host, displaced*

Previous vocabulary: *resources, partnerships, gratitude, goods, vouchers*

Complete the following with your expert group members:

1. On your own, read your section of the text silently.

2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.

3. Underline three to five details in the article that explain "Livelihoods and Host Families" support by the Red Cross.

4. With your expert group, discuss the details you underlined and why.

5. Work with group members to paraphrase evidence and add at least three details to the "Livelihoods and Host Families" square on your note-catcher.

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Red Cross in Haiti Four Square Note-catcher

Answers, For Teacher Reference

Transitional and Permanent Homes	Health, Water, and Sanitation
• Haiti earthquake displaced more than 1.5 million people • People live in makeshift camps in Port-au-Prince • Red Cross plans to provide 30,000 transitional homes • Make homes that can handle inclement weather • Transitional homes can be built and assembled faster • Haitians need durable homes • Use innovative solutions like building homes with gabions	• Red Cross launched a campaign to keep cholera from becoming an outbreak • Volunteers talk to Haitians about how to prevent cholera and provide water purification tablets • Distributed more than 179 million gallons of water to people in Haiti • Red Cross provides water for sanitation needs • Equipping homes with latrines, rainwater collection systems, and water storage containers

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Red Cross in Haiti Four Square Note-catcher

Answers, For Teacher Reference

Disaster Risk Reduction	Livelihood and Host Families
• Reducing risks of disaster by helping residents reinforce embankments • Pre-positioned supplies to help facilitate quick distributions after a disaster • Children learn songs, skits, and dances that teach them how to prepare for disasters • Red Cross teaches preparedness and risk-reduction to victims of the Haiti earthquake • Risk-reduction requires persistence • Camp residents in Haiti learn first aid • Red Cross uses technology like text messages to give people information to minimize risks during a storm	• Empowering Haitians by providing the means to have basic needs met • Red Cross works to alleviate pressures on Haitian families by making money available through its partnerships • Red Cross supports with programs identified as priorities by the communities • Red Cross helps people acquire new skills for work • Red Cross has enabled many Haitians to buy food, fuel, repay debts, send their kids to school, and restock businesses with good to run businesses • Host families provide shelter to displaced people in Haiti • Red Cross provides vouchers for goods people need

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Lesson 5 Vocabulary Defined

Answers, For Teacher Reference

Chunk #1, Transitional and Permanent Homes (4–7)
displaced—away from, separated from ones home or place of residence
makeshift—temporary; crude; do-it-yourself
transitional—in-between; process of change
inclement—stormy; rainy; not pleasant
assembled—built; put together
durable—sturdy; strong; long-lasting; resilient
innovative—new; original; modern
gabions—wire blocks filled with rubble (definition from text)

Chunk #2, Health, Water, and Sanitation (8–9)
cholera—a disease caused by bacteria
outbreak—sudden occurrence; epidemic
launched—started; began
campaign—work to achieve a specific goal
prevent—stop something before it happens
purification—cleansing; sanitization; decontamination
sanitation—cleanliness; hygiene
equipping—supplying; providing; stocking

Chunk #3, Disaster Relief Reduction (10–11)
reducing—decrease; lessen; lower
reinforce—go back to add support, to strengthen something
facilitate—make easy; make possible
skit—short play
preparedness—awareness; watchfulness; vigilance
risk-reduction—decrease, lessen, lower the threat, hazard, danger
persistence—perseverance; determination; diligence
minimize—reduce; lessen; decrease

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Lesson 5 Vocabulary Defined

Answers, For Teacher Reference

Chunk #4, Livelihoods and Host Families (12–13)

empowering—making someone more powerful, confident
means—income; resources; something that enables someone to do something
alleviate—lessen; ease
priorities—main concerns; most important
acquire—get; obtain; gain
enabled—made someone able to do something, made something possible
host—owner of a house, home that has guests
displaced—away from, separated from ones home or place of residence

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Share, Rank, Write Task Card:
The Haiti Earthquake of 2010

Part A: Share

- Share the information you recorded in your note-catcher with other members of your group.
- Group members ask clarifying questions as needed, then record the details onto their own note-catchers to explain each of the other three areas of relief assistance the Red Cross offers.

Part B: Rank, Talk, Write

- Independently write a short summary sentence about each area of assistance in the margin of your note-catcher, next to each box.
- Think about what is the most, second most, third most, and least important type of aid after a natural disaster, then record a number 1–4 to rank the importance of each type of aid ("1" next to most important type of aid, "2," "3," "4" next to the second, third, fourth/least important type of aid).
- Discuss how you ranked the four types of aid, most to least important, with your group members. Explain your thinking by using evidence from your note-catcher.
- As a group, determine the *one* type of aid you think is most important, then write a summary statement on a blank page in your journal to explain what type of aid is most important and why. Be sure to include details and key vocabulary from your notes in your summary.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 6

Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7) I can write an opinion piece on topics or texts, supporting a point of view with reasons and information. (W.5.1) a. I can introduce a topic clearly. a. I can state an opinion. I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7) I can document what I learn about a topic by taking notes. (W.5.8)	
Supporting Learning Targets	**Ongoing Assessment**
• I can create an organizational structure to logically group ideas for an opinion speech. • I can introduce the topic of my opinion speech. • I can state an opinion in my speech, about the need to prioritize aid to a neighboring country struck by a hurricane.	• Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Writer (5 minutes) B. Introduce Learning Targets (5 minutes) 2. Work Time A. Review the Topic of Natural Disasters and Opinion Writing (10 minutes) B. Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech (35 minutes) 3. Closing and Assessment A. Debrief and Learning Target Review (5 minutes) 4. Homework A. Continue Reading Independent Reading Book	• In this lesson, students complete Part I of the Mid-Unit 3 Assessment. In this part of the assessment, students complete a short constructed response, then refer to three texts and two note catchers from Lessons 3-5 ("Characteristics of Multinational Companies (MCNs)"; "The Red Cross: Disaster Relief"; "Haiti Earthquake One-Year Report"; 3-Column note catcher: What is a Multinational Aid Organization?; Red Cross in Haiti 4-Square note catcher) to create an outline for their opinion speeches. These speeches are a part of students' Final Performance Task for this unit. • The Mid-Unit 3 Assessment assesses students' mastery towards RI.5.7, as students must draw from multiple sources to efficiently solve the problem of how aid should be prioritized following a natural disaster. • Note the distinction between opinion writing and "persuasive" writing. Opinions are supported by logical reasons and sound evidence, whereas persuasion employs rhetoric and emotional appeal in addition to these elements. Emphasize to students that they are writing opinion speeches. See Appendix C of CCSS for further clarification. • In advance: – Review: Parts I and II of the Mid-Unit 3 Assessment to better understand the arc of students' work across this lesson and Lesson 7. • Milling to Music and Fist-to-Five in Checking for Understanding Techniques (see Appendix 1). • Post: Opinion, Reasons and Evidence anchor chart (begun in Module 3A, Unit 3, Lesson 9), Learning targets

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Lesson Vocabulary	Materials
Organizational structure, logically, introduce, topic, speech, state, opinion, prioritize, aid, hypothetical	• Red Cross in Haiti 4-Square note catcher (from Lesson 5; one per student) • Opinion, Reasons and Evidence anchor chart (begun in Module 3A, Unit 3, Lesson 9) • Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech (one per student) • Lined paper (one piece per student) • Organizational Structure, Topic and Opinion Rubric (one per student) • "Characteristics of Multinational Companies (MNCs)" (from Lesson 3; one per student) • "The Red Cross: Disaster Relief" (from Lesson 4; one per student) • "Haiti Earthquake One-Year Report" (from Lesson 5; one per student) • 3-Column Note Catcher: What is a Multinational Aid Organization? (from Lesson 3; one per student)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Writer (5 minutes) • Ask students to take out their **Red Cross in Haiti 4-Square note catcher**. • Review the Milling to Music protocol. • Give students a moment to mingle throughout the room, find a partner, and share one detail they added to their Red Cross in Haiti 4-Square note catchers. • Ask students to mingle three more times, sharing a detail from each of the three remaining categories their note catchers. • Consider listening in on partner conversations as an informal assessment of students' understanding. Ask probing questions or provide guidance to students as needed. • Once students have met with four students, ask them to return to their seats. Focus their attention whole group. • Invite several students to share an interesting detail one of their partners mentioned.	• Display the instructions for the Milling to Music protocol for students to refer to as they review their homework .
B. Review Learning Targets (5 minutes) • Direct student attention to the post learning targets and read them aloud: * "I can create an organizational structure to logically group ideas." * "I can introduce the topic of my speech." * "I can state an opinion about the need to prioritize aid to a neighboring country if struck by a hurricane." • Then pause to review key terms from each target: *organizational structure* – an outline; tool for organizing ideas *logically* – in a way that makes sense; in an understandable way *introduce* – begin, start *topic* – focus, subject *speech* - oral presentation, talk delivered to an audience *state* (v.) – express in words	• Write synonyms, draw visuals, or locate images from the internet for each of the key academic vocabulary from the learning targets next to the words so students can refer to them as they re-read learning targets . • Consider doing a mini-lesson with students on the prefix hypo- to add to their knowledge of word parts that help them determine the meaning of new words . Consider also pointing out to students that the suffix "al" indicates that the word hypothetical is an adjective.

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Opening (continued)	Meeting Students' Needs
opinion – what I believe; judgment *prioritize* – rank according to importance; most to least or least to most important *aid* – help; assistance; support • Ask students to turn to a partner and discuss how they could restate each target in their own words. Cold call several students to share their thinking whole group. • Remind students that the Final Performance Task requires them to present an opinion speech on how aid should be prioritized after a hypothetical hurricane strikes a country in the Western Hemisphere. Tell students that part of today's Mid-Unit Assessment helps them prepare for that task. • Ask students to turn and discuss the following with a partner: * "Does 'hypothetical' sound like any other words you're familiar with?" * "What do you think a 'hypothetical' hurricane is?" • After a moment, invite a few students to share their thinking whole group. Listen for, "Hypothetical sounds like hypothesis, which is an educated guess. So, it must be like "based on a hypothesis." So, hypothetical hurricane might mean a hurricane that is just a supposed hurricane, or a theory. Like 'what would happen if...?" • If students are unable to determine the meaning of the word, clarify as needed. Explain that a hypothetical situation is basically a "what if..." situation, imagining what might happen.	

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Work Time	Meeting Students' Needs
A. Review the Topic of Natural Disasters and Opinion Writing (10 minutes) • Focus student attention whole group. Post the **Opinion, Reasons and Evidence anchor chart**. Ask students to review then turn and discuss with a partner: * "What is a topic?" * "What is an opinion?" • Cold call 1-2 students to share out whole group. Listen for ideas like, "A topic is the main focus, overall subject being discussed or written about; an opinion is what I believe, it contains a *judgment word* like most, best, least, worst." • Clarify any misconceptions students may have about the meaning of "topic" or "opinion."	• Consider posting examples of previously written topic statements and opinions from previous modules, specifically from student writing .
B. Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech (25 minutes) • Distribute one copy of the **Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech, lined paper**, and the **Organizational Structure, Topic and Opinion Rubric** to each student. – While you are doing this, ask students to take out the following texts: and note catchers • **"Characteristics of Multinational Companies (MNCs)"** • **"The Red Cross: Disaster Relief"** • **"Haiti Earthquake One-Year Report"** • **3-Column note catcher: What is a Multinational Aid Organization?** • Red Cross in Haiti 4-Square note catcher	• Students that struggle with writing may benefit form dictating their notes to a teacher for the Mid-Unit 3 Assessment. • Allow students that struggle with language extra time in order to complete the Mid-Unit 3 Assessment.

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Work Time (continued)	Meeting Students' Needs

• Read the prompt, all directions, and each element of the rubric aloud to students. Provide clarification as needed.
• Remind students that they have created organizational structures during assessments in previous modules. Ask students to consider the following:
  * "What are examples of organizational structures you have used before?"
  * "How have those organizational structures (graphic organizers) helped you group ideas logically?"
• Cold call 2-3 students to share out. Listen for suggestions like:
  – "We used an Accordion Graphic Organizer in previous modules; we created our own outlines during the Module 3 assessment."
  – "We used an Accordion Graphic Organizer in previous modules; we created our own outlines during the Module 3 assessment."
• Point out that students are just doing Part I of the assessment today. They will complete Part II in the following lesson. After they finish their assessment, they should read their independent reading book silently.
  – For Part I, Step A, students read a passage about a hypothetical hurricane then complete a short-constructed response.
  – Part I, Step B, students create an organizational structure for an opinion speech, and write only their topic sentence and opinion statement about how aid should be prioritized after a hurricane.
• Clarify as needed; then, invite students to begin.
Ask students to hold on to their Mid-Unit 3 Assessments, Part I for the debrief.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Focus student attention whole group and ask them to discuss the following with a nearby partner: * "What is the topic of your speech?" * "What opinion do you have about prioritizing aid after a hurricane? • Invite several students to share a clearly-stated topic or strong opinion statement that they heard from their partner. • Direct student attention to the posted learning targets. Read each of them aloud and ask students to use the Fist-to-Five protocol to assess their mastery of each target. • Collect students' Mid-Unit 3 Assessments, Part I and their three articles. Note: Students will need these materials again during Part II of the assessment, in Lesson 7.	• Intentionally partner ELL students with other students that speak the same L1 language for the debrief .

Homework	Meeting Students' Needs
• Continue reading in your independent reading book.	• Provide audio-recordings of students' independent reading book for those that struggle with reading complex text independently.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 6
Supporting Materials

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Mid-Unit 3 Assessment, Part I, A and B:
Short Response and Organizing Notes for a Public Speech

Name:

Date:

Directions:

- Read the hypothetical scenario below, from the article "Hurricane Herman Strikes Mexico" about a supposed, "what if" disaster.
- Consider the gist of this article.
- Read the assessment question and outline task.
- Reread the article. Think about how you will respond to the assessment question and complete your opinion speech outline.
- Use information from your note-catchers and anchor charts, as well as key and previous vocabulary to support your thinking.

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Mid-Unit 3 Assessment, Part I, A and B

"Hurricane Herman Strikes Mexico"

Press Association, Monday, October 21, 2013

Category Four Hurricane Herman struck several cities along the Atlantic Coast of Mexico, early last week. By the second day of the storm, winds had reached speeds of well over 140 miles per hour. The winds uprooted or snapped many trees in half. Less well-built homes crumbled. Huge swells from the gulf also caused major flooding in at least three of the four cities struck by Herman. Much of the land was left covered in mud and filth by massive waves that pounded the shore. Fortunately, for the one-million-plus residents who occupy these Mexican towns, Herman now seems to be over. Rescue workers have already begun the slow process of helping people recover from the devastating effects of this hurricane. Currently, aid workers are trying to assess the damage caused by Herman over the last several days. Early reports indicate that thousands of people are either missing or injured. Many of the missing are feared dead. Power lines are down in all cities and experts believe it may take weeks or months to restore electricity to these areas. To make matters worse, much of the area's water filtration systems were damaged. The contaminated water is causing many people to become sick. Food is also scarce. Volunteers are finding it difficult to get much needed supplies to the people trapped in residential areas due to debris-covered streets. Relief workers expect many parts of these towns may not even be inhabitable for months to come.

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Mid-Unit 3 Assessment, Part I, A and B:
Short Response and Organizing Notes for a Public Speech

Part I, A: Short Constructed Response

Use evidence from the article "Hurricane Herman Strikes Mexico," as well as your background knowledge about natural disasters, to explain why the people of Mexico need aid. Use complete sentences and key vocabulary in your response.

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Mid-Unit 3 Assessment, Part I, A and B:
Short Response and Organizing Notes for a Public Speech

Part I, B: Outline, Topic Sentence and Opinion Statement for a Public Speech

Create an outline for a speech in which you will state the topic and your opinion about how aid should be prioritized to help the people of Mexico after the devastating effects of Hurricane Herman. To support your thinking, refer to the informational articles and your notes:

- "Characteristics of Multinational Companies (MNCs)"
- "The Red Cross: Disaster Relief"
- "Haiti Earthquake One-Year Report"
- 3-Column note-catcher: What is a Multinational Aid Organization? (from Lessons 3 and 4) Red Cross in Haiti 4-Square note-catcher (from Lesson 5)

Create an outline on a sheet of lined paper that includes spaces for:

- A topic statement.
- An opinion statement.
- Each type of aid to be prioritized (Reasons 1, 2, 3, 4).
- Two pieces of evidence to support each reason.
- A conclusion statement.

Add only the following to your outline:
- A topic statement that explains the focus of your speech.
- An opinion statement about the need to prioritize aid for the people of Mexico following Hurricane Herman.
- Use key and previous vocabulary in your topic and opinion statements.

Be sure to check your work against the rubric provided and edit or add to your outline as necessary.

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Organizational Structure, Topic and Opinion Rubric

	3	2	1
Organizational Structure	Independently creates an outline/graphic organizer to record a topic sentence, opinion statement, reasons, evidence and conclusion.	Creates an outline/ graphic organizer to record a topic sentence, opinion statement, reasons, evidence and conclusion. Student needs some support.	Creates an outline/ graphic organizer to record a topic sentence, opinion statement, reasons, evidence and conclusion. Student needs significant support.
Topic	Clearly introduces the topic of the speech.	Topic of the speech is somewhat unclear.	Topic of the speech is unrelated to content or no topic is stated.
Opinion	States a clear opinion about the need to prioritize aid following a natural disaster that includes a judgment word (e.g., best, most, worst, etc.)	Opinion about the need to prioritize aid is unclear but includes a judgment word.	Opinion about the need to prioritize aid is unclear and does not include a judgment word.
Key and Previous Vocabulary	Includes the accurate use of many key and previous vocabulary terms from *all units in this module.*	Includes the accurate use of many key and previous vocabulary terms *mostly from this unit.*	Includes very few key and previous vocabulary terms or terms are used inaccurately.

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Grade 5: Module 4: Unit 3: Lesson 7

Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7) I can write an opinion piece on topics or texts, supporting a point of view with reasons and information. (W.5.1) a. I can create an organizational structure in which I group together related ideas. b. I can document what I learn about a topic by taking notes. (W.5.8) c. I can construct a concluding statement or section for my opinion piece. I can summarize or paraphrase information in my notes and in finished work. (W.5.8) I can choose evidence from informational texts to support analysis, reflection, and research. (W.5.9)	
Supporting Learning Targets	**Ongoing Assessment**
• I can prioritize the four types of aid in order to add reasons to my speech outline. • I can paraphrase evidence to include in my speech outline. • I can write a concluding statement for my opinion speech. • I can reflect on my learning about how aid should be prioritized if a neighboring country is struck by a hurricane.	• Assessment, Part II: Organizing Notes for a Public Speech • Tracking My Progress, Mid-Unit 3 recording form

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Agenda	Teaching Notes
1. Opening A. Engaging the Writer and Reviewing Learning Targets (5 minutes) 2. Work Time A. Review Reasons, Evidence, and Conclusion (10 minutes) B. Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech (25 minutes) C. Tracking My Progress (15 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework A. Reread the first three paragraphs from Transcript: Opening Remarks by President Obama from Lesson 1 independently or to someone at home. Start, "Good morning everybody ..." and end, "... leading this urgent mission." B. On your index card, write a response to the following question: * "What is President Obama's opinion about how the U.S. should support Haiti after the earthquake?"	• In this lesson, students take Part II of the Mid-Unit 3 Assessment: Organizing Notes for a Public Speech and add reasons, evidence, and a concluding statement to their outlines from Part I of the assessment. • More time than usual is reserved for students to complete the Tracking My Progress, Mid-Unit 3 recording form at the end of this lesson, as it asks students to reflect on a combination of targets from Lessons 6 and 7. • Review and score students' Mid-Unit 3 Assessments, Parts I and II. They will need their outlines from the assessment for the End of Unit 3 Assessment in Lesson 11. • Post: Learning targets; Opinion, Reasons, and Evidence anchor chart (begun in Unit 3, Lesson 9); What Do We Know about Natural Disasters? anchor chart (from Unit 1, Lesson 1).

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Lesson Vocabulary	Materials
Prioritize, aid, reasons, outline, speech, evidence, paraphrase, conclusion, reflect, neighboring, struck	• Opinion, Reasons, and Evidence anchor chart (begun in Unit 3, Lesson 9) • What Do We Know about Natural Disasters? anchor chart (begun in Unit 1, Lesson 1) • Journals • Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech (from Lesson 6; students' completed assessments) • Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech (one per student) • Reasons, Evidence, and Conclusion Rubric (one per student) • "Characteristics of Multinational Companies (MNCs)" (from Lesson 3) • "The Red Cross: Disaster Relief" (from Lesson 4) • "Haiti Earthquake One-Year Report" (from Lesson 5) • Three-column note-catcher: What Is a Multinational Aid Organization? (from Lesson 3) • Red Cross in Haiti four-square note-catcher (from Lesson 5) • Tracking My Progress, Mid-Unit 3 recording form (one per student) • Index cards (one per student)

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Opening	Meeting Students' Needs
A. Engaging the Writer and Reviewing Learning Targets (5 minutes) • Remind students that for Part I of the Mid-Unit 3 Assessment, they created an outline, stated a topic, and provided an opinion about the need to prioritize aid after a hypothetical hurricane strikes Mexico. Today they take Part II of the Mid-Unit 3 Assessment to add reasons, evidence, and a conclusion to their outlines. This work will also help them prepare for writing a full speech later in the unit. • Direct students' attention to the posted learning targets and call on four students to read them aloud to the class: * "I can prioritize the four types of aid in order to add reasons to my speech outline." * "I can paraphrase evidence to include in my speech outline." * "I can write a concluding statement for my opinion speech" * "I can reflect on my learning about how aid should be prioritized if a neighboring country is struck by a hurricane." • Focus students' attention on the key terms from each target. Cold call several students to share the meaning of each word: *prioritize*—rank according to importance; most to least or least to most important *aid*—help; assistance; support *reasons*—why I believe the opinion *outline*—a tool for organizing ideas; organizational structure *speech*—oral presentation, talk delivered to an audience *paraphrase*—restate in my own words *evidence*—facts, information, details that support reasons *conclusion*—ending; closing *reflect*—think about; consider *neighboring*—next to; adjacent; bordering; nearby; close *struck*—affected suddenly or unexpectedly	• Write synonyms or draw visuals for each of the key academic vocabulary from the learning targets next to the words so students can refer to them.

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Work Time	Meeting Students' Needs

A. Review Reasons, Evidence and Conclusion (10 minutes)
• Direct student attention to the **Opinion, Reasons, and Evidence anchor chart** (from Module 3A, Unit 3, Lesson 9). Ask students to discuss the following with a nearby partner:
  * "How do reasons support an opinion?"
  * "How does evidence support a reason?"
• Cold call several students to share out whole group. Listen for: "Reasons explain *why* I believe the opinion; evidence includes facts, information, and details that clearly support my reasons; using strong reasons and evidence to support my opinion makes the audience more likely to agree with my opinion."
• Ask students to discuss with a different partner:
  * "What should be included in the conclusion of an opinion speech?"
• Cold call several students to share their thinking whole group. Listen for: "The conclusion restates the opinion from the introduction in a new or interesting way; the conclusion includes important details from the body of the speech."
• Clarify any misconceptions about the meaning of "reasons," "evidence," or "conclusion."
• Next, post the **What Do We Know about Natural Disasters? anchor chart.** Ask students to review the information on the chart, then turn to a speak with a new partner about:
  * "How do natural disasters impact people and the environment?"
• Cold call several students to share their ideas with the class. Listen for suggestions like: "People can become trapped beneath rubble, swept away by floods; they're scared and separated from family members; family members and friends may be killed by the disaster; supplies like water and food become scarce because of damage to supply lines and water systems; people become sick from dirty water and lack of food; people's homes are destroyed so they need shelter; the landscape is torn apart, trees broken, mud, dirt and grime cover the area."
	• Consider displaying and reviewing previous student writing that contain reasons and evidence for reference.
	• Students who struggle with language would benefit from a sentence stem. ("Natural disasters cause _____ and _____ to people and the environment.")

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Work Time (continued)	Meeting Students' Needs
B. Mid-Unit 3 Assessment, Part II: Organizing notes for a Public Speech (25 minutes) • Tell students to take out their **journals**. Distribute students' **Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech** from Lesson 6, along with one copy **of Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech** and a **Reasons, Evidence, and Conclusion Rubric** to each student. • While you are doing this, ask students to take out the same texts and note-catchers used on Part I of the Mid-Unit 3 Assessment: – **"Characteristics of Multinational Companies (MCNs)"** – **"The Red Cross: Disaster Relief"** – **"Haiti Earthquake One-Year Report"** – **Three-column Note-catcher: What Is a Multinational Aid Organization?** – **Red Cross in Haiti four-square note-catcher** • Read the prompt, all directions, and each element of the rubric aloud to students. Provide clarification as needed. • After they finish the assessment, they should read their independent reading book silently. • Ask students to hold onto Parts I and II of their Mid-Unit 3 Assessments for the debrief.	• Allow students who struggle with language extra time in order to complete the Mid-Unit 3 Assessment.

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Work Time (continued)	Meeting Students' Needs
C. Tracking My Progress (15 minutes) • Distribute the **Tracking My Progress, Mid-Unit 3 recording form.** • Remind students they have used this self-assessment during previous modules to *reflect* (consider; think about) upon their mastery of the learning targets. • Ask students to independently complete their Tracking My Progress, Mid-Unit 3 recording forms.	• Consider allowing students who struggle with multiple tasks at once to focus on a few of the long term learning targets rather than all of them at once.

Closing and Assessment	Meeting Students' Needs
A. Debrief (5 minutes) • Congratulate students on all they have learned about multinational aid organizations and the types of relief they provide to communities struck by natural disasters around the world. • Ask students to turn and share the reflections from their Tracking My Progress, Mid-Unit 3 recording forms. • Ask for volunteers to share out reflections whole group. • Collect students' Mid-Unit 3 Assessments Parts I and II, as well as their Tracking My Progress recording forms. • Read the homework directions aloud to students. Then, distribute one **index card** to each student.	• Intentionally partner ELL students with other students who speak their same L1 language to share reflections from their Tracking My Progress , Mid-Unit 3 recording forms.

Homework	Meeting Students' Needs
• Reread the first three paragraphs from Transcript: Opening Remarks by President Obama from Lesson 1 independently or to someone at home. Start, "Good morning everybody ..." and end, "... leading this urgent mission." • On your index card, write a response to the following question: * "What is President Obama's opinion about how the U.S. should support Haiti after the earthquake?"	• Provide an audio recording of the speech for students who struggle reading complex text independently . • Consider allowing students who struggle with writing to dictate their response to the focus question to someone at home .

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Grade 5: Module 4: Unit 3: Lesson 7
Supporting Materials

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Mid-Unit 3 Assessment, Part II:
Organizing Notes for a Public Speech

Name:

Date:

Directions:
Refer to the article "Hurricane Herman Strikes Mexico," other informational texts, notes, anchor charts, as well as your topic sentence and opinion (from the Mid-Unit 3 Assessment, Part I). Add the following to the outline you created during Lesson 6:

- Reread the hypothetical scenario "Hurricane Herman Strikes Mexico" about a supposed "what if" hurricane (from Mid-Unit 3 Assessment, Part I).
- Review the information from other articles, notes, and anchor charts to help you think about how to prioritize the four types of aid, from *most important* to *least important* and explain *why* you ranked each as most, second most, third most, and least important (reasons).

– Transitional and Permanent Homes

– Health, Water, and Sanitation

– Disaster Relief Reduction

– Livelihoods and Host Families

- Provide *two pieces of paraphrased evidence* for each reason to support your thinking about how aid should be prioritized following Hurricane Herman.
- Write a conclusion statement.
- Include details, quotes and information from your notes and the articles you have read.
- Use key and previous vocabulary in your reasons and evidence.

Check your work against the rubric provided and edit or add information as necessary.

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Reasons, Evidence, and Conclusion Rubric

Name:

Date:

	3	2	1
Reasons	Names each of the four types of aid and clearly explains *why* each is prioritized as most important to least important priority.	Names each of the four types of aid but does not clearly explain *why* each is prioritized as most important to least important priority.	Does not name all four types of aid.
Evidence	Supports each reason with two pieces of *related* and paraphrased evidence and paraphrases evidence from notes and all three articles.	Supports each reason with two pieces of *related* and paraphrased evidence and paraphrases evidence from notes and two articles.	Supports each reason with one piece of *related* and paraphrased evidence or paraphrases evidence from notes and one article.
Conclusion	Clearly restates the topic and opinion in a new and interesting way.	Restates the topic and opinion.	Does not restate the topic or opinion.
Key Words and Previous Vocabulary	Includes the accurate use of many key and previous vocabulary terms from *all units in this module.*	Includes the accurate use of many key and previous vocabulary terms *mostly from this unit.*	Includes very few key and previous vocabulary terms or terms are used inaccurately.

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Tracking My Progress, Mid-Unit 3

Name:

Date:

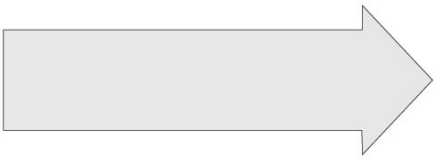
Learning Target: I can create an organizational structure to logically group ideas.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 3

Name:

Date:

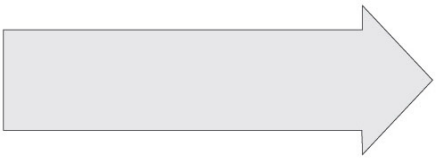
Learning Target: I can introduce the topic of my speech.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 3

Name:

Date:

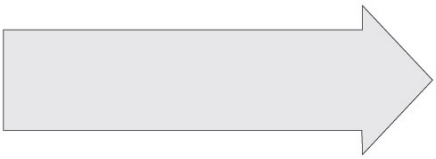
Learning Target: I can state an opinion about the need to prioritize aid to a neighboring country if struck by a hurricane.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 3

Name:

Date:

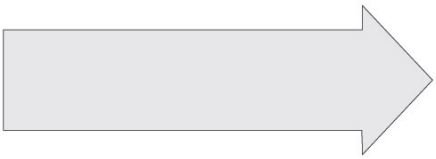
Learning Target: I can prioritize the four types of aid in order to add reasons to my speech outline.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 3

Name:

Date:

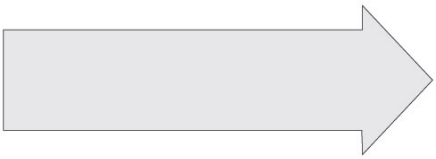
Learning Target: I can paraphrase evidence to include in my speech outline.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 3

Name:

Date:

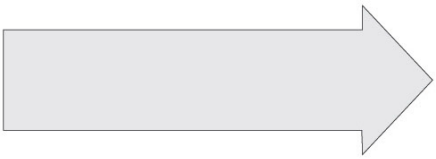
Learning Target: I can write a concluding statement for my opinion speech.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 8

Speech Writing: Identifying Criteria for a High Quality Introduction

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can summarize the points a speaker provides. (SL.5.3) I can engage effectively in a range of collaborative discussions with diverse partners on grade *5 topics and texts,* building on others' ideas and expressing their own clearly. (SL.5.1) I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) a. I can introduction of opinion speech. b. I can create an organizational structure in which I group together related ideas.

Supporting Learning Targets	Ongoing Assessment
• I can summarize the introduction of the speech given by Adora Svitak. • I can identify criteria for the introduction of an opinion speech. • With peers, I can write an introduction for an opinion speech about prioritizing aid after an earthquake.	• Response on President Obama's Opinion (from homework) • Shared Writing: Introduction for an Opinion Speech

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Writer through Guiding Questions (10 minutes) B. Introduce Learning Targets (2 minutes) 2. Work Time A. Determining the Gist and Criteria for the Introduction of an Opinion Speech: Adora Svitak's TED Talk (15 minutes) B. B. Speech Introduction: Critiquing President Obama's Speech Introduction (10 minutes) C. Writing an Introduction for an Opinion Speech: Shared Writing (18 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework	• This lesson marks a transition from Unit 3's first Guiding Question: "How should multinational aid organizations prioritize assistance when they respond to communities that are struck by a natural disaster?" to the unit's second Guiding Question: "How do speeches motivate and compel people to act?" • In this lesson, students reflect on the first Guiding Question to build an understanding of the Big Idea that "Multinational aid organizations are part of the global community and therefore have a responsibility to provide aid to foreign countries that are struck by a natural disaster." • Students are introduced to Adora Svitak's TED Talk, "What Adults Can Learn from Kids" as an exemplar opinion speech given by a 12-year-old. Explain to students that TED is an acronym that stands for Technology, Entertainment and Design. Talks given at TED conferences by innovators in these three fields are recorded and shared with the world with the tag line, "ideas worth spreading". • Students listen to the introduction of Adora Svitak's speech in order to determine criteria for a high-quality introduction to an opinion speech. Part of this process involves students listening for key words that help emphasize Adora Svitak's opinion in her introduction. • This is the first of three consecutive lessons in which the teacher guides students through a shared writing process about how aid should be prioritized after an earthquake. The purpose of the shared writing experience is to model parts (introduction, body, conclusion) of the opinion speech students will craft during the End-of-Unit 3 Assessment and deliver during the Final Performance Task. • In shared writing, the teacher and students compose text together. Both parties contribute their ideas to the process, and the teacher acts as scribe, writing the text as it is composed. Shared writing enables teachers to make the writing process concrete and visible to students, which allows students to focus exclusively on the thinking involved in writing, not the process. • Across Lessons 8-10, students help co-create the Criteria for an Opinion Speech anchor chart. This anchor chart is broken into three parts: introduction, body, and conclusion. Use a different colored marker for each category. This will help students differentiate the criteria and examples for each part of an opinion speech as they refer to the anchor chart during the End-of-Unit 3 Assessment.

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Agenda (continued)	Teaching Notes
	• In advance: Create Criteria for an Opinion Speech anchor chart and Class Introduction to an Opinion Speech anchor chart. • Ensure the technology used to view Video: Adora Svitak "What Adults Can Learn From Kids" TED Talk is functioning. • Review: Milling to Music in Checking for Understanding Techniques (see Appendix 1) • Post: Guiding Questions for Unit 3, learning targets

Lesson Vocabulary	Materials
Motivate, compel, act, summarize, speech, introduction, opinion, prioritizing, aid; childish, irrational, irresponsible, behavior, bothers, abolish, discriminatory	• Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk: http://www.ted.com/talks/adora_svitak.html **(0:00-1:28)** • Computer, LCD projector, and speakers • Criteria for an Opinion Speech anchor chart (new; teacher created; see supporting materials) • Criteria for an Opinion Speech anchor chart (criteria and examples, for teacher reference) • Transcript: Opening Remarks by President Obama (from Lesson 1, one clean version per student) • Class Introduction to an Opinion Speech anchor chart (new; teacher created; see supporting materials) • Earthquake Concepts note catcher (from Unit 1, Lesson 5) • Model Essay: "Earthquakes" (from Unit 1, Lesson 6; one for display) • Chart paper (one piece per group) • Introduction to an Opinion Speech task card (one per group) • Stickers (one per group)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Writer through Guiding Questions (10 minutes) • Students should be in their regular small groups (from Lessons 1-5). • Ask students to take out the index cards on which they recorded President Obama's opinion. • Review **Milling to Music** with students. • Ask students to mill throughout the room, then share with their partner: * "What is President Obama's opinion about how the U.S. should support Haiti after the earthquake?" • Give students 1-2 minutes to share their thinking with their first partner. Then, ask students to briefly mill once again, find a new partner, and discuss the opinion they recorded for homework. • Focus student attention whole group. Cold call several partners to share out their thinking on President Obama's opinion about how the U.S. should support Haiti after the earthquake. Listen for students to name specific statements or phrases that include judgment words from the first three paragraphs of the speech and justify why they think each example is an opinion about how the U.S. should support Haiti. • Ask students to quietly join their regular small groups. • Remind students of the Guiding Question from the first half of Unit 3: * "How should multinational aid organizations prioritize assistance when they respond to communities that are struck by a natural disaster?" • Remind students that Guiding Questions are big, open-ended questions that guide our inquiry on a given subject. Whereas, Big Ideas are the enduring understandings that stay with us long after we finish investigating a particular topic. • Ask students to think about and discuss in groups: * "Based on the Guiding Question and the informational texts you have read so far, what do you think a Big Idea(s) could be?" • Invite members from each group to share their thinking whole group. Listen for suggestions like, "Multinational aid organizations provide aid to people around the world who are struck by disaster; multinational aid organizations need to prioritize assistance to communities struck by a natural disaster."	• Display the instructions for Milling to Music for student reference . • Consider modeling with a student a short conversation with this prompt to give students a vision for what you're expecting . • Provide a sentence starter for students that struggle with language. ("President Obama's opinion about how people should support Haiti is..., because ...") • Display the Guiding Questions and write the student responses about the key terms above or below them in the Guiding Question and Big Idea. Leave them displayed for students to refer to through out the lesson .

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Opening (opening)	Meeting Students' Needs
• Striving to paraphrase students' own suggestions, post the Big Idea: "Multinational aid organizations are part of the global community and therefore have a responsibility to provide aid to foreign countries that are struck by a natural disaster." • Say something like, "In the second half of Unit 3 we are focusing on a new Guiding Question: * "How do speeches motivate and compel people to act?" • Ask students to discuss with group members what the terms *motivate*, *compel*, and act mean in the context of this question. • Invite members from each group to share their thinking whole group. Listen for, "Motivate means inspire, encourage, cause someone to do something; compel means to urge, make someone do something; act in this context means take action, do something, accomplish a goal." • Explain to students that they will have an opportunity to closely analyze opinion speeches during the next three lessons in order to better understand how to craft an opinion speech about how the U.S. should prioritize aid to communities struck by a natural disaster.	
B. Introduce Learning Targets (2 minutes) • Direct student attention to the posted learning targets and read them aloud: * "I can summarize the introduction of the speech given by Adora Svitak." * "I can identify criteria for the introduction of an opinion speech." * "With peers, I can write an introduction for an opinion speech about prioritizing aid after an earthquake." • Cold call students to share out what they recall about the key words in these targets *summarize* (give a brief explanation of the main ideas; sum up; review the main ideas and details), *introduction* (opening; beginning), *speech* (oral presentation, talk delivered to an audience), *identify* (recognize, determine), *criteria* (measure, standard), *opinion* (belief; judgment), *prioritizing* (rank according to importance), and *aid* (help; assistance; support).	

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Work Time	Meeting Students' Needs

A. Determining the Gist and Identifying the Criteria for the Introduction to an Opinion Speech: Adora Svitak's TED Talk (15 minutes)
• Ask students to take out their student journals and say something like, "A speech is structured in the same way that many essays are. It has an introduction, body, and conclusion."
• Tell students they will now watch the introduction of the **Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk**, which is an exemplar opinion speech given by a young person that *motivates* and *compels* people to *act*. While watching, they should focus on determining the gist.
• Explain to students that TED is an acronym for Technology, Entertainment and Design. Talks given at TED conferences by innovators in these three fields are recorded and shared with the world with the tag line, "ideas worth spreading".
• Play the introduction portion of the Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00-1:28)
• Give students 2 minutes to discuss in their regular small groups:
  * "What is the gist of Adora Svitak's introduction?"
• Cold call 1-2 students to share out. Listen for, "Kids should not be called childish, irrational or irresponsible just because they are kids; adults have done childish or irrational things; kids have done a lot of great things to improve the world."
• Tell students to record the gist on a blank page in their student journals.
• Draw students' attention to the new **Criteria for an Opinion Speech anchor chart**.
• Tell students they will view the introduction of Adora Svitak's speech again to determine criteria for a high quality opinion speech introduction."
• Then, list and ask students to write the following key terms in the glossary of their journal*: childish, irrational, irresponsible, behavior, bothers, abolish, discriminatory*.
• Ask students to consider the following during this second listen:
  * "What is Adora Svitak's opinion?"
  * "What types of words or phrases does Adora Svitak use to express her opinion?"
  * "How does Adora Svitak use the key words (now listed in their journals) in her introduction?"
	• Students that struggle with auditory learning may need to have the video played more than once before discussing the gist.
	• Display the key words vocabulary for students to reference while they listen to the speech.
	• Display the instructions of what to do while watching the introduction for student reference.
	• Consider pacing the questions and discussions in groups to allow for students to discuss and share out about each one at a time.
	• Consider giving students that struggle with locating information in a lot of text, a Transcript with the line already drawn.
	• Provide a task card for groups with the instructions for identifying high quality criteria in a speech introduction.

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Work Time (continued)	Meeting Students' Needs

• Emphasize that the goal is not for them to determine the meaning of these terms but to focus on how the speaker uses them to emphasize her opinion.
• Replay the Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00-1:28).
• Give students 4-5 minutes to discuss Adora's opinion and how she uses key terms in her introduction.
• Cold call members from each group to share out. Listen for, "Adora's opinion is that kids should not be called childish just because they are not adults; we should abolish the word childish; the words and phrases she uses to express her opinion include judgment words like 'should,' 'bothers (me),' 'discriminatory (word)'; she repeats or emphasizes key words related to her opinion such as 'childish,' 'irrational,' 'adults,' 'behavior."
• Refocus student attention on the Criteria for an Opinion Speech anchor chart. Ask students to discuss with group members:
  * "What makes this speaker's introduction compelling?"
  * "What criteria should be included in a high quality introduction of an opinion speech?"
• Invite members from each group to share out. If students do not mention the **Criteria for an Opinion Speech anchor chart (criteria and examples, for teacher reference)**, add these criteria to the anchor chart.	

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Work Time (continued)	Meeting Students' Needs
B. Speech Introduction: Critiquing President Obama's Speech Introduction (10 minutes) • Distribute a clean version of the **Transcript: Opening Remarks by President Obama** to each student. Ask students to draw a line below the third paragraph ending, "...leading this urgent mission." • Say something like, "Now that we have determined criteria for a high quality introduction to an opinion speech, we are going to critique the introduction of President Obama's Opening Remarks in order to locate examples of these criteria in an opinion speech specifically about providing aid to a neighboring country struck by a natural disaster. This work helps to reinforce your understanding of how to infuse these elements into your own writing as you craft an opinion speech for the End of Unit 3 Assessment and Final Performance Task." • Ask students to work with group members to: 1. Review the Criteria for an Opinion Speech Introduction. 2. Read the introduction of President Obama's speech. 3. Underline words, phrases, and sentences in the introductory paragraphs that are examples of criteria listed on the anchor chart. • After 3-4 minutes, cold call members from each group to share out an example of the introduction criteria they were able to locate in President Obama's speech. • Student responses will vary. Listen for, "President Obama... – greeted the audience, – stated an opinion, such as, 'In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right,' – used key words like, "serve, generosity, contributions, relief efforts, compassion, catastrophe, service, mission,' to emphasize his point – connected to the audience with pronouns like, 'we' and phrases like 'American people,' 'Americans have always come together to lend a hand."	• Consider assigning each criteria a color and providing that color highlighter to the students to mark in their Transcript for those that are more visual learners • . Consider pacing students by setting a timer for each step of the Task Card and encouraging them to make quick decisions while listening to input from all group members .

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Work Time (continued)	Meeting Students' Needs
• Add students' responses to the examples column of the Criteria for an Opinion Speech anchor chart. If students do not mention the examples from President Obama's introduction listed on the teacher reference, add them to the anchor chart. • Leave the anchor chart with criteria and examples posted, for Work Time C.	
C. Writing an Introduction to an Opinion Speech: Shared Writing (18 minutes) • Remind students that their final performance task is to deliver a speech to their classmates in which they share an opinion about how aid should be prioritized when a neighboring country is struck by a hypothetical hurricane. • Say, "We are going to use a shared writing strategy in this and the next two lessons to practice writing each part of an opinion speech about how the U.S. should prioritize aid to a country struck by an earthquake. This shared writing experience will help you prepare for the speech you will write about how to prioritize aid after a hypothetical hurricane. Today, our focus is on writing a high quality introduction for an opinion speech." • Display the **Class Introduction to an Opinion Speech anchor chart**. • Then, help students locate the materials they will need: **Earthquake Concepts note catcher (from Unit 1, Lesson 5) and the Model Essay: "Earthquakes"** (from Unit 1, Lesson 6). • Distribute: one piece of **blank chart paper** per group and the **Introduction to an Opinion Speech task card** (one per group). • Read the task card directions aloud and clarify as needed.	

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Work Time (continued)	Meeting Students' Needs
• Invite students to take 7-8 minutes to work with group members to complete the steps on the task card. Circulate to guide and support groups. Listen in on group conversations for the following: – an attention getter in the form of a question or greeting – a general opinion with a judgment word about prioritizing aid such as, "It is important that we prioritize aid in the best, most efficient way possible...;" – a reason such as, "The earthquake caused a great deal of harm to the community, to people and the environment...;" – evidence similar to, "Many people have been injured, homes were destroyed and little fresh water or food is available..." etc. • After 7-8 minutes, invite one member from each group to post their group's speech introduction for all students to see. • Say to students, "Now we will vote as a class for the introduction to use in our class opinion speech about how aid should be prioritized after an earthquake. Remember, the introduction should include an attention getter, an opinion statement with a judgment word, and a reason with supporting evidence that includes and emphasizes key terms." • Tell students to refer to the Criteria for an Opinion Speech anchor chart, criteria and examples for an introduction, to help them make their decision. • Give each group a **sticker**. Then, invite groups to review each introduction that is posted and vote for the one they think should be the class introduction. • Once all students have voted, ask them to notice which introduction got the most votes and declare that one the class introduction. If there is a tie, then make the decision for the class. Tell students that this is the introduction about how to prioritize aid to a community after an earthquake the class will use. • Keep the introduction students vote for posted for student reference in Lessons 9-15.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Focus student attention whole group. Then ask student to turn and discuss the following with a partner: * "In your opinion, what type of aid should be the greatest priority after an earthquake and why?" • Cold call 2-3 students to share out. Listen for students to say, "Health, water and sanitation are most important because people can die from disease or lack of food and water after a disaster; livelihood and host families are most important because they help people get back to a normal life." • Then direct student attention to the posted learning targets. Read each one aloud and ask students to show a thumbs-up or thumbs-down to demonstrate their level of mastery toward each target.	• Provide a sentence starter for students that struggle with language. ("I think _____ should be provided first after and earthquake because _____.") • Refer students to the four types of aid studied in previous lessons . • Note students who show a thumbs-down for a given learning target, as they may need more support summarizing or writing an introduction to an opinion speech.

Homework	Meeting Students' Needs
• Re-read paragraphs 4-13 of the "Transcript: Opening Remarks by President Obama" starting, "This is a model that works..." and ending, "songs of faith and songs of hope • Focus on President Obama's opinion, "In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right." Text code reasons (R) and supporting evidence (E) you locate in the speech, that support this opinion.	• Provide an audio recording of President Obama's speech for students that struggle reading complex text independently . • Allow students that are visual learners to use color highlighters to mark reasons and evidence in President Obama's speech .

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 8
Supporting Materials

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Criteria for an Opinion Speech Anchor Chart:
Blank, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech…	Examples…
Introduction		
Body		
Conclusion		

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Criteria for an Opinion Speech Anchor Chart:
Criteria and Examples, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech…	Examples…
Introduction	1. Uses an "attention getter" 2. Clearly states opinion with a judgment word 3. Provides compelling reason(s) and sound evidence to support opinion. 4. Emphasizes or repeats Key words/ideas 5. Connects personally to audience	1. Asks a question; **greets audience** 2. "...we should abolish this age-discriminatory word when it comes to criticizing behavior associated with irresponsibility and irrational thinking."; "**In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right."**

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Criteria for an Opinion Speech Anchor Chart:
Criteria and Examples, for Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech…	Examples…
Introduction		3. "Every time we make irrational demands, exhibit irresponsible behavior or display any other signs of being normal American citizens, we are called childish....After all take a look at these events: Imperialism and colonization, world wars...Now what have kids done? Well, Anne Frank...Ruby Bridges...Charlie Simpson...So as, you can see evidenced by such examples, age has absolutely nothing to do with it."; **"...Americans have always come together...to save lives and to deliver relief that averts an even larger catastrophe."** 4. Childish, irrational, adults, behavior; **serve, generosity, contributions, relief efforts, compassion, catastrophe, service, mission**

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Criteria for an Opinion Speech Anchor Chart:
Criteria and Examples, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech…	Examples…
Introduction		5. Uses pronouns like 'you,' 'we'; **uses pronoun 'we' and phrases like 'American people,' 'Americans have always come together to lend a hand.'**
Body		
Conclusion		

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Class Introduction to an Opinion Speech Anchor Chart:
Blank for Teacher Reference

Introduction:

Attention Getter:

Opinion Statement:

Reason:

Evidence:

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Introduction to an Opinion Speech task card

Choose one member of your group to record the group's attention getter, opinion, reason and evidence, on the group's blank piece of chart paper.

Refer to the Criteria for an Opinion Speech anchor chart to complete the following:

1. As a group, discuss ideas for an "attention getter" to use in the introduction. Come to *consensus* (agreement) and record ONE attention getter for your group to share with the class.

2. As a group, create ONE opinion statement about how aid should be prioritized after an earthquake destroys a community. This opinion statement may be a combination of your opinions or the group may choose to just use one group member's opinion. Remember that an opinion statement MUST have a judgment word in it. Record ONE opinion for your group to share with the class.

3. As a group, refer to the Earthquake Concepts note catcher and Model Essay "Earthquakes" to come to consensus about ONE reason and ONE piece of supporting evidence to support your group's opinion about how aid should be prioritized following an earthquake. Remember to emphasize/repeat *key words* in your reasons and evidence.

4. As a group, work to combine these ideas into a paragraph.

5. Have one person from your group post the paragraph you created, for all students to view.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 9

Speech Writing: Identifying Reasons, Evidence, and Linking Words

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain how the evidence a speaker provides supports the points they're trying to make. (SL.5.3) I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) b. I can identify reasons that support my opinion. c. I can use linking words to connect my opinion and reasons	
Supporting Learning Targets	**Ongoing Assessment**
• I can explain how the evidence provided by Adora Svitak and President Obama support their opinions. • With peers, I can identify linking words and phrases in President Obama's speech that connect his opinion, reasons, and evidence. • With peers, I can write the body for an opinion speech about prioritizing aid after an earthquake.	• Transcript: Opening Remarks by President Obama (with text-coding, from homework) • President Obama Reasons and Evidence Sorting task card • Shared Writing Body Paragraphs

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Writer (5 minutes) B. Introducing Learning Targets (3 minutes) 2. Work Time A. Identifying Criteria for the Body of an Opinion Speech: Adora Svitak's TED Talk (12 minutes) B. Matching Reasons, Supporting Evidence, Linking Words and Phrases (15 minutes) C. Planning the Body of an Opinion Speech: Reasons, Evidence, and Linking Words (20 minutes) 3. Closing and Assessment A. Debrief and Reviewing Learning Targets (5 minutes 4. Homework A. Write the following vocabulary words/phrases in the glossary of your student journal. For each word/phrase, write a synonym and draw a visual to help you remember what the word/phrase means: *explain, aid, body (of a speech), support, on the other hand, indeed, then again.* B. Continue reading your independent reading book.	• In this lesson, students focus on identifying reasons, evidence, and linking words or phrases that support the opinion expressed in the introduction of a speech. To practice this skill, they listen to a part of the body of the Video: Adora Svitak's "What Adults Can Learn from Kids" TED Talk (1:28–3:15) three times. After the first two views, students identify reasons and evidence Adora uses to support her opinion. During the third viewing, students identify linking words and phrases Adora Svitak uses to connect her opinion, reasons, and evidence. Students add their findings to the Criteria for an Opinion Speech anchor chart and Linking Words anchor chart respectively (from Module 3A or 3B). Note that students are not given a typed transcript of the Adora Svitak video. In order to meet the criteria of SL.5.3, students must be able to listen for details rather than read. • Following this, students work with portions of Transcript: Opening Remarks by President Obama to reinforce their understanding of how reasons, evidence, and linking words or phrases support a speaker's opinion. • From here, students put their learning into action by working in their regular small groups to craft a body paragraph for the class's shared writing piece. As in Lesson 8, students assess each group's paragraph and vote on the strongest one to be included in the class example. • Keep the body paragraph students choose as the strongest, as this will be referenced in Lessons 10–15. • In advance: • Ensure the technology used to view Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk is functioning. • Create a Class Body of an Opinion Speech anchor chart (see supporting materials). • Review: Four Corners protocol and Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; Four Corners sheets; Criteria for an Opinion Speech anchor chart; Linking Words anchor chart; Class Body of an Opinion Speech anchor chart.

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Lesson Vocabulary	Materials
explain, reasons, evidence, opinion, aid, body (of a speech), identifying, support, linking words	• Journals • Four Corners sheets (one for each corner/area of the room) • Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (1:28–3:15) • Computer, LCD projector, and speakers • Criteria for an Opinion Speech anchor chart (begun in Lesson 8) • Criteria for an Opinion Speech anchor chart (Criteria and Examples, for teacher reference) • Linking Words anchor chart (begun in Module 2A or 2B) • President Obama Reasons and Evidence Sorting task card (one per student) • President Obama Reasons and Evidence Sorting task card (answers, for teacher reference) • Earthquake Concepts note-catcher (from Unit 1, Lesson 5) • Model essay: "Earthquakes" (from Unit 1, Lesson 6) • Body of an Opinion Speech task card (one per group) • Chart paper (one piece per group) • Class Body of an Opinion Speech anchor chart (new; teacher-created; see supporting materials) • Stickers (one per group)

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Writer (5 minutes)
• Ask students to take out their **journals** and Transcript: Opening Remarks by President Obama that they text-coded for homework and join their regular small groups.
• Invite students to share the reasons and evidence they text-coded with a partner in their group.
• Cold call one or two students to share out.
• Say: "Today we will continue to think about how to craft an opinion speech that motivates and compels people to act by focusing on adding reasons and evidence to the body of our shared class speech. We will, again, work with President Obama's speech to do this."
• Remind students of their new guiding question for the unit:
  * "How do speeches motivate and compel people to act?"
• Review directions for the Four Corners protocol with students. Read aloud the four choices on the **Four Corners sheets** that students may choose from. Ask students:
  * "How should U.S. humanitarian aid organizations prioritize assistance to a neighboring country when a natural disaster strikes?"
  * "Which one of these types of aid is the most important?"
• Invite students to choose and stand in one of the four corners.
• Ask them to discuss with others who chose that same type of aid:
  * "Why is this type of aid most important?"
• Cold call members from each group to share out.
	• Post directions for Four Corners protocol.

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Opening (opening)	Meeting Students' Needs
B. Introducing Learning Targets (3 minutes) • Direct students' attention to the posted learning targets and read them aloud: * "I can explain how the evidence provided by Adora Svitak and President Obama supports their opinions." * "With peers, I can identify linking words and phrases in President Obama's speech that connect his opinion, reasons, and evidence." * "With peers, I can write the body for an opinion speech about prioritizing aid after an earthquake." • Cold call students to share out the meaning of key words from these targets: *explain*—give details, clarify, describe *reasons*—why I believe the opinion *evidence*—facts, information *opinion*—what I believe; contains a judgment word *aid*—help, assistance, support *body* (of a speech)—main part of a written piece *identifying*—recognizing, finding *support*—prove, strengthen *linking words*—connecting words or phrases; transition words or phrases • As time allows, cold call students to restate each target in their own words.	• To support ELL students, consider allowing students to work in pairs or small groups and share out as a group .

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Work Time	Meeting Students' Needs
A. Identifying Criteria for the Body of an Opinion Speech: Adora Svitak's TED Talk (12 minutes) • Be sure students have access to their journals. Say: "Yesterday, we discussed the structure of an opinion speech and criteria for a high-quality introduction. Remember that an opinion speech contains an introduction, body, and conclusion. Today, we will watch another section of the **Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (1:28–3:15)** in order to identify criteria for the body of a high-quality opinion speech." • Make sure a computer, **LCD projector, and speakers** are ready to show the video. • Ask students to turn to the page where they recorded the gist of Adora Svitak's introduction in their journals. Remind students that the gist is also Adora's opinion. • Ask for a volunteer to read his or her gist aloud to the group. Listen for: "Kids should not be called childish, irrational, or irresponsible just because they are kids; adults have done childish or irrational things; kids have done a lot of great things to improve the world." • Focus students' attention on the "body" row of the **Criteria for an Opinion Speech anchor chart.** • Ask students to think about the opinion pieces they wrote in Module 3, then discuss in their regular small group: * "How does an author support his or her opinion in the body of a written piece?" • Ask for volunteers from each group to share out their recollections. Listen for: "They use reasons to explain why they believe the opinion; they provide evidence to support each reason; they use linking words and phrases to connect the opinion to the reasons and evidence." • Add "reasons," "evidence," and "linking words" to the body section of the Criteria for an Opinion Speech anchor chart (see **Criteria for an Opinion Speech anchor chart, Criteria and Examples, for teacher reference**.) • Tell students they will view and listen to the body section of Adora Svitak's speech twice in order to identify the reasons and evidence she uses to support her opinion. • Play the body portion of the Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (1:28–3:15). Ask students to discuss with group members reasons and evidence they heard Adora use.	• To support ELL students, consider allowing students to work in pairs or small groups and share out as a group. • Students who struggle with auditory learning may benefit from listening to and viewing the video clip multiple times before identifying reasons or evidence Adora uses to support her opinion . • Provide a transcript of the video only for those students who have an IEP or other learning plan that indicates they are not able to access information that is presented orally.

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Work Time (continued)	Meeting Students' Needs
• Play the body portion again. Then, give students 2 minutes to discuss any new reasons or evidence they heard the second time around: * "What reason(s) did Adora use to support her opinion?" * "What evidence did Adora provide to support her reason(s)?" • Cold call students to share out. Listen for: – • "One reason she provides is 'certain types of irrational thinking are what the world needs,' which she supports with evidence such as: • 'Kids aren't hampered as much as adults when it comes to thinking about reasons why not to do things' • 'Kids are full of hopeful thinking, kids still dream about perfection.' – "A reason she gives is that kids' imaginations push the boundaries of possibility,' which she supports with evidence like: • 'Artists said they got some of their best ideas from kids because kids don't think about limitations or how hard something can be.' • 'Kids just think about good ideas.'" • Add students' ideas to the example column of the Criteria for an Opinion Speech anchor chart. • Next, display the **Linking Words anchor chart**. Briefly review the words and phrases listed with students. • Say: "Now we'll watch the body section of Adora's Svitak's Ted Talk a third time. During this viewing, pay close attention to the linking words and phrases she uses to connect her reasons and evidence to her opinion." • Play the body portion of Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (1:28–3:15) for a third time. • Give students 1 minute to share with group members the linking words and phrases they heard.	

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Work Time (continued)	Meeting Students' Needs
• Cold call students from each group to share out whole group. Add students' ideas to the Linking Words anchor chart if not already listed. Listen for : – Then again – Maybe you – Like – How many of you – Sometimes – Because – Then – On the other hand – In many ways – Now • Help students synthesize their thinking by providing an opportunity to transition from focusing on more discrete mechanics of speech writing to more abstract concepts of generating a compelling message. • Ask students to review the examples of reasons, evidence, and linking words they identified. Then, invite students to discuss the following in their groups: * "What makes the body of Adora Svitak's opinion speech compelling?" • Invite two or three students to share their ideas. Listen for: "She compares kids to adults, how kids' thinking is different or more creative because they aren't hampered by reasons not to try new things; she provides specific examples, evidence related to what adults have learned from kids; she links her ideas together with words and phrases that transition smoothly from one idea to the next and clearly signal the differences between the ways adults and kids think."	•

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Work Time (continued)	Meeting Students' Needs
B. Matching Reasons, Supporting Evidence, Linking Words and Phrases (15 minutes) • Say something like: "We just viewed a small part of Adora Svitak's speech in order to determine criteria for the body of an opinion speech, as well as to analyze how her reasons, evidence, and linking words or phrases are compelling. Now we will work with selections from President Obama's speech to reinforce our understanding of the criteria we identified." • Distribute the **President Obama Reasons and Evidence Sorting task card** to each student. Read the directions aloud to students and invite them to work with their groups. Circulate to support. • After 7 to 8 minutes, cold call students from each group to share out their answers and explain why they chose each piece of evidence to support each reason. **See President Obama Reasons and Evidence Sorting Task (answers, for teacher reference)** for possible answers. • Remind students that different reasons and evidence can be used to support an opinion. However, they must ensure that there is a clear link between the opinion, each reason, and the evidence used to support it. • Redirect students' attention the Linking Words anchor chart. • Give students 2 to 3 minutes to work with group members to review the reasons and evidence on their President Obama Reasons and Evidence Sorting task cards and identify the linking words or phrases that President Obama uses in those excerpts. • Cold call members from each group to share out the linking words and phrases the president uses to connect his ideas logically. Listen for: – Here at home – Because – By coming together in this way – Indeed • Add student responses to the Linking Words anchor chart if not already listed.	• Provide a transcript with the line already drawn for students who struggle to locate information in a lot of text . • Consider having fast finishers add the examples from President Obama's speech to the Criteria for an Opinion Speech anchor chart.

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Work Time (continued)	Meeting Students' Needs
C. Planning the Body of an Opinion Speech: Reasons, Evidence, and Linking Words (20 minutes) • Remind students that the final performance task involves delivering an opinion speech about how aid should be prioritized when a neighboring country is struck by a hypothetical hurricane. • Say something like: "During the previous lesson, you worked in groups to write an introduction to our shared opinion speech. Then you used the Criteria for an Opinion Speech anchor chart to vote for the strongest introduction. Today we will craft the body of our class opinion speech about how aid should be prioritized after an earthquake. The body section of our class speech should clearly connect the opinion from our introduction to reasons and supporting evidence that explain the four types of aid, prioritized from most important to least important. The body should also include linking words and phrases that create smooth transitions between ideas. Today you will use the same process as in the previous lesson to plan the body of our shared opinion speech. Then you will select the strongest body paragraph for our shared opinion speech." • Read aloud the introduction the class chose in Lesson 8. If time permits, revisit the criteria of a high-quality introduction of an opinion speech. • Ask students to take out the materials they will need for the next portion of this lesson: **Earthquake Concepts note-catcher and model essay: "Earthquakes."** • Distribute a **Body of an Opinion Speech task card** and one piece of **chart paper** to each group. Display the **Class Body of an Opinion Speech anchor chart.** • Read the task card directions aloud. Give students 10 to 12 minutes to complete these tasks, and circulate to support. Listen for students to: – Rank order of the four types of aid from most important to least important. – Provide reasons that explain why each type of aid should be most important, second most important, third most important, and least important. – Support each reason with evidence (facts, information, details). – Use linking words and phrases between the opinion, reasons, and evidence. • Refocus students whole group. Ask each group to display their body paragraphs for all students to view.	• Leave the Criteria for an Opinion Speech and Linking Words anchor charts posted for student reference during Work Time C.

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Work Time (continued)	Meeting Students' Needs
• Give each group one **sticker**. Then invite each group to review each group's body paragraphs and vote for the one they think should be used for the class opinion speech. • Remind students to refer to the body row of the Criteria for an Opinion Speech anchor chart to help them make their decision. • Once all students have voted, ask them to notice which group received the most votes and declare that one the body paragraph for the class opinion speech. If there is a tie, then make the decision for the class.	• Consider pacing students by setting a timer for each step of the task card and encouraging them to make quick decisions while listening to input from all group members .

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Closing and Assessment	Meeting Students' Needs

A. Debrief and Reviewing Learning Targets (5 minutes)
• Refocus students' attention whole group. Ask them to discuss the following with a partner:
  * "How are reasons and evidence different? Explain and provide an example."
• Cold call on one to two students to share out. Listen for ideas such as: "Reasons are *why* you believe your opinion and *evidence* are facts and information that support your reason. For example, water sanitation efforts keep people from getting sick and dying from preventable causes after the disaster (reason). The Red Cross can prevent outbreaks of diseases passed through the water supply like cholera (evidence)."
• Direct students' attention to the posted learning targets and read each one aloud.
• Ask students to indicate the target they felt most successful with using a **Fist to Five**. Cold call students to share their reasons for their perceived success.
• If time permits, ask students to indicate which target caused them to work the hardest. Cold call students to share out the reasons for their struggle(s). Push students to say more than "because it was easy" or "because it was hard."
• Ask probing questions such as:
  * "Which part of the target(s) was most difficult for you (e.g., 'identifying,' 'explaining,' 'supporting reasons with evidence,' 'working with peers,' 'prioritizing') and why?"
  * "What strategies helped you overcome your struggle(s) (e.g., 'discussing ideas with peers,' 'listening and viewing the video more than once'), and how did they help you?"
• Listen for students to share details like: "It was difficult for me to explain how Adora supported her reasons because she speaks quickly" or "linking words are easy for me to identify, but difficult to explain how they link ideas together because they are used throughout the speech, either at the beginning or in the middle of a sentence."
	• Display or distribute the informal definitions of these words for student reference. (reasons—why you believe what you do; evidence—facts and examples to support your reasons)
	• Consider posting a sentence starter to support ELL students, "reasons and evidence are different because ... an example of a reason is ... an example of evidence is ..."

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Homework	Meeting Students' Needs
• Write the following vocabulary words/phrases in the glossary of your student journal. For each word/phrase, write a synonym and draw a visual to help you remember what the word/phrase means: *explain, aid, body* (of a speech), *support, on the other hand, indeed, then again*. • Continue reading your independent reading book. Look for examples of linking words or phrases to add to the Linking Words anchor chart.	• Provide an audio recording of students' independent reading book for those who struggle reading complex text. • Consider narrowing the list of vocabulary words to three to four words for students who struggle with language.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 9
Supporting Materials

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Four Corner Sheets

The MOST important type of aid to provide after a natural disaster is

Transitional and Permanent Homes

The MOST important type of aid to provide after a natural disaster is

Health, Water, and Sanitation

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Four Corner Sheets

The MOST important type of aid to provide after a natural disaster is

Disaster Risk Reduction

The MOST important type of aid to provide after a natural disaster is

Livelihood and Host Families

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Criteria for an Opinion Speech Anchor Chart

Criteria and Examples

For Teacher Reference

*Adora Svitak "Examples of criteria ..." are in plain type.
*President Obama "Examples of criteria ..." are in **bold** type.

Structure of an Opinion Speech	Criteria for each part of an opinion speech …	Examples of criteria …
Introduction	1. Uses an "attention getter." 2. Clearly states opinion with a judgment word. 3. Provides compelling reason(s) and sound evidence to support opinion.	1. Asks a question (Adora Svitak); **greets audience (President Obama)**. 2. "... we should abolish this age-discriminatory word when it comes to criticizing behavior associated with irresponsibility and irrational thinking." (Adora Svitak); **"In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right" (President Obama)**. 3. "Every time we make irrational demands, exhibit irresponsible behavior or display any other signs of being normal American citizens, we are called childish .... After all, take a look at these events: imperialism and colonization, world wars ... now what have kids done? Well, Anne Frank ... Ruby Bridges ... Charlie Simpson ... So as you can see evidenced by such examples, age has absolutely nothing to do with it." (Adora Svitak); **"... Americans have always come together ... to save lives and to deliver relief that averts an even larger catastrophe" (President Obama)**.

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Criteria for an Opinion Speech Anchor Chart
(Answers, For Teacher Reference)

Structure of an Opinion Speech	Criteria for each part of an opinion speech …	Examples of criteria …
Introduction	4. Emphasizes or repeats key words/ideas. 5. Connects personally to audience.	4. Childish, irrational, adults, behavior; serve, generosity, contributions, relief efforts, compassion, catastrophe, service, mission. 5. Uses pronouns like "you," "we" (Adora Svitak); **uses pronoun "we" and phrases like "American people," "Americans have always come together to lend a hand" (President Obama).**
Body	1. Reasons that support the opinion (explain "why" you believe the opinion). 2. Evidence that supports each reason (facts, information, details).	1. "Certain types of irrational thinking are what the world needs, kids' imagination pushes the boundaries of possibility" (Adora Svitak); **"Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us" (President Obama).** 2. "… kids aren't hampered as much as adults when it comes to thinking about reasons why not to do things, kids are full of hopeful thinking, kids still dream about perfection, artists said they got some of their best ideas from kids because kids don't think about limitations or how hard something can be, kids just think about good ideas" (Adora Svitak); "**Indeed, those wrenching scenes of devastation remind us not only of our common humanity but also of our common responsibilities" (President Obama).**

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Criteria for an Opinion Speech Anchor Chart
(Answers, For Teacher Reference)

Structure of an Opinion Speech	Criteria for each part of an opinion speech …	Examples of criteria …
	3. Linking words and phrases.	3. *Add examples to the Linking Words anchor chart, for students' ongoing reference.
Conclusion		

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President Obama Reasons and Evidence:
Sorting Task Card

Name:

Date:

1. Review President Obama's opinion:

   "In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right."

2. With group members, read "Reason #1" and review the four examples of evidence: "a," "b," "c," and "d."
3. With group members, discuss which TWO pieces of evidence best support "Reason #1" and record the letters ("a," "b," "c," or "d") on the lines next to "Evidence to support Reason #1."
4. Repeat Steps 2 and 3 for "Reason #2."
5. Be prepared to share your thinking with the class.

Reason #1: "Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us."

Evidence to support Reason #1 _____

Evidence to support Reason #1 _____

Reason #2: "And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world: In these difficult hours, America stands united."

Evidence to support Reason #2 _____

Evidence to support Reason #2 _____

EVIDENCE:

a. We stand united with the people of Haiti, who have shown such incredible resilience.
b. This time of suffering can and must be a time of compassion.
c. Indeed, those wrenching scenes of devastation remind us not only of our common humanity but also of our common responsibilities.
d. We will help the people of Haiti to rebuild and recover.

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President Obama Reasons and Evidence:
Sorting Task Card
(Answers, for Teacher Reference)

1. Review President Obama's opinion:

   "In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right."

2. With group members, read "Reason #1" and review the four examples of evidence: "a," "b," "c," and "d."
3. With group members, discuss which TWO pieces of evidence best support "Reason #1" and record the letters ("a," "b," "c," or "d") on the lines next to "Evidence to support Reason #1."
4. Repeat Steps 2 and 3 for "Reason #2."
5. Be prepared to share your thinking with the class.

Reason #1: "Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us."

Evidence to support Reason #1 ____c____

Evidence to support Reason #1 ____b____

Reason #2: "And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world: In these difficult hours, America stands united."

Evidence to support Reason #2 ____a____

Evidence to support Reason #2 ____d____

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Class Body of an Opinion Speech Anchor Chart

For Teacher Reference

Reason: The most important type of aid to provide is ... because ...

Evidence: _____

Evidence: _____

Reason: The second most important type of aid to provide is ... because ...

Evidence: _____

Evidence: _____

Reason: The third most important type of aid to provide is ... because ...

Evidence: _____

Evidence: _____

Reason: The least important type of aid to provide is ... because ...

Evidence: _____

Evidence: _____

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Body of an Opinion Speech Task Card

As a group, take approximately 10 to 12 minutes to do the following:

1. Refer to the Class Introduction to an Opinion anchor chart to review the class opinion established in Lesson 8.

2. Briefly discuss what you recall about the four types of aid:
   a. Livelihood and Host Families
   b. Disaster Risk Reduction
   c. Health, Water, and Sanitation
   d. Transition and Permanent Homes

3. Discuss how to rank order the four types of disaster relief aid from most important to least important and why you ranked them the way you did.

4. On your own, review the Earthquake Concepts note-catcher and model essay: "Earthquakes" from Unit 1 and underline evidence that support the group's opinion and reasons for prioritizing each type of aid from most to least important.

5. After hearing from every member of the group, determine two pieces of evidence to support each reason for prioritizing aid from most to least important.

6. Record the reasons and evidence in order of priority onto your group chart (use the same format as the Class Body of an Opinion Speech anchor chart)

7. Be ready to share with the whole class.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 10

Speech Writing: Identifying Criteria for a High Quality Conclusion

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can summarize the points a speaker provides. (SL.5.3) I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own clearly. (SL.5.1) d. I can review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) d. I can construct a concluding statement or section for my opinion piece.

Supporting Learning Targets	Ongoing Assessment
• I can summarize the speech given by Adora Svitak. • I can identify criteria for the conclusion of an opinion speech. • With peers, I can write a conclusion for the class opinion speech about prioritizing aid following an earthquake.	• Vocabulary glossaries in student journals • Shared Writing Conclusion paragraphs

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Writer (8 minutes B. Introducing Learning Targets (3 minutes) 2. Work Time A. Summarizing a Speech and Criteria for an Opinion Speech Conclusion: Adora Svitak's TED Talk (20 minutes) B. Speech Conclusion: Critiquing President Obama's Speech Conclusion (10 minutes) C. Shared Writing: Conclusion (15 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework A. Complete Lesson 10 task card: Mechanics.	• This lesson follows a similar pattern to Lessons 8 and 9. • In this lesson, students listen to the introduction, body, and conclusion of Adora Svitak's TED Talk, "What Adults Can Learn from Kids" three times. During the first listen, students summarize the introduction, body, and conclusion. On the second and third listens, students identify criteria and examples of a high-quality conclusion in an opinion speech. • Following this, students work with portions of Transcript: Closing Remarks by President Obama to reinforce their understanding of how compelling conclusions call listeners to action. • Students move on from these two activities to work with their regular small groups in crafting the conclusion of the class's shared writing piece. After this, they vote on the strongest conclusion to be added to their class example. • In advance: • Ensure the technology used to view Video: Adora Svitak "What Adults Can Learn From Kids" TED Talk is functioning. • Create a Class Conclusion to an Opinion Speech anchor chart (see supporting materials). • Review: Milling to Music and Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; Criteria for an Opinion Speech anchor chart.

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Lesson Vocabulary	Materials
summarize, conclusion, speech, identify, criteria, opinion, prioritizing, aid	• Journals • Linking Words anchor chart (begun in Lesson 9) • Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–3:15 and 6:00–8:02): http://www.ted.com/talks/adora_svitak.html • Computer, LCD projector, and speakers • Criteria for an Opinion Speech anchor chart (begun in Lesson 8) • Criteria for an Opinion Speech anchor chart (criteria and examples, for teacher reference) • Transcript: Closing Remarks by President Obama (one per student) • Earthquake Concepts note-catcher (from Unit 1, Lesson 5) • Model essay: "Earthquakes" (from Unit 1, Lesson 6) • Chart paper (one piece per group) • Class Conclusion to an Opinion Speech task card (one per group) • Class Conclusion to an Opinion Speech anchor chart (new; teacher-created; see supporting materials) • Class Introduction to an Opinion Speech anchor chart (begun in Lesson 8) • Class Body of an Opinion Speech anchor chart (begun in Lesson 9) • Stickers (one per group) • Lesson 10 task card: Mechanics (one per student) • Index cards (one per student)

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Writer (8 minutes)
• Ask students to take out their **journals** and turn to the linking words they identified from their independent reading book.
• Display the **Linking Words anchor chart** and briefly review the currently listed words.
• Review Milling to Music with students.
• Ask students to mill throughout the room and share with their partner:
  * "What is one new linking word or phrase you found that could be used in our opinion speech writing?"
  * "How could you use this linking word in your own speech?"
• Give students 1 to 2 minutes to share their thinking with partners.
• Then ask students to mill once again, find a new partner, and discuss another new linking word they found in their book and how they might use it in their own speech.
• Give students 1 to 2 minutes to share their ideas in pairs.
• Direct students' attention to the Linking Words anchor chart. Cold call several students to share out a linking word or phrase they heard from a partner that isn't on the chart and ideas about how they could use the linking word in their own speech. Add students' words to the chart.
• Ask students to quietly join their regular small groups.
• Remind students of the guiding question for the second half of this unit:
  * "How do speeches motivate and compel people to act?"
• Tell students they will listen to the introduction, body, and conclusion of Adora Svitak's TED Talk speech in order to both summarize and consider how this speech, as a whole, is compelling. Then they will listen to just the conclusion of the speech to determine criteria for a high-quality conclusion to an opinion speech. Lastly, they will critique President Obama's Closing Remarks before crafting a conclusion for the class opinion speech.
	• Display the directions for Milling to Music for student reference.
	• Consider briefly checking in with students who struggle with narrowing their choices to help them choose one of the linking words they'll share from homework.

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Opening (opening)	Meeting Students' Needs
• Reiterate to students that their work during the past three lessons supports their ability to identify and apply high-quality criteria to the shared class speech, but also builds their capacity to create high-quality opinion speech drafts for the End of Unit 3 Assessment.	
B. Introducing Learning Targets (2 minutes) • Direct student attention to the posted learning targets and read them aloud: * "I can summarize the conclusion of the speech given by Adora Svitak." * "I can identify criteria for the conclusion of an opinion speech." * "With peers, I can write a conclusion for the class opinion speech about prioritizing aid following an earthquake." • Cold call students to share out the meaning of key terms in the targets: summarize (give a brief explanation of the main ideas; sum up; review the main ideas and details), conclusion (ending, closing), speech (oral presentation, talk delivered to an audience), identify (recognize, determine), criteria (measure, standard), opinion (belief; judgment), prioritizing (rank according to importance), and aid (help; assistance; support). • Cold call several students to restate the learning targets in their own words.	• Display the learning targets and write student definitions or synonyms above or below the key terms. Leave them displayed for student reference.

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Work Time	Meeting Students' Needs
A. Summarizing a Speech and Criteria for an Opinion Speech Conclusion: Adora Svitak's TED Talk (20 minutes) • Say: "We've been studying Adora Svitak's TED Talk as a model of a high-quality opinion speech. Today, we are watching the introduction, body, and conclusion of her TED Talk to summarize the speech as a whole and to identify criteria for a high-quality conclusion to an opinion speech. You will watch the video three times and have a different task during each viewing. Watching it one time to summarize the main points of her speech and consider why it is compelling will free up your mind to focus on the criteria of a high-quality conclusion in subsequent viewings." • Tell students they will now watch the introduction, body, and conclusion of the **Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–3:15 and 6:00–8:02)**. During this first listen: 1. Determine what her speech is about; summarize it. 2. Decide what makes this speech compelling. • Using a **computer, LCD projector, and speakers**, play the introduction, body, and conclusion of the Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–3:15 and 6:00–8:02). • Give students 2 to 3 minutes to discuss in groups: * "What is Adora Svitak's speech mostly about?" * "What makes this speech compelling?" • Cold call members from each group to share out. Listen for: "This speech is about how adults shouldn't underestimate what kids can do; the only way kids can grow up to change the world for the better is if adults listen to them and expect to learn great things from them; this speech is compelling because she reiterates her opinion throughout in new and interesting ways; she supports her argument with reasons and sound evidence; she uses real life examples to reinforce her ideas; she links ideas together smoothly." • Have students turn to a new page in their journals and record a two-to-three-sentence summary of Adora Svitak's speech. • Direct students' attention to the "conclusion" row of the **Criteria for an Opinion Speech anchor chart**.	• Students who struggle with auditory learning may need to have the video played more than once before summarizing. • Display directions for each video viewing for student reference. • For visual learners, consider assigning each criterion a color and providing a colored highlighter to the students to mark in their transcript. • Students who struggle with auditory learning may need to have the video played multiple times or paused to think about and discuss criteria and examples with group members. • For students who have trouble listening for several criteria at once, provide them with only one criterion to listen for, ensuring that every criterion is listened for by at least a few students in the classroom.

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Work Time (continued)	Meeting Students' Needs
• Say something like: "This time we'll watch only the conclusion of Adora Svitak's speech. During this second viewing, you should: 1. "Determine criteria for a high-quality conclusion to an opinion speech." • Play the conclusion portion of the video (6:00–8:02). • Ask students to discuss in groups: * "What criteria should we add to the 'conclusion' row of the Criteria for an Opinion Speech anchor chart?" • Cold call a member from each group to share out the group's thinking. Record students' ideas on the Criteria for an Opinion Speech anchor chart. Responses will vary, but listen for comments similar to the following: – "She appreciated the audience." – "She clearly restated her opinion." – "She used a quote and a thoughtful statement to reinforce her opinion." – "She ended with a powerful remark that compels the audience to act and provides closure." • Refer to the **Criteria for an Opinion Speech anchor chart (criteria and examples, for teacher reference)** as necessary. • During the final viewing, ask students to listen for examples of conclusion criteria they just named. • Play the conclusion portion of the video (6:00–8:02) for a third time. • Give students 2 minutes to discuss in groups: * "What examples of each criterion did you hear in Adora Svitak's conclusion?"	

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Work Time (continued)	Meeting Students' Needs
• Ask each group to share out and record their ideas in the examples column of the Criteria for an Opinion Speech anchor chart. Responses will vary, but listen for comments such as the following: – "I appreciate your attention today because to show that you actually care, you listen." – "Adults and fellow Tedsters, you need to listen and learn from kids and trust us and expect more from us." – "You must lend an ear today, because we are the leaders of tomorrow." – "Kids need opportunities to lead and succeed. Are you ready to make the match?" • Refer to the Criteria for an Opinion Speech anchor chart (answers, for teacher reference) as necessary.	

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Work Time (continued)	Meeting Students' Needs
B. Speech Conclusion: Critiquing President Obama's Speech Conclusion (10 minutes) • Say something like: "We'll now look for examples of this criteria in the conclusion, or closing remarks, of President Obama's speech given after the earthquake in Haiti." • Distribute the **Transcript: Closing Remarks by President Obama** to each student. • Ask students to take 5 to 6 minutes with their regular small group members to do the following: 1. Refer to the "conclusion" row of the Criteria for an Opinion Speech anchor chart. 2. Independently read the Transcript: Closing Remarks by President Obama. 3. Independently underline words and phrases in the Transcript: Closing Remarks by President Obama that are high-quality examples of the criteria for an opinion speech conclusion. 4. Discuss the words and phrases you underline with group members. • Invite groups to share out: * "What examples of each criterion were you able to locate?" • Answers will vary, but listen for comments such as the following: – "... really what they're going to be doing is just tapping into the incredible generosity, the ingenuity, the can-do spirit of the American people in helping our neighbors in need." – "I've been in contact with President Préval. I've been talking to the folks on the ground. We are going to be making slow and steady progress ..." – "... when the news media starts seeing its attention drift to other things but there's still enormous needs on the ground ... ensure that these efforts are sustained." – Record students' ideas on the Criteria for an Opinion Speech anchor chart. See the Criteria for an Opinion Speech anchor chart (answers, for teacher reference) as necessary.	• For students who struggle with language, provide a sentence starter to support during group discussions (I heard her start her conclusion with _____; she used _____; she used words and phrases such as _____). • For students who may have difficulty remembering, consider including a task card with instructions with the Transcript: Closing Remarks by President Obama and their group members.

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Work Time (continued)	Meeting Students' Needs
C. Shared Writing: Conclusion (15 minutes) • Remind students that their final performance task is to deliver an opinion speech to their classmates about how aid should be prioritized when a neighboring country is struck by a hypothetical hurricane. • Say something like: "We have been working our way through a shared writing experience about 'How the U.S. Should Prioritize Aid to a Country Struck by an Earthquake.' We have decided on an introduction, as well as reasons and evidence for the body of our speech. Today, you'll work with your regular small groups to write a high-quality conclusion. We will use the criteria we have developed to vote on the strongest conclusion. This shared writing experience will help you prepare for the opinion speech draft you'll write for the End of Unit 3 Assessment in the next lesson." • Then, ask students to get out the materials they will need: **Earthquake Concepts note-catcher** and **model essay: "Earthquakes"** in their journals. • Distribute: one piece of **chart paper** and a **Class Conclusion to an Opinion Speech task card** to each group. Display the **Class Conclusion to an Opinion Speech anchor chart**. • Tell students that as necessary, they should refer to the **Class Introduction to an Opinion Speech anchor chart** and **Class Body of an Opinion Speech anchor chart**. • Read the task card directions aloud and clarify as necessary. Give students 6 to 7 minutes to complete these tasks, and circulate to support groups. Listen for students to: – Appreciate the audience. – Restate the opinion (from the introduction). – Use a quote or thoughtful statement to reiterate important reasons and evidence. – Close with a final remark that compels the audience to act and provides closure. • Refocus students' attention whole group. Invite one member from each group to display their group's conclusion for all students to see.	• For students who struggle with language, provide a sentence starter for support during group discussions (An example of the conclusion criteria in President Obama's speech is _____; an example of appreciation is _____; an example of a thoughtful statement is _____). • Consider pacing students by setting a timer for each step of the task card and encouraging them to make quick decisions while listening to input from all group members. • Consider assigning roles to students in groups who may have difficulty making decisions about who is going to do what.

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Work Time (continued)	Meeting Students' Needs
• Give each group one **sticker**. Then, invite them to review each group's conclusion and vote for the one they want for the class conclusion. Remind students to refer to the Criteria for an Opinion Speech Conclusion anchor chart to help them decide. • Once students have voted, ask them to notice which conclusion received the most votes and declare it the class conclusion. If there is a tie, then make the decision for the class.	

Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Ask students to turn to a neighbor to discuss: * "What is a thoughtful statement you could make to compel people to provide aid after a hurricane? Explain why your statement is compelling." • Invite a few students to share out their ideas. • Direct students' attention to the posted learning targets and read each one aloud. Ask students to use the Fist to Five checking for understanding technique demonstrate their level of mastery of each target. • Distribute the **Lesson 10 task card: Mechanics** and one **index card** to each student. • Read the directions aloud and clarify as needed.	• Display a sentence starter for students who struggle with language: "A thoughtful statement I could make to compel people to provide aid is ... It's compelling because ..." • Make a note of students who show 0, 1, or 2. They may need additional support writing a high-quality conclusion.

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Homework	Meeting Students' Needs
• Complete Lesson 10 task card: Mechanics.	• Provide an audio recording of the Transcript: Closing Remarks by President Obama for students struggling with reading complex text independently. • For students who struggle with complex text, consider asking them to look for just one or two things in the Transcript: Closing Remarks by President Obama.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 10
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Criteria for an Opinion Speech Anchor Chart

Criteria and Examples, for Teacher Reference

*Adora Svitak "Examples of criteria ..." are in plain type.
*President Obama "Examples of criteria ..." are in **bold** type.

Structure of an Opinion Speech	Criteria for each part of an opinion speech …	Examples of criteria …
Introduction	1. Uses an "attention getter." 2. Clearly states opinion with a judgment word. 3. Provides compelling reason(s) and sound evidence to support opinion.	1. Asks a question (Adora Svitak); **greets audience (President Obama)**. 2. "... we should abolish this age-discriminatory word when it comes to criticizing behavior associated with irresponsibility and irrational thinking." (Adora Svitak); **"In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right" (President Obama)**. 3. "Every time we make irrational demands, exhibit irresponsible behavior or display any other signs of being normal American citizens, we are called childish .... After all, take a look at these events: imperialism and colonization, world wars ... now what have kids done? Well, Anne Frank ... Ruby Bridges ... Charlie Simpson ... So as you can see evidenced by such examples, age has absolutely nothing to do with it." (Adora Svitak); **"... Americans have always come together ... to save lives and to deliver relief that averts an even larger catastrophe" (President Obama)**.

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Criteria for an Opinion Speech Anchor Chart

Answers, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech …	Examples of criteria …
Introduction	4. Emphasizes or repeats key words/ideas. 5. Connects personally to audience.	4. Childish, irrational, adults, behavior; serve, generosity, contributions, relief efforts, compassion, catastrophe, service, mission. 5. Uses pronouns like "you," "we" (Adora Svitak); **uses pronoun "we" and phrases like "American people," "Americans have always come together to lend a hand" (President Obama).**
Body	1. Reasons that support the opinion (explain "why" you believe the opinion). 2. Evidence that supports each reason (facts, information, details).	1. "Certain types of irrational thinking are what the world needs, kids' imagination pushes the boundaries of possibility" (Adora Svitak); **"Here at home, Presidents Bush and Clinton will help the American people to do their part, because responding to a disaster must be the work of all of us" (President Obama).** 2. "… kids aren't hampered as much as adults when it comes to thinking about reasons why not to do things, kids are full of hopeful thinking, kids still dream about perfection, artists said they got some of their best ideas from kids because kids don't think about limitations or how hard something can be, kids just think about good ideas" (Adora Svitak); "**Indeed, those wrenching scenes of devastation remind us not only of our common humanity but also of our common responsibilities" (President Obama).**

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Criteria for an Opinion Speech Anchor Chart

Answers, For Teacher Reference

Structure of an Opinion Speech	Criteria for each part of an opinion speech …	Examples of criteria …
	3. Linking words and phrases.	3. *Add examples to the Linking Words anchor chart, for students' ongoing reference.
Conclusion		

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Class Conclusion to an Opinion Speech Anchor Chart

For Teacher Reference

Name:

Date:

Conclusion:

Audience appreciation:

Clear restatement of the opinion:

Quote or thoughtful statement to reiterate important reasons and evidence:

Closing remark that compels people to act and provides closure:

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Transcript: Closing Remarks by President Obama after the 2010 Haiti Earthquake

Name:

Date:

Excerpt from "Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti" (January 16, 2010)

President Obama:

Well, these gentlemen are going to do an extraordinary job, but really what they're going to be doing is just tapping into the incredible generosity, the ingenuity, the can-do spirit of the American people in helping our neighbors in need. So I want to thank each of them not only for being here today but what I know is going to be an extraordinary effort.

I want to make sure that everybody got that website one more time. Obviously we're just standing it up, but it will immediately give people a means to contact our offices—www.clintonbushhaitifund.org.

And I just want to amplify one thing that was said. We were talking in the back. In any extraordinary catastrophe like this, the first several weeks are just going to involve getting immediate relief on the ground. And there are going to be some tough days over the next several days. People are still trying to figure out how to organize themselves. There's going to be fear, anxiety, a sense of desperation in some cases.

I've been in contact with President Préval. I've been talking to the folks on the ground. We are going to be making slow and steady progress, and the key now is to—for everybody in Haiti to understand that there is going to be sustained help on the way.

But what these gentlemen are going to be able to do is when the news media starts seeing its attention drift to other things but there's still enormous needs on the ground, these two gentlemen of extraordinary stature I think are going to be able to help ensure that these efforts are sustained. And that's why it's so important and that's why I'm so grateful that they agreed to do it.

Thank you, gentlemen.

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Class Conclusion to an Opinion Speech Task Card

Choose one member of your group to record the group's conclusion on the chart paper.
Refer to the Criteria for an Opinion Speech anchor chart to complete the following:

1. With group members, discuss ideas for an "appreciation of the audience" to use in the conclusion. Come to consensus (agreement) and record ONE appreciation for your group to share with the class.

2. With group members, refer to the Class Introduction to an Opinion Speech anchor chart, then work together to restate the class opinion statement about how aid should be prioritized after an earthquake destroys a community.

3. With group members, refer to the Class Body of an Opinion Speech anchor chart to determine ONE quote or thoughtful statement that reiterates important reasons and evidence.

4. With group members, discuss ideas for a strong final statement that will compel your audience to act and provide closure. Come to consensus and record ONE final statement.

5. Work as a team to combine these ideas into a paragraph.

6. Have one person from your group display the conclusion you decided on so everyone in the class can see it.

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Lesson 10 Task Card:
Mechanics

Name:

Date:

Reread the Transcripts: President Obama's Opening Remarks and Closing Remarks.
As you read, try to locate examples of the following:

- Punctuation that separates items in a series (*e.g., We bought apples, oranges, grapes, and pears at the market*).
- A comma that separates an introduction/transition word or phrase from the rest of the sentence (*e.g., Therefore, we must act now*).
- Use of a comma to indicate direct address (*e.g., Is that you, Steve?*).
- Use of <u>underlining</u>, quotation marks, or *italics* to indicate titles of websites or texts.

Record each example you can locate onto your index card.
Be prepared to share and explain your examples during homework review in the next lesson.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 11

End of Unit 3 Assessment: Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?

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GRADE 5: MODULE 4: UNIT 3: LESSON 11

End of Unit 3 Assessment:

Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) a. I can introduce the topic of my opinion piece. a. I can create an organizational structure in which I group together related ideas. b. I can identify reasons that support my opinion. c. I can use linking words to connect my opinion and reasons. d. I can construct a concluding statement or section for my opinion piece. I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2) a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. d. Use underlining, quotation marks, or italics to indicate titles of works.

Supporting Learning Targets	Ongoing Assessment
• I can write a draft of my opinion speech about how aid should be prioritized after a hurricane strikes a neighboring country. • I can accurately use conventions in the draft of my opinion speech. • I can reflect on my learning about how to write an opinion speech.	• Lesson 10 task card: Mechanics and index card • End of Unit 3 Assessment: Draft Opinion Speech • Tracking My Progress: End of Unit 3 recording form

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End of Unit 3 Assessment:

Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?

Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Writer (7 minutes) B. Introducing Learning Targets (3 minutes) 2. Work Time A. Review Language Conventions (10 minutes) B. End of Unit 3 Assessment (25 minutes) C. Tracking My Progress (10 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework	• In this lesson, students complete the End of Unit 3 Assessment, creating their best draft of a high-quality opinion speech. • During the Mid-Unit 3 Assessment (in Lessons 6–7), students created an outline for their speeches and recorded their initial thinking for each part of the opinion speech (introduction, body, conclusion). In Lessons 8–10, students identified criteria for a high-quality opinion speech and participated in a shared writing experience to practice crafting a high-quality opinion speech. This preliminary planning and group writing served as a scaffold for students to independently draft an opinion speech about how to prioritize aid to Mexico following a hypothetical hurricane. • During Lessons 12–15, students will revise and practice their speeches before delivering the final and best version in small groups for the final performance task in Lesson 16. • If possible, use the Drafting an Opinion Speech: Assessment Rubric to grade students' speeches before Lesson 12. If that is not feasible, consider: • A) Photocopying students' speeches, so you can return their originals in Lesson 12 and keep the photocopied versions to score as time permits; • B) Skimming students' speeches to provide one piece of specific positive feedback—based on one focus area of the rubric—and one specific suggestion they should focus on when revising. • Review: Give One, Get One protocol (see Appendix). • In advance: Gather the following anchor charts for display: Linking Words anchor chart, Criteria for an Opinion Speech anchor chart, Class Introduction to an Opinion Speech anchor chart, Class Body of an Opinion Speech anchor chart, and Class Conclusion to an Opinion Speech anchor chart. • Post: Learning targets.

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Lesson Vocabulary	Materials
draft, opinion, speech, aid, prioritized, strikes, neighboring, accurately, conventions, reflect	• Examples of Punctuation Used Accurately (one to display) • Examples of Punctuation Used Accurately (answers, for teacher reference) • Linking Words anchor chart (begun in Lesson 8) • Criteria for an Opinion Speech anchor chart (begun in Lesson 8) • Class Introduction to an Opinion Speech anchor chart (begun in Lesson 8) • Class Body of an Opinion Speech anchor chart (begun in Lesson 9) • Class Conclusion to an Opinion Speech anchor chart (begun in Lesson 10) • End of Unit 3 Assessment: Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? (one per student) • Drafting an Opinion Speech: Assessment Rubric (one per student) • Lined paper (two to three sheets per student) • "Characteristics of Multinational Companies (MNCs)" (from Lesson 3) • "The Red Cross: Disaster Relief" (from Lesson 4) • "Haiti Earthquake One-Year Report" (from Lesson 5) • Mid-Unit 3 Assessment, Part II (from Lesson 7) • Tracking My Progress: End of Unit 3 recording form (one per student)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Writer (7 minutes) • Ask students to take out their Lesson 10 task card: Mechanics and accompanying index card. • Explain the Give One, Get One protocol to students. • Specify how they will use the protocol today, saying something like: "For homework, you gathered a variety of examples that demonstrate the correct use of punctuation in a written speech and the titles of websites or texts. The more you see conventions of standard English used accurately, the better you can apply those skills in your own opinion speech." – Facilitate the Give One, Get One protocol: – Invite students to mingle with peers. – After about 30 seconds, call out: "GIVE ONE to a partner." – Give students 1 minute to share or "give" their index card to their partner, so each person "gives one" and "gets one." • Then, ask pairs to discuss: * "What are the similarities and differences between the examples you each recorded?" * "Which are the strongest examples of punctuation used accurately? Explain your thinking." • Invite two to three pairs to share their thinking with the group. • Resume Give One, Get One. Once students have shared their index cards with a new partner, pose the following questions they can discuss: * "What are the similarities and differences between the examples on each card?" * "Which are the strongest examples of punctuation used accurately? Explain your thinking." • Cold call a few pairs to share out. Ask students to quietly return to their seats.	• Consider displaying directions for the Give One, Get One protocol to support students who have trouble processing auditory directions. • Consider giving students who struggle with language a sentence starter for responses to questions during the Give One, Get One protocol ("Our examples are the same in that _____; our examples are different because _____; this is a strong example because _____") . • Write synonyms or draw visuals for each of the key academic vocabulary from the learning targets next to the words so students can refer to them.

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Opening (opening)	Meeting Students' Needs
B. Introducing Learning Targets (3 minutes) Direct students' attention to the posted learning targets and read each one aloud: * "I can write a draft of my opinion speech about how aid should be prioritized after a hurricane strikes a neighboring country." * "I can accurately use conventions in the draft of my opinion speech." * "I can reflect on my learning about how to write an opinion speech." • Then, pause to review key terms from each target: *draft*—(n.) first version of a written piece; write the first version (v.) *opinion*—what I believe; judgment *speech*—oral presentation; talk delivered to an audience *aid*—help, assistance, support *prioritize*—rank according to importance; most to least or least to most important *strikes*—affects suddenly or unexpectedly *neighboring*—next to, adjacent, bordering, nearby, close *accurately*—exactly, correctly *conventions*—agreements, rules *reflect*—think, consider, contemplate • Ask for volunteers to restate the learning targets in their own words.	

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Work Time	Meeting Students' Needs
A. Review Language Conventions (10 minutes) • Focus students' attention whole group. • Say something like: "For homework, you reread the transcripts of President Obama's opening and closing remarks to locate examples of correct punctuation usage. Now we will closely examine specific sentences from those transcripts to reinforce your understanding of how to use these conventions accurately in your own writing and more specifically as you draft of your opinion speech for the End of Unit 3 Assessment." • Remind students of the types of punctuation they identified for homework: – Use commas to separate items in a series (example: We bought apples, oranges, grapes, and pears at the market.). – Use commas to separate an introduction/transition word or phrase from the rest of the sentence (*example: Therefore, we must act now.).* – Use a comma to indicate direct address (*example: Is that you, Steve?).* – Use underlining, quotation marks, or *italics* to indicate titles of websites or short texts (such as poems or articles). • Display the **Examples of Punctuation Used Accurately**. Focus students' attention on the first example. Read it aloud and ask students to turn and discuss with a partner: * "How is this an example of punctuation that is used accurately?" • Cold call a few students to share out. See **Examples of Punctuation Used Accurately (answers, for teacher reference)** as necessary. • Repeat Steps 1–3 with the remaining examples. Provide further clarification or examples as necessary. *Note: When word-processing, book titles are typically italicized. But when writing by hand, book titles are underlined. Take a moment to demonstrate how to underline or italicize the book title.*	• Consider distributing the transcripts: President Obama's "Opening Remarks" and "Closing Remarks" with examples of correct punctuation labeled and highlighted .

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Work Time (continued)	Meeting Students' Needs
• Display the following: – **Linking Words anchor chart** – **Criteria for an Opinion Speech anchor chart** – **Class Introduction to an Opinion Speech anchor chart** – **Class Body of an Opinion Speech anchor chart** – **Class Conclusion to an Opinion Speech anchor chart** • Distribute the following to each student: – **End of Unit 3 Assessment: Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?** – **Drafting an Opinion Speech: Assessment Rubric** – Two or three pieces of **lined paper** • While you are distributing these materials, ask students to take out: – **"Characteristics of Multinational Companies (MNCs)"** – **"The Red Cross: Disaster Relief"** – **"Haiti Earthquake One-Year Report"** – **Mid-Unit 3 Assessment, Part II** • Read the prompt and all directions aloud, and review the rubric with students. Clarify as needed. When students finish, they should read their independent reading book. • Circulate to supervise. • Ask students to hold onto their End of Unit 3 Assessments for the debrief.	• Allow students who struggle with language extra time to complete the End of Unit 3 Assessment . • Students who struggle with writing may benefit form dictating their draft of an opinion speech for the End of Unit 3 Assessment.

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Work Time (continued)	Meeting Students' Needs
A. Tracking My Progress (10 minutes) • Distribute the **Tracking My Progress: End of Unit 3 recording form** to each student. • Remind students they have used this self-assessment tool in previous modules to *reflect* (consider; think about) upon their mastery of the learning targets. • Ask students to independently complete their Tracking My Progress: End of Unit 3 recording forms and hold onto them for the debrief	• Consider allowing students who struggle with multiple tasks at once to focus on just one long-term learning target for their reflection

Closing and Assessment	Meeting Students' Needs
A. Debrief (5 minutes) • Give students specific positive praise on all they have learned so far about writing a high-quality opinion speech. • Invite students to share reflections with a partner from their Tracking My Progress: End of Unit 3 recording forms. • Ask for two or three volunteers to share out. • Collect students' End of Unit 3 Assessments and Tracking My Progress: End of Unit 3 recording forms.	• Intentionally partner ELL students with other students who speak their same home language to share their Tracking My Progress : End of Unit 3 recording forms.

Homework	Meeting Students' Needs
• Continue reading your independent reading book.	• Provide audio recordings of independent reading books for students who struggle with reading complex text.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 11
Supporting Materials

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Examples of Punctuation Used Accurately

Examples of Punctuation Used Accurately

- Use commas to separate items in a series (*example: We bought apples, oranges, grapes and pears at the market.)*.
- Use commas to separate an introduction/transition word or phrase from the rest of the sentence (*example: Therefore, we must act now.)*.
- Use a comma to indicate direct address (example: *Is that you, Steve?)*.
- Use underlining, quotation marks, or *italics* to indicate titles of websites or short texts (such as poems or articles).

Identify how punctuation is used accurately in each of the following examples from the Transcripts: President Obama's "Opening" and "Closing" Remarks.

1. "Good morning, everybody."

2. "After the terrible tsunami in Asia, President Bush turned to President Clinton."

3. "Africa treated more than 10 million men, women, and children."

4. In the Transcript: Opening Remarks by President Obama, he says it is important to provide aid to Haiti.

5. "And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world."

6. "Thank you, gentlemen."

7. "I urge everyone who wants to help to visit www.clintonbushhaitifund.org."

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Examples of Punctuation Used Accurately

Answers, For Teacher Reference

Identify how punctuation is used accurately in each of the following examples from the Transcripts: President Obama's "Opening" and "Closing" Remarks.

1. "Good morning, everybody." **(A comma to indicate direct address.)**

2. "After the terrible tsunami in Asia, President Bush turned to President Clinton." (**A comma to separate an introduction/transition word or phrase from the rest of the sentence.**)

3. "Africa treated more than 10 million men, women, and children." (**Commas to separate items in a series.)**

4. In the Transcript: Opening Remarks by President Obama, he says it is important to provide aid to Haiti. (**Quotation marks to indicate titles of short texts.)**

5. "And by coming together in this way, these two leaders send an unmistakable message to the people of Haiti and to the people of the world." (**A comma to separate an introduction/transition word or phrase from the rest of the sentence.)**

6. "Thank you, gentlemen." (**A comma to indicate direct address.)**

7. "I urge everyone who wants to help to visit www.clintonbushhaitifund.org."
(Underlining to indicate titles of websites.)

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End of Unit 3 Assessment: Draft Opinion Speech:
How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?

Name:

Date:

Directions:

- Reread the hypothetical scenario below from the article "Hurricane Herman Strikes Mexico."
  - Write a first draft of the opinion speech you will deliver during the final performance task, that includes:
  - An introductory paragraph that clearly states the topic and your opinion about how aid should be prioritized when a neighboring country is struck by a natural disaster.
  - Four body paragraphs with reasons and evidence from your research that support your opinion.
  - A conclusion paragraph.
  - Linking words and phrases.
  - Key and previous vocabulary.

- As you write your draft, refer to:
  - Your outline from the Mid-Unit 3 Assessment (Parts I and II).
  - The Hurricane Herman article below.
  - Informational texts you have read in this unit.
  - Your notes and anchor charts.

Refer to the assessment rubric for more specific criteria regarding what should be included in the Introduction, Body, and Conclusion paragraphs of your draft speech. Also use this rubric to check your work and make additions and/or revisions as needed.

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End of Unit 3 Assessment: Draft Opinion Speech:
How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?

"Hurricane Herman Strikes Mexico"

Press Association, Monday, October 21, 2013

Category Four Hurricane Herman struck several cities along the Atlantic Coast of Mexico early last week. By the second day of the storm, winds had reached speeds of well over 140 miles per hour. The winds uprooted or snapped many trees in half. Less well-built homes crumbled. Huge swells from the gulf also caused major flooding in at least three of the four cities struck by Herman. Much of the land was left covered in mud and filth by massive waves that pounded the shore. Fortunately, for the one million-plus residents who occupy these Mexican towns, Herman now seems to be over. Rescue workers have already begun the slow process of helping people recover from the devastating effects of this hurricane. Currently, aid workers are trying to assess the damage caused by Herman over the last several days. Early reports indicate that thousands of people are either missing or injured. Many of the missing are feared dead. Power lines are down in all cities and experts believe it may take weeks or months to restore electricity to these areas. To make matters worse, much of the area's water filtration systems were damaged. The contaminated water is causing many people to become sick. Food is also scarce. Volunteers are finding it difficult to get much-needed supplies to the people trapped in residential areas due to debris-covered streets. Relief workers expect many parts of these towns may not even be inhabitable for months to come.

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Drafting an Opinion Speech:
Assessment Rubric

Name:

Date:

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Introduction Paragraph	The introduction includes: • an attention getter • an opinion statement that includes a judgment word about how aid should be prioritized after a hurricane • a compelling reason with sound supporting evidence	The introduction includes: • an attention getter • an opinion statement that includes a judgment word about how aid should be prioritized after a hurricane • a reason with supporting evidence	The introduction includes two or three of the following: • an attention getter • an opinion statement about how aid should be prioritized after a hurricane • a judgment word • a reason • supporting evidence	The introduction includes one or none of the following: • an attention getter • an opinion statement about how aid should be prioritized after a hurricane • a judgment word • a reason • supporting evidence

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Drafting an Opinion Speech:
Assessment Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Body Paragraphs: Reasons and Evidence	The four body paragraphs: • name each type of aid • clearly explain why each is prioritized as most to least important • effectively support each reason with two pieces of related and paraphrased evidence from notes and all three articles • contain linking words that are used effectively to connect opinion, reasons, evidence, and conclusion	The four body paragraphs: • name each type of aid • explain why each is prioritized as most to least important • support each reason with two pieces of evidence from notes and any of the three articles • contain linking words that are used to connect opinion, reasons, evidence, and conclusion	The four body paragraphs include two or three of the following: • name each type of aid • an attempt to explain why each is prioritized as most to least important • an attempt to support each reason with two pieces of evidence from notes or any of the three articles • a few linking words to connect opinion, reasons, evidence, and conclusion	The four body paragraphs include one or none of the following: • name each type of aid • an attempt to explain why each is prioritized as most to least important • an attempt to support each reason with one piece of evidence from notes or any of the three articles • linking words to connect opinion, reasons, evidence, and conclusion

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Drafting an Opinion Speech:
Assessment Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Conclusion Paragraph	The conclusion has: • an appreciation for the audience • the topic and opinion restated in a new and interesting way • a thoughtful statement or quote used to reiterate important reasons and evidence • a closing remark used to compel the audience to act and effectively provide closure	The conclusion has: • an appreciation for the audience • the topic and opinion restated in a different way from the introduction paragraph • a statement or quote used to reiterate reasons and evidence • a closing remark that attempts to compel the audience to act • a closing remark that provides closure	The conclusion has two or three of following: • appreciation for the audience • the topic and opinion restated; • a statement or quote used to reiterate reasons and evidence • a closing remark that attempts to compel the audience to act • a closing remark that provides closure	The conclusion has one or none of following: • appreciation for the audience; the topic and opinion are restated • a statement or quote to reiterate reasons and evidence • a closing remark is used that attempts to compel the audience to act; provides closure

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Drafting an Opinion Speech:
Assessment Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Language Conventions and Mechanics (Capitalization, Punctuation, and Spelling)	There are almost no errors in capitalization, punctuation, and spelling throughout the entire opinion speech. Language usage in writing demonstrates the application and accurate use of all of the following: • commas to separate items in a series • commas to set off introductory words, phrases, direct address, and questions	There are very few errors in capitalization, punctuation, and spelling throughout the entire opinion speech. Language usage in writing demonstrates the application and accurate use of most of the following: • commas to separate items in a series • commas to set off introductory words, phrases, direct address, and questions • correct indication of titles of works	Errors with capitalization, punctuation, and spelling throughout the opinion speech moderately interfere with the message. Language usage in writing demonstrates the application and attempted use of two or three of the following: • commas to separate items in a series • commas to set off introductory words, phrases, direct address, and questions • correct indication of titles of works •	Errors with capitalization, punctuation, and spelling throughout the opinion speech significantly interfere with the message. Language usage in writing demonstrates the application and use of one or none of the following: commas to separate items in a series • commas to set off introductory words, phrases, direct address, and questions • correct indication of titles of works

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Drafting an Opinion Speech:
Assessment Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Language Conventions and Mechanics (Capitalization, Punctuation, and Spelling) (continued)	• correct punctuation to indicate titles of articles • accurate spelling of grade-appropriate words, consulting references as needed	• accurate spelling of grade-appropriate words, consulting references as needed	• accurate spelling of grade-appropriate words, consulting references as needed	• accurate spelling of grade-appropriate words, consulting references as needed

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Tracking My Progress
End of Unit 3

Name:

Date:

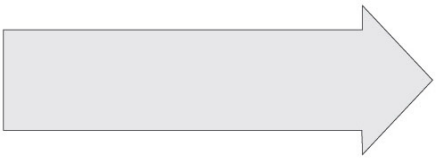
Learning Target: I can write a draft of my opinion speech about how aid should be prioritized after a hurricane strikes a neighboring country.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress
End of Unit 3

Name:

Date:

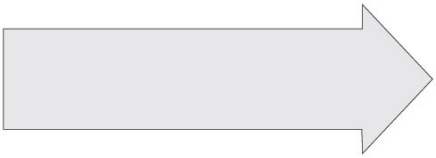
Learning Target: I can accurately use conventions in the draft of my opinion speech.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.

I understand some of this.



I am on my way!

3. The evidence to support my self-assessment is:

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 12

Final Performance Task: Critique and Revision, Part I

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) I can follow our class norms when I participate in a conversation. (SL.5.1)	
Supporting Learning Targets	**Ongoing Assessment**
• I can follow our class norms when working with a partner to give and receive feedback. • I can use feedback from peers to revise my opinion speech to better meet the criteria.	• Draft opinion speech revisions • Opinion Speech Criteria feedback form

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Agenda	Teaching Notes
1. Opening A. Engaging the Writer and Introducing Learning Targets (5 minutes) 2. Work Time A. Review Language Conventions (10 minutes) B. Revise Opinion Speeches (20 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework A. Read your speech to someone at home. B. Self-evaluate your speech against the Opinion Speech Criteria feedback form. Make additional revisions as needed. Bring your draft opinion speech back for the next lesson. C. Continue reading your independent reading book.	• In this lesson, students refer to the Criteria for an Opinion Speech anchor chart and the Peer Critique protocol to give and receive feedback on the content of their draft opinion speeches. Within the Peer Critical protocol structure, students use the Opinion Speech Criteria feedback form to provide feedback on opinion speeches for two members of their regular small groups. • Following this, students have in-class time to revise their draft opinion speeches and continue this revision for homework. • This lesson as well as Lessons 13–15 support students in preparing for the final performance task in Lesson 16, when they will deliver their opinion speech to members of their regular small groups. • In Lesson 14, students will create visual displays to accompany their speech presentations. Secure access to any technology or other materials students may need to create these displays. Also, consider collaborating with a media specialist to support students as they develop their displays. • In advance: Provide feedback on students' draft opinion speeches (see Teaching Notes in Lesson 11 for feedback suggestions). • Review: Peer Critique protocol; Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; Criteria for an Opinion Speech anchor chart.

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Lesson Vocabulary	Materials
norms, feedback, revise, criteria	• Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? (from Lesson 11; one per student) • Group Norms anchor chart (from Module 3) • Criteria for an Opinion Speech anchor chart (begun in Lesson 8) • Opinion Speech Criteria feedback form (three per student) • Document camera • Group Norms and Critique Criteria (for teacher reference) • Opinion Speech Revision task card (one per student)

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Opening	Meeting Students' Needs

A. Engaging the Writer and Introducing Learning Targets (5 minutes)
• Ask students to join their regular small groups.
• Return students' **Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?**
• Remind students of the guiding question for the second half of Unit 3:
  * "How do speeches motivate and compel people to act?"
• Say something like: "For the final performance task, you will revise and deliver the opinion speech you crafted during the End of Unit 3 Assessment. Recall that the purpose of this speech is to motivate and compel your audience to act by contributing to relief efforts in Mexico after the country is struck by a hypothetical hurricane. Today you'll use the Peer Critique protocol to give and receive feedback about your speeches based on the criteria for opinion speeches we developed in the last few lessons. At the end of the lesson, you will have time to make revisions to your speeches based on the feedback you receive from your peers."
• Direct students' attention to the posted learning targets and read them aloud:
  * "I can follow our class norms when working with a partner to give and receive feedback."
  * "I can use feedback from peers to revise my opinion speech to better meet the criteria.
• Draw students' attention to the key words in these targets. Invite students to share out the meaning of the following terms:
  norms—rules or agreements
  feedback—comment, advice, critique
  revise—change, correct, improve
  criteria—measure, standard
• Cold call students to restate the learning targets in their own words.
	• Consider writing synonyms or drawing visual representations of key vocabulary above or below them as they appear in learning targets to support language learners.
	• ELLs will benefit from discussing with a peer before sharing out a restatement of one learning target.

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Work Time	Meeting Students' Needs
A. Peer Critique Protocol (30 minutes) • Direct students' attention to the **Group Norms anchor chart**. Remind students they have used these norms during previous modules. Ask students to review the norms, then cold call a member from each regular small group to share out how they have used one of the norms successfully during past peer critique sessions. Reinforce that students should continue to use these norms as they give and receive feedback today. • Review the Peer Critique protocol with students. • Remind students that as they offer and receive critique, it is important to: – Be specific. – Be kind – Stay on topic (talk about the criteria). – Thank your partner. • Post the **Criteria for an Opinion Speech anchor chart**. • Distribute two copies of the **Opinion Speech Criteria feedback form** to each student, and use a **document camera** to display a copy. • Point out to students that this form is based on the criteria students determined by viewing Adora Svitak's exemplary opinion speech during Lessons 8–10. Read through the directions and each of the criteria, and tell students these forms will give their written feedback to their peers. • Tell students they will exchange their draft opinion speeches with two members of their regular small groups. They should provide written feedback on all three parts of the speech. Following this, they'll have time to revise their own draft opinion speeches based on their peers' feedback: • Introduction • Body Paragraphs • Conclusion	• Display the Peer Critique protocol steps for group work for students to reference. • Intentionally partner students who struggle in writing with more capable writers in order to review and critique their speeches. • Consider allowing students who struggle with writing to dictate their comments to a partner or the teacher.

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Work Time (continued)	Meeting Students' Needs
• Give students 10 minutes to exchange draft opinion speeches with their first partner and complete one of the Opinion Speech Criteria feedback forms. • Circulate to support as needed. Use the **Group Norms and Critique Criteria (for teacher reference)** to evaluate students' use of group norms and their ability to offer effective feedback. • Provide support to small groups of students in need of additional guidance. • Refocus students whole group. Direct students to return both the speech and feedback form to their owners. • Ask students to exchange their draft opinion speeches with another member of their regular small group and take 10 more minutes to repeat the process above. • Refocus students whole group. Ask students to return both the speech and feedback form to their owners.	
B Revise Opinion Speeches (20 minutes) • Distribute the **Opinion Speech Revision task card** to each student. Read the directions aloud and clarify as needed. • Give students 13 to 15 minutes to complete the steps on their task card. • As time permits, invite students to share out what elements of their speeches they revised and why.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Focus students whole group, and invite students to turn and discuss the following with a partner: ∗ "How did the revision(s) you made provide greater clarity or add meaning to your writing? Explain your thinking." • Cold call one or two students to share out whole group. • Redirect students' attention to the posted learning targets. Read each of them aloud and ask students to use **Fist to Five** to demonstrate their mastery of each target. • Distribute another blank copy of the Opinion Speech Criteria feedback form to each student.	• Provide a sentence starter for students who struggle with language for the Debrief (e.g., "The revisions I made to my speech improved clarity and meaning to my writing by_____."). • Note students who show a fist, one, or two fingers, as they may need more support forming and using verb tenses, correlative conjunctions, or revising based on criteria and feedback.

Homework	Meeting Students' Needs
• Read your speech to someone at home. • Self-evaluate your speech against the Opinion Speech Criteria feedback form. Make additional revisions as needed. Bring your draft opinion speech back for the next lesson. • Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 12
Supporting Materials

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Opinion Speech Criteria Feedback Form

Writer's Name:

Reviewer's Name

Directions:

1. Read your partner's draft of an opinion speech about how to prioritize aid to a neighboring country following a natural disaster.
2. Review the criteria for each part of an opinion speech.
3. Reread your partner's opinion speech and provide kind and specific feedback about each part of speech (Introduction, Body, and Conclusion), based on the criteria:
    a. At least one to two *Stars*—what your partner did well to meet the criteria.
    b. One to two *Steps*—helpful and kind suggestions about how your partner could revise his or her speech to better meet the criteria.

Structure of an Opinion Speech	Criteria for each part of an opinion speech …	Written feedback: *Stars and Steps*
Introduction	Uses an "attention getter." Clearly states opinion with a judgment word. Provides compelling reason(s) and sound evidence to support opinion. Emphasizes or repeats key words/ideas. Connects personally to audience.	Star(s): Step(s):

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Opinion Speech Criteria Feedback Form

Structure of an Opinion Speech	Criteria for each part of an opinion speech …	Written feedback: *Stars and Steps*
Body	Reasons that support the opinion (explain "why" you believe the opinion). Evidence that supports each reason (facts, information, details). Linking words and phrases.	Star(s): Step(s):
Conclusion	Audience appreciations. Clearly restate the opinion (from the introduction). Use of quote, thoughtful statement to reiterate important reasons, and evidence. Closing remark that compels people to act and provides closure.	Star(s): Step(s):

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Group Norms and Critique Criteria

For Teacher Reference

Record each student's name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria.) Use the "Notes/Comments" area to record any additional observations.

Student Name and Date: Notes/Comments:	Criteria: __ Contributes to discussion. __ Takes turns speaking. __ Gives full attention to speaker. __ Asks follow-up or clarifying questions. __ Provides specific feedback based on rubric criteria. __ Offers kind feedback. __ Stays on topic (refers to rubric elements and criteria). __ Thanks the "Reviewer" for feedback.
Student Name and Date: Notes/Comments:	Criteria: __ Contributes to discussion. __ Takes turns speaking. __ Gives full attention to speaker. __ Asks follow-up or clarifying questions. __ Provides specific feedback based on rubric criteria. __ Offers kind feedback. __ Stays on topic (refers to rubric elements and criteria). __ Thanks the "Reviewer" for feedback.

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Group Norms and Critique Criteria

For Teacher Reference

Student Name and Date: Notes/Comments:	Criteria: __ Contributes to discussion. __ Takes turns speaking. __ Gives full attention to speaker. __ Asks follow-up or clarifying questions. __ Provides specific feedback based on rubric criteria. __ Offers kind feedback. __ Stays on topic (refers to rubric elements and criteria). __ Thanks the "Reviewer" for feedback.
Student Name and Date: Notes/Comments:	Criteria: __ Contributes to discussion. __ Takes turns speaking. __ Gives full attention to speaker. __ Asks follow-up or clarifying questions. __ Provides specific feedback based on rubric criteria. __ Offers kind feedback. __ Stays on topic (refers to rubric elements and criteria). __ Thanks the "Reviewer" for feedback.
Student Name and Date: Notes/Comments:	Criteria: __ Contributes to discussion. __ Takes turns speaking. __ Gives full attention to speaker. __ Asks follow-up or clarifying questions. __ Provides specific feedback based on rubric criteria. __ Offers kind feedback. __ Stays on topic (refers to rubric elements and criteria). __ Thanks the "Reviewer" for feedback.

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Opinion Speech Revision Task Card

Writer's Name:

Reviewer's Name

Complete the following:

1. Review the comments each of your "Reviewers" made.

2. Ask your Reviewers any clarifying questions about the comments.

3. Revise the introduction, body, and/or conclusion paragraphs of your opinion speech based on the feedback from your Reviewers.

4. Share your revisions with Reviewers to see if you addressed their feedback.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 13

Final Performance Task: Critique and Revision II, Part I

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1) b. I can form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. e. I can use correlative conjunctions (e.g., either/or, neither/nor, not only/but also). I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can summarize or paraphrase information in my notes and in finished work. (W.5.8)

Supporting Learning Targets	Ongoing Assessment
• I can accurately use the perfect verb tense in my opinion speech. • I can accurately use correlative conjunctions in my opinion speech. • I can edit my opinion speech to accurately use verb tenses and correlative conjunctions.	• Perfect Verb Tense Practice • Correlative Conjunctions Practice • Edited draft opinion speech

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Writer (5 minutes) 2. Work Time A. Using the Perfect Verb Tense in an Opinion Speech (15 minutes) B. Identifying Correlative Conjunctions in an Opinion Speech (15 minutes) C. Editing Opinion Speeches: Accurate Use of Language Conventions (20 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework A. Read your edited draft opinion speech to someone at home. B. Make additional edits to verb tenses or add correlative conjunctions as needed. C. Continue reading your independent reading book.	• In this lesson, students review their understanding of simple and progressive verb forms, which are language conventions listed in previous grades' CCLS. They practice forming the perfect verb tense and accurately using correlative conjunctions in written work. • After this practice, students apply their new understanding about language conventions to their draft opinion speeches. Note that these language conventions are complex; find other times during your literacy block to reinforce students' understanding of and practice with these skills. • Note the difference between revising and editing. Lesson 12 emphasized revision, when students participated in peer critique and feedback sessions to revise their draft opinion speeches. In revision, the writing process and the written work are emphasized, considering strengths and weaknesses in argument, organization, supporting reasons, and evidence. • In Lessons 13 and 14, the focus is on editing for accurate use of language conventions. Editing is done at the sentence level to address issues related to spelling, grammar, punctuation, and word choice. The focus is on the product rather than the process. • In the next lesson, students will create visual displays to accompany speech presentations in Lesson 16. Secure access to any technology or other materials (i.e., poster boards, markers) students may need. Consider collaborating with a media specialist to support students as they develop their displays. • Review: Milling to Music and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; Criteria for an Opinion Speech anchor chart.

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Lesson Vocabulary	Materials
accurately, simple verb tense, progressive verb tense, perfect verb tense, correlative conjunctions, edit	• Revised Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? (from Lesson 12; one per student) • Criteria for an Opinion Speech anchor chart (begun in Lesson 8) • Perfect Verb Tense Practice (one per student and one to display) • Document camera • Perfect Verb Tense and Correlative Conjunctions Practice (answers, for teacher reference) • Correlative Conjunctions Practice (one per student and one to display) • Editing My Opinion Speech task card (one per student)

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Writer (5 minutes)
• Ask students take out their **Revised Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?** and join their regular small groups.
• Review Milling to Music with students.
• Ask students to mill throughout the room and find a partner who is not a member of their regular small group.
• Once students are partnered, provide the following prompt:
  * "Share one strength of your speech, based on the **Criteria for an Opinion Speech anchor chart."**
• Give students 1 minute to share; then invite a few students to share out whole group. Listen for students to refer specifically to the Criteria for an Opinion Speech.
• Once again, ask students to mill throughout the room and find a different partner.
• Once students are partnered, provide the following prompt:
  * "Share one revision you made to your draft opinion speech based on the feedback you received from a peer on the Opinion Speech Criteria feedback forms."
• Give students 1 minute to share; then invite a few students to share out whole group. Listen for students to refer specifically to feedback they received as they describe the revisions they made.
• Ask students to join their regular small groups.
• Say something like: "In Lesson 12, you worked with members of your regular small group to give and receive feedback based on your draft opinion speeches. Then you revised your opinion speeches based this feedback. Today you'll focus on editing your opinion speeches to ensure accurate use of language conventions."
• Explain to students the difference between revising and editing. When revising, the emphasis is on the speech as a whole and the process of writing. It requires you to consider strengths and weaknesses of argument, organization, supporting reasons, and evidence. Editing, however, is done on the sentence level to address issues related to spelling, grammar, punctuation, and word choice. It focuses on the product rather than the process.
	• Provide sentence frames to support ELL students to engage in this discussion with their partner, and the whole group ("Based on the Criteria, one strength of my speech is ..." and "Based on the feedback I received in Lesson 12, one revision I made to my speech is ...").

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Work Time	Meeting Students' Needs

A. Using the Perfect Verb Tense in an Opinion Speech (15 minutes)
• Direct students' attention to the posted learning targets and read the first one aloud:
  * "I can accurately use the perfect verb tense in my opinion speech."
• Give students 1 minute to discuss with their regular small groups what they know about the meaning of *accurately*. Invite students from each group to share their thinking. Listen for: "*Accurately* means correctly or precisely."
• Say to students: "In previous grades, you learned how to form the *simple verb tense*." Ask students to discuss the following in their groups:
  * "What is the definition of simple verb tense and what is an example of a sentence that uses the simple verb tense in the past, present, and future?"
• Ask volunteers to share out. Listen for students to share examples such as: "The simple verb tense indicates past, present, or future with the action verb only; for example, I lived there, I live near there, I will live there," etc.
• Clarify misconceptions or provide examples as necessary.
• Say: "You have also learned how to form the *progressive verb tense*. In your groups, discuss the following:
  * "What is the definition of progressive verb tense and what is an example of a sentence that uses the progressive verb tense in the past, present, and future?"
• Ask volunteers to share out. Listen for ideas like: "The progressive verb tense indicates past, present, or future with the action verb and a helping verb form of be: I was living there, I am living there, I will be living there."
• Once again, clarify misconceptions and provide examples as necessary.
• Refocus students' attention on the first learning target:
  * "I can accurately use the perfect verb tense in my opinion speech."
• Point out the term *perfect verb tense*, and explain: "The perfect verb tense indicates past, present, or future tense with the action verb and a helping verb form of have: I had walked, I have walked, I will have walked."
	• Learners will benefit from discussing with a peer before sharing out a restatement of one learning target.
	• Write synonyms or draw visual representations of key vocabulary above or below them as they appear in learning targets to support language learners.
	• Display definitions and examples of simple, progressive, and perfect verb tense for student reference.
	• To support ELL students, display: *Helping Verbs: have, be*.
	  Display forms of be and have:
	  Be (progressive tense): was, am, will be.
	  Have (perfect tense): had, have, will have.
	• Students who struggle with language will benefit from having a practice page with the verb tense highlighted to support them as they edit each sentence.

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Work Time (continued)	Meeting Students' Needs

• Say something like: "Now we will practice forming the perfect verb tense with excerpts from President Obama's speech. Working with sentences from the president's speech to form and use the perfect verb tense supports your ability to consider and evaluate how to edit your own speech drafts to use verb tenses accurately and provide greater clarity."
• Distribute the **Perfect Verb Tense Practice** to each student, and display one copy using a **document camera**.
• Read the directions aloud and point out the verb tenses and examples at the top of the handout. Clarify as needed; ask students to begin.
• Allow students 5 to 6 minutes to work in groups. Circulate to support as needed.
• Invite members from each group to share the sentences they rewrote using the perfect verb form. See **the Perfect Verb Tense and Correlative Conjunctions Practice (answers, for teacher reference).**
• Focus students' attention whole group and point out the first practice example: "That's what the American people do with their extraordinary generosity and contributions to the Haitian people."
• Ask group members to consider and discuss:
  * "How does the original sentence look or sound different from the edited sentence?"
  * "Do you think one provides greater clarity than the other? Explain your thinking."
• Cold call one or two students to share their thinking whole group. Listen for ideas like: "The perfect verb tense sentence, 'That's what the American people *have done* ...' is longer but sounds more accurate because the president is talking about what people have already done, not what they are doing at that very moment; I think the perfect verb tense sentence is clearer because it's more accurate."
• Point out the third example: "Yesterday, I witnessed a small but remarkable display of that determination."
• Ask group members to consider and discuss:
  * "How does the original sentence look or sound different from the edited sentence?"
  * "Do you think one provides greater clarity than the other? Explain your thinking."	

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Work Time (continued)	Meeting Students' Needs
• Cold call students from each group to share out. Listen for: "The original sentence using the simple verb form, '... I witnessed ...' is shorter and sounds more precise; the original, simple verb tense sentence is clearer because it's more accurate and less wordy." • Tell students they will continue to apply what they've learned about accurate verb tenses as they edit their speeches.	

B. Identifying Correlative Conjunctions in an Opinion Speech (15 minutes)
• Direct students' attention to the posted learning targets and read the second one aloud:
  * "I can accurately use correlative conjunctions in my opinion speech."
• Ask students to discuss in groups:
  * "What does correlative mean?"
  * "Does it sound like any other words you already know?"
• Invite one to two students to share out with the class. Listen for ideas like: "*Correlative* is a different form of the word *correlate*, which means to link or connect, so *correlative* means linking or connecting." If students are unable to define correlative, provide the definition for them.
• Ask for volunteers to share out what they know about *conjunctions*. Listen for: "A conjunction is a connecting word, such as and, but, or; conjunctions connect two parts of a sentence."
• Explain that correlative conjunctions are words that appear in pairs to connect parts of a sentence, such as: either/or; neither/nor; both/and; not only/but also; so/as; whether/or.
• Distribute the **Correlative Conjunctions Practice** to each student, and display a copy using the document camera. Read the directions aloud and point out the examples of correlative conjunctions at the top of the handout. Clarify as needed; ask students to begin.
• Give students 5 to 6 minutes to work in groups. Circulate to provide support.
	• ELLs will benefit from discussing with a peer before sharing out a restatement of one learning target.

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Work Time (continued)	Meeting Students' Needs
• Cold call group members to share out the correlative conjunctions they identified in each sentence. See the Perfect Verb Tense and Correlative Conjunctions Practice (answers, for teacher reference). Tell students to think about how they could edit their speeches to incorporate correlative conjunctions that make stronger and clearer connections between their opinion, reasons, and evidence.	

C. Editing Opinion Speeches: Accurate Use of Language Conventions (20 minutes)
• Direct students' attention to the posted learning targets, and read the third one aloud:
  * "I can edit my opinion speech to accurately use verb tenses and correlative conjunctions."
• Ask students to discuss in groups:
  * "What do you recall from our earlier discussion about the difference between editing and revising?"
• Invite members from each group to share out the class. Listen for: "When we revise, we look at the speech as a whole; we focus on strengths and areas of refinement; it's about the process of writing; when we edit, we correct individual sentences for grammar, spelling or punctuation; it is focused on the product rather than the process."
• Say something like: "As you edit your draft opinion speeches, consider which verb tense (simple, progressive, or perfect) provides greater clarity. Also, think about how correlative conjunctions could be edited or added to your speech to link parts of a sentence together and provide smoother transitions between your opinion, reasons, and evidence."
• Distribute the **Editing My Opinion Speech task card** to each student. Read the directions aloud and give students 12 to 15 minutes to independently edit their draft opinion speeches.
• Circulate to support as needed; use this time to provide focused feedback to individual students regarding their use of verb tenses and correlative conjunctions.
• If students finish early, ask them to pair up with other students who are also finished and quietly read the sentences they wrote aloud to one another for feedback regarding accurate use of verb tenses or correlative conjunctions. Remind students to be kind and specific with their critique.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Focus students whole group; then ask them to turn and discuss with a partner: * "How did the edits you made improve your speech draft?" • Invite a few students to share out whole group. • Direct students' attention to the posted learning targets. Read each of them aloud, and ask students to use the thumb-o-meter to demonstrate their mastery of each target.	• Provide a sentence stem or starter for students who may struggle with language for the debrief (e.g., "The edits I made to my speech improved my draft because _____.").

Homework	Meeting Students' Needs
• Read your edited draft opinion speech to someone at home. • Make additional edits to verb tenses or add correlative conjunctions as needed. • Continue reading your independent reading book.	

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 13
Supporting Materials

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Perfect Verb Tense Practice

Name:

Date:

Verse Tense: The time of a verb's action, such as past, present, or future.

Simple Verb Tense	*Progressive* Verb Tense	**Perfect** Verb Tense
I *walked*, I *walk*, I *will walk*	I *was* walking, I *am* walking, I *will be* walking	I **had** walked, I **have** walked, I **will have** walked
In times of great challenge in our country and around the world, Americans *came* together.	In times of great challenge in our country and around the world, Americans *were coming* together.	In times of great challenge in our country and around the world, Americans **have** always **come** together.

Directions: Edit each sentence to form and use the Perfect Verb Tense.

1. That's what the American people ***do*** with their extraordinary generosity and contributions to the Haitian people.

2. I'm pleased that President George W. Bush and President Bill Clinton ***will agree*** to lead a major fundraising effort for relief.

3. Yesterday, I ***witnessed*** a small but remarkable display of that determination.

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Correlative Conjunctions Practice

Name:

Date:

whether/or; either/or	neither/nor	not only/but also
A choice having only two options (positive): We need to decide ***whether*** to eat out ***or*** at home. We will ***either*** eat out ***or*** at home.	A choice having only two options (negative): We will ***neither*** eat out ***nor*** at home.	A way to emphasize a connection between two ideas: We will **not only** eat out, **but also** at home.

Directions: Identify and underline the correlative conjunctions in each sentence..

1. So I want to thank each of them not only for being here today but also for what I know is going to be an extraordinary effort.

2. The time has come to either retreat into our daily routines, or get involved by visiting the website and giving today.

3. If we neither act, nor keep the tragedy of this event in the forefront of our minds, the people of Haiti will continue to suffer from this catastrophe.

4. Whether we act now, or act within the next few days, months or weeks, there is no denying that we can make a difference.

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Perfect Verb Tense and Correlative Conjunction

Answers, For Teacher Reference

Name:

Date:

*Answers in **bold.**

Perfect Verb Tense:

1. That's what the American people ***have done*** with their extraordinary generosity and contributions to the Haitian people.

2. I'm pleased that President George W. Bush and President Bill Clinton ***have agreed*** to lead a major fundraising effort for relief.

3. Yesterday, I ***had witnessed*** a small but remarkable display of that determination.

Correlative Conjunctions:

1. So I want to thank each of them **not only** for being here today **but also** for what I know is going to be an extraordinary effort.

2. The time has come to **either** retreat into our daily routines, **or** get involved by visiting the website and giving today.

3. If we **neither** act, **nor** keep the tragedy of this event in the forefront of our minds, the people of Haiti will continue to suffer from this catastrophe.

4. **Whether** we act now, **or** act within the next few days, months or weeks, there is no denying that we can make a difference.

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Editing My Opinion Speech Task Card

Name:

Date:

Complete the following:

1. With group members, briefly review and discuss your understanding of how to accurately use verb tenses and correlative conjunctions in written work.

2. Independently read the introduction of your speech.

3. Independently edit the introduction of your speech to ensure you use the *simple*, *progressive*, or *perfect verb tense* accurately.

4. Repeat Steps 2 and 3 for the body and conclusion paragraphs of your speech.

5. Independently read through all paragraphs of your speech and edit your speech to include correlative conjunctions that connect ideas and create smoother transitions between your opinion, reasons, and evidence.

6. If time allows, partner with another student within or outside your regular group to read aloud the sentences you changed for the purpose of receiving feedback about your edits.

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 14

Editing Sentences and Creating Visual and Multimedia Displays for a Presentation

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Editing Sentences and Creating Visual and Multimedia Displays for a Presentation

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can use my knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) a. I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style. I can report on a topic or text using organized facts and details. (SL.5.4) I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)

Supporting Learning Targets	Ongoing Assessment
• I can edit my speech draft to address audience interest by expanding, combining, and reducing sentences for meaning and style. • I can plan a display that includes multimedia components to accompany my speech presentation.	• Edited draft opinion speech • Planning for multimedia display

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Writer (5 minutes) 2. Work Time A. Expanding, Combining, and Reducing Sentences for Meaning and Style in an Opinion Speech (15 minutes) B. Editing Draft Opinion Speeches: Sentences (15 minutes) C. Planning Visual Displays (20 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework A. Share your edited speech with someone at home or read aloud in the mirror. Make additional edits as needed. B. Continue planning your multimedia display based on the Multimedia Display Criteria C. Continue reading your independent reading book.	• In this lesson, students practice with expanding, combining, and reducing sentences to address clarity and reader and listener interest. Then they apply their new understandings to edit their draft opinion speeches for meaning and style. • As in Lesson 13, note the difference between revising and editing. Lesson 12 emphasized revision, when students participated in peer critique and feedback sessions to revise their draft opinion speeches (based on the Opinion Speech Criteria developed in Lessons 8–10). In revision, the emphasis is on the writing process and written work as a whole, considering strengths and weaknesses in all areas for refinement (including the author's argument, organization, supporting reasons, evidence, and mechanics). Remind students of this as necessary. • Following this, students plan displays to accompany their speech presentations for the final performance task in Lesson 16. Secure access to any technology or other materials (i.e., poster boards, markers) for students to create these displays. Also consider collaborating with a media specialist to support students as they develop their displays. • Review: Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: Learning targets.

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Lesson Vocabulary	Materials
edit, address, audience, interest, expanding, combining, reducing, meaning, style, declarative, plan, display, multimedia components, accompany, presentation	• Edited Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country? (from Lesson 13; one per student) • Examples of Expanding, Combining, and Reducing Sentences (one per student and one for display) • Document camera • Journals • Sentence Revision Practice handout (one per student) • Sentence Revision Practice handout (answers, for teacher reference) • Editing My Opinion Speech task card (one per student) • Multimedia Display Criteria (one per student; one to display) • Display Template 1: Horizontal (one per student; for students who choose this display format) • Display Template 2: Vertical (one per student; for students who choose this display format) • Blank paper (one piece per student)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Writer (5 minutes) • Ask students to collect their **Edited Draft Opinion Speech: How Should Aid Be Prioritized Following a Natural Disaster in a Neighboring Country?** and join their regular small groups. • Ask students to discuss the following prompt with their group: * "What part of your speech (introduction, body, or conclusion) do you think is strongest and why?" • Invite members from each group to share their thinking with the class. • Then, say something like: "Yesterday you focused on using accurate verb tenses and including correlative conjunctions in your writing to convey your ideas more clearly. Today, you'll edit your work by expanding, combining, and reducing sentences to provide clarity or enhance meaning. You will also plan a multimedia display to accompany your speech presentation. These activities serve to prepare you for the final performance task in which you'll deliver your opinion speech to your regular small groups."	

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Work Time	Meeting Students' Needs
A. Expanding, Combining, and Reducing Sentences for Meaning and Style in an Opinion Speech (15 minutes) • Direct student attention to the learning targets, and read the first one aloud: * "I can edit my speech to address audience interest by expanding, combining, and reducing sentences for meaning and style." • Ask students to think about the following terms with their groups and try to determine their meaning from context*: edit, address, audience, interest, expanding, combining, reducing, meaning, and style.* • Ask for volunteers from each group to share out their group's definitions: edit—correct individual sentences for grammar, spelling, or punctuation; sentence level changes; focused on the product rather than the process *address*—attend to; take into consideration *audience*—listeners, viewers *interest*—attention, curiosity, attentiveness *expanding*—developing, increasing, enlarging *combining*—joining, merging, linking *reducing*—condensing, trimming down *meaning*—the essence, main point *style*—flair, elegance • Invite one to two students to restate the first learning target in their own words. • Then ask students to discuss in groups: * "Why would a writer edit by expanding, combining, or reducing sentences?"	• Consider partnering second language students with more proficient English speakers to complete Expanding, Combining, and Reducing Sentences and the Sentence Revision Practice handout cooperatively. • Display the three types of editing practices as well as a brief explanation of when they might be used: • *Combine*—two or more short, declarative sentences in a row • *Expand*—one short sentence that needs more detail • *Reduce*—a long, run-on sentence that confuses the reader/listener • Provide a sentence frame to support group discussions ("I think the type of edit this sentence needs is _____ because _____") . • Students with difficulties in the physical act of writing will benefit from dictating their ideas for edited sentences to a peer or an aid.

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Work Time (continued)	Meeting Students' Needs

• Cold call one or two students to share out. Listen for ideas such as: "Sometimes a sentence is so long it confuses the reader or listener, and they tune out or stop listening; sentences can sometimes be too short; they lack details the reader or listener needs in order to understand the writer's or speaker's ideas; one to two short sentences can be combined into one stronger sentence, so the focus of the message is not lost or unclear."
• Say something like: "While a few short, declarative sentences peppered throughout a piece can make a text easier or more interesting to read or to listen to, sometimes sentences are so short they cause the reader to question the author's expertise. To solve this, combine two or three short sentences to create a single sentence that is more informative and concise."
• Say: "Now we are going to look at some samples from President Obama's speech in order to practice reducing, combining, and expanding sentences. You will work with group members on the first few samples. Then you'll have a chance to demonstrate your understanding by editing a few more samples independently."
• Point out that President Obama is often recognized as an excellent speaker, and that many of his sentences are well crafted. The purpose of this activity is to consider whether edits would make the speech even better, and if so, how students might use the strategies of expand/combine/reduce to help them as writers.
• Distribute the **Examples of Expanding, Combining, and Reducing Sentences** to each student, and display a copy using the **document camera**. Read the first sample aloud: "In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right."
• Ask students to discuss in their regular small groups and record their idea(s) on a blank page in their **journals** about**:**
  * "What type of edit might this sentence need: expand, combine, or reduce?"
  * "What might the revised sentence be?"
• Cold call one to two students to share out their edited sentence. Listen for students to suggest that although this sentence is fine as is, it might be easier to listen to if it were reduced: "When there are challenges, Americans have always come together to provide support and do what's right."
• Next, invite students to explain why the reduced version might have greater appeal to the audience or enhances meaning. Listen for ideas such as: "There were a lot of 'ands' in the first version; also, 'In our country and around the world' doesn't mean anything, since he is saying 'everywhere.' So now it says the same thing in a better way."	

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Work Time (continued)	Meeting Students' Needs

• Students may assert that the sentence is fine as is. Accept this response, but ask how the current sentences appeal to the audience. If students struggle or are unable to effectively edit the sentence and explain their reasoning, provide an example of a reduced sentence. Continue to reiterate that reducing, expanding, and combining sentences are tools in a writer's toolkit; there is not one correct answer, and authors eventually develop unique styles. The purpose here is to learn and practice editing techniques.
• Read aloud the second example on the Examples of Expanding, Combining, and Reducing Sentences handout.
• Reiterate that these sentences are effective as is, but this is an opportunity to consider whether Obama might have made a different choice as a writer. Ask students to discuss the following with group members and record their idea(s) on the same page in their journals:
  * "What type of edit might this sentence need: expand, combine, or reduce?"
  * "What might the revised sentence be?"
• Cold call one or two students to share out which edit they chose and their edited sentence. Listen for the likely response of "combine": "Every day, we learn more about the horrific suffering of communities that are buried under mountains of concrete, families forced to sleep in the streets, and the sick and the dying."
• Next, invite students to explain why the combined version might have greater appeal to the audience or enhances meaning. Listen for ideas such as: "'People sleeping in the streets,' 'Injured desperate for care,' and 'Many feared dead' are incomplete sentences. The combined sentence puts the same idea into a smooth sentence using commas to separate items in a list. Not only is this sentence easier to read and listen to, but it's also grammatically correct."
• Explain that authors may intentionally choose to use incomplete sentences for effect. There is not right or wrong "answer." Again, the purpose of this activity is to learn and practice editing techniques.
• As with the first example, if students struggle to identify the best type of edit, or effectively edit the sentence and explain their reasoning, provide an example of a combined sentence.
• Read aloud the final example and repeat the process described above.
• Cold call a few students to share out their idea for an edited sentence. Listen for: "This sentence could be expanded; it's difficult to provide the aid people need quickly and efficiently."	

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Work Time (continued)	Meeting Students' Needs
• As before, if students struggle to identify an edit or provide a possible example, model for them. Continue to reiterate that Obama's speech provides strong examples of both short and long sentences, and he made intentional choices as an author. • Distribute the **Sentence Revision Practice handout** to each student. • Say something like: "Now you will have a chance to practice this skill independently by editing a few more sentences from President Obama's speech. As you work, consider the fact that for your final performance task, your audience is your classmates. How could you edit sentences in President Obama's speech to have greater appeal to students your age?" • Give students 5 to 6 minutes to complete the practice samples and circulate to support. • Cold call students to share the edits they made and explain how each edit enhances audience appeal. See the **Sentence Revision Practice handout (answers, for teacher reference).**	
B. Editing Draft Opinion Speeches: Sentences (15 minutes) • Remind students of the first learning target. • Say something like: "As you edit your speeches, consider how to reduce, combine, and expand sentences to enhance meaning and address audience interest. Remember, your audience is your regular small group members." • Distribute the **Editing My Opinion Speech task card** to each student and display one copy using the document camera. Read the directions aloud and clarify as needed. • Give students 12 to 13 minutes to independently edit their speech drafts. • Circulate to support as needed and use this time to provide focused feedback to individual students regarding their edits. • If students finish early, ask them to pair up with another student and quietly read their edited sentences aloud to one another for feedback regarding how each sentence adds meaning and enhances audience interest. Remind students to be kind and specific with their critique.	• Students who are stronger at auditory processing will benefit from hearing their speech read aloud by a peer or aid (or consider supplying kids with a Phonics Phone); they'll hear the subtleties of sentence variety for the purpose of reducing, combining, or expanding sentences for clarity.

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Work Time (continued)	Meeting Students' Needs
C. Planning Visual Displays (20 minutes) • Direct student attention to the posted learning targets and read the second one aloud: ∗ "I can plan a display that includes multimedia components to accompany my speech presentation." • Ask students to think about the following terms with their groups and try to determine their meaning from context: *plan, display, multimedia components, accompany, and presentation.* • Ask for volunteers from each group to share out their group's definitions: *plan*—diagram, sketch, prepare *display*—show, present, demonstrate *multimedia components*—graphics such as pictures, photos, colors, and text accompany—go together with, complement, supplement *presentation*—presenting something, prepared speech • Invite one to two students to restate the second learning target in their own words based on their understanding of key terms. • Explain to students that speakers often create visual displays to enhance their presentations. These displays are meant to emphasize key ideas and details the speaker shares during presentations. • Ask students to recall and discuss in groups what they learned in Unit 2 about how images and text, such as captions, add meaning to a writer's ideas. • Cold call members from each group to share their thinking aloud. Listen for ideas like: "The colors used create a mood; dark colors suggest fear, sadness, devastation, whereas brighter colors give the impression of joy or happiness; the way images are arranged and the size of each image serves to emphasize or deemphasize certain ideas and details, draws viewers' eyes to certain ideas and details more than others; text such as titles and captions provide clarification about larger ideas and smaller details."	• If technology is not available, students who struggle with fine motor skills and the physical act of writing neatly should be able to dictate their ideas to a peer or an aid to help plan/draft their display.

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Work Time (continued)	Meeting Students' Needs
• Tell students they are going to begin planning their multimedia displays; then, distribute the **Multimedia Display Criteria** to each student and display one copy using the document camera. Read each of the criteria aloud. • Tell students they may use **Display Template 1: Horizontal, Display Template 2: Vertical**, or they may create their own template. Display each template, and distribute one piece of **blank paper** to each student. • Let students know they will have 10 to 15 minutes to plan their presentation displays, and they should refer to the Multimedia Display Criteria as they work. • If students finish early, ask them to partner up and give and receive kind and specific feedback about their display plans based on the criteria provided. • As time allows, invite students to share their plans whole group.	

Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Focus students' attention whole group. • Ask students to turn to a neighbor and discuss the following question: * "How does a multimedia display enhance your presentation?" • Direct students' attention to the posted learning targets and read them aloud. As you do, ask students to use the Fist to Five checking for understanding technique to demonstrate their mastery of each target. • Remind students they will need their Multimedia Display Criteria to complete the homework assignment.	• Provide a sentence starter to support student responses ("Multimedia displays can enhance my presentation by _____."). • Note students who show 3, 2, 1, or a fist as they may need more support editing sentences or planning a presentation display.

Homework	Meeting Students' Needs
• Share your edited speech with someone at home or read aloud in the mirror. Make additional edits as needed. • Continue planning your multimedia display based on the Multimedia Display Criteria. • Continue reading your independent reading book.	• Consider allowing students to take a Phonics Phone home to practice their speech and continuing their edits

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 2: Lesson 14
Supporting Materials

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Examples of Expanding, Combining, and Reducing Sentences

Name:

Date:

Excerpts from the Transcript: Opening Remarks by President Obama

1. "In times of great challenge in our country and around the world, Americans have always come together to lend a hand and to serve others and to do what's right."

* REDUCE the above sentence.

2. "Every day that goes by, we learn more about the horrifying scope of this catastrophe—destruction and suffering that defies comprehension. Entire communities buried under mountains of concrete. Families sleeping in the streets. Injured desperate for care. Many thousands feared dead."

* COMBINE the above sentences into one.

3. "It will be difficult."

* EXPAND the above sentence.

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Sentence Revision Practice Handout

Name:

Date:

Decide which revision technique (reduce, combine, or expand) you will use to appeal to your audience and enhance meaning. Then edit the sentences from Transcript: Closing Remarks by President Obama on the lines below.

1. "Well, these gentlemen are going to do an extraordinary job, but really what they're going to do be doing is just tapping into the incredible generosity, the ingenuity, the can-do spirit of the American people in helping our neighbors in need."

Circle one: **reduce** **combine** **expand**

2. "I want to make sure that everybody got that website one more time. Obviously we're just standing it up, but it will immediately give people a means to contact our offices—www.clintonbushhaitifund.org."

Circle one: **reduce** **combine** **expand**

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Sentence Revision Practice Handout

3. "And I just want to amplify one thing that was said. We were talking in the back. In any extraordinary catastrophe like this, the first several weeks are just going to involve getting immediate relief on the ground. And there are going to be some tough days over the next several days. People are still trying to figure out how to organize themselves. There's going to be fear, anxiety, a sense of desperation in some cases."

Circle one: **reduce** **combine** **expand**

4. "Thank you, gentlemen."

Circle one: **reduce** **combine** **expand**

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Sentence Revision Practice Handout

Answers, For Teacher Reference

Name:

Date:

Decide which revision technique (reduce, combine, or expand) you will use to appeal to your audience and enhance meaning. Then edit the sentences from Transcript: Closing Remarks by President Obama on the lines below.

1. "Well, these gentlemen are going to do an extraordinary job, but really what they're going to do be doing is just tapping into the incredible generosity, the ingenuity, the can-do spirit of the American people in helping our neighbors in need."

Circle one: **reduce** combine expand

"These gentlemen will do an extraordinary job of tapping into the generosity of the American people in helping our neighbors in need."

2. "I want to make sure that everybody got that website one more time. Obviously we're just standing it up, but it will immediately give people a means to contact our offices—www.clintonbushhaitifund.org."

Circle one: reduce **combine** expand

"I want to make sure everyone has the name of the website www.clintonbushhaitifund.org, as it will give people the means to contact our offices."

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Sentence Revision Practice Handout
Answers, For Teacher Reference

3. "And I just want to amplify one thing that was said. We were talking in the back. In any extraordinary catastrophe like this, the first several weeks are just going to involve getting immediate relief on the ground. And there are going to be some tough days over the next several days. People are still trying to figure out how to organize themselves. There's going to be fear, anxiety, a sense of desperation in some cases."

Circle one: reduce **combine** expand

"When an extraordinary catastrophe like this occurs it is most important to provide immediate relief so we can become organized and support those who are in desperate need of our help."

4. "Thank you, gentlemen."

Circle one: reduce combine **expand**

"Thank you, gentlemen, for your ongoing support of these relief efforts."

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Editing My Opinion Speech Task Card

Name:

Date:

Complete the following:

1. With group members, briefly review and discuss your understanding of how to reduce, combine, and expand sentences to enhance meaning and address audience interest.
2. Independently read the introduction of your speech.
3. Independently edit the introduction of your speech to reduce, combine, and expand sentences.
4. Repeat Steps 2 and 3 for the body and conclusion paragraphs of your speech.
5. If time allows, partner with another student within or outside your regular group to read aloud the sentences you changed for the purpose of receiving feedback about your edits.

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Multimedia Display Criteria

Name:

Date:

Directions: Read through each of the criteria. Draw a check mark if you have completed this, or a minus if you have not yet incorporated this criteria.

	Criteria	☑ completed - not completed
Content	The topic of the speech is stated and provides a unifying, overarching focus for the display.	
	The opinion is stated.	
	The four types of aid are named AND described as most important, second most important, third most important, or least important.	
Visuals that add meaning Pictures, photos, other images	Larger visuals draw viewers' attention to key ideas.	
	Smaller visuals show important details.	
	Visuals are arranged to focus viewers' attention on key ideas and details.	
	Visuals incorporate colors that set a mood.	

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Multimedia Display Criteria

Text that adds meaning Quotes, captions, exclamations	The text reiterates or emphasizes the topic, opinion, and four types aid.	
	The text provides clarification about visuals.	

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Display Template 1:
Horizontal

Topic

Opinion

Most important type of aid	Second most important type of aid	Third most important type of aid	Least important type of aid
<Image(s)>	<Image(s)>	<Image(s)>	<Image(s)>
<Text>	<Text>	<Text>	<Text>

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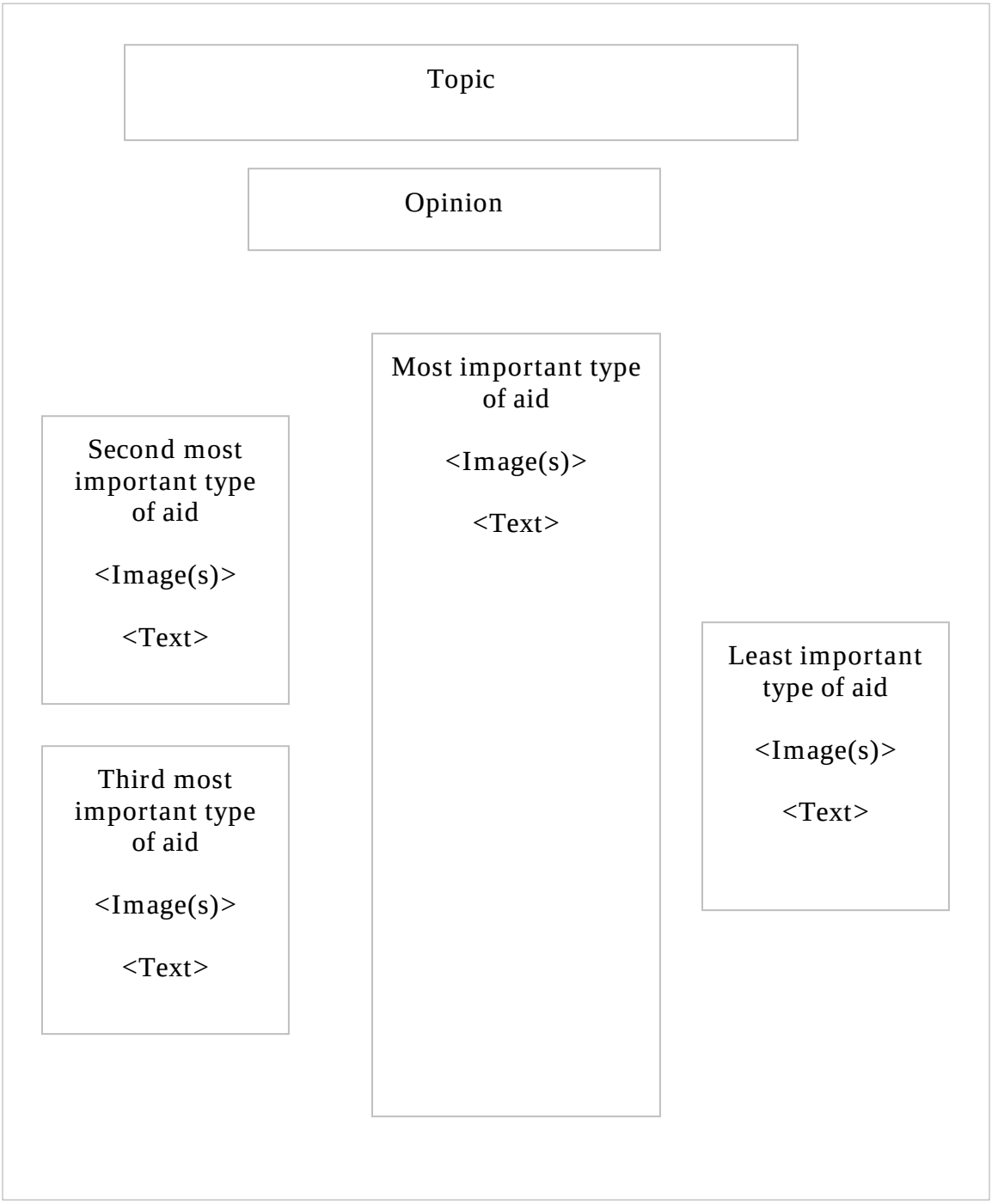
Display Template 2:
Vertical



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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 15

Including Multimedia and Visual Displays in Presentations: Prioritization of Relief Aid after Natural Disasters

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5) I can speak clearly and at an understandable pace. (SL.5.4) I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (S.L.5.6)	
Supporting Learning Targets	**Ongoing Assessment**
• I can create a display that includes multimedia components to accompany my speech presentation. • I can evaluate model speeches using the Speech Presentation Rubric.	• Planning for multimedia display • Speech Presentation Rubric

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Speaker (5 minutes) 2. Work Time A. Creating a Multimedia Display for a Presentation (35 minutes) B. Evaluating Model Speeches Using the Speech Presentation Rubric (15 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework A. Complete the multimedia display to use during your speech presentation. B. Practice delivering your speech to someone at home, or in the mirror, while you refer to your display. C. Write a final, clean copy of your speech onto lined paper or type and print.	• In the first half of this lesson, students consider what makes a strong multimedia display. First, they re-examine their multimedia display plan against the Multimedia Display Criteria. They share their findings in their regular small groups and provide and receive feedback, which they use to further refine their plans. Next, they complete their multimedia displays using computers (if accessible) and other additional materials. • In addition to computers, provide students with other materials to complete their multimedia displays, such as magazines, photos, newspapers, graphs, colored pencils, markers, and blank, unlined paper. Giving students numerous mediums from which to choose makes it easier for them to complete their displays. • If students cannot complete their multimedia displays in this lesson, consider finding other times during the day for students to access computers, printers, or other materials they may not have access to at home. • After working on their own multimedia displays, students turn their attention back to Adora Svitak's TED Talk and President Obama's opening remarks after the earthquake in Haiti. During this activity, students use the Speech Presentation Rubric to evaluate the strengths and weaknesses of both speeches. This activity serves two purposes: It familiarizes students with the rubric on which they will be evaluated during the final performance task in Lesson 16, and it displays strong speaking models and lets students consider how to incorporate the strengths of each speech and speaker into their own presentations. • In advance: • Ensure access to technology or other materials necessary for students to complete their multimedia displays. • Ensure the technology used to view Adora Svitak's TED Talk and President Obama's opening remarks is functioning. • Review: Go Around and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix 1). • Post: Learning targets.

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Lesson Vocabulary	Materials
create, display, multimedia components, accompany, presentation, unifying, overarching, evaluate, model, rubric	• Multimedia Display Criteria (from Lesson 14; one for display) • Document camera • Sample multimedia plan (one per group; one for display) • 22" by 28" poster board (one per student) • Additional materials for completing multimedia displays (see Teaching Note above): – computers, printers, magazines, photos, newspapers, graphs, and other media, colored pencils, markers, blank paper, and other materials required to create multimedia displays (enough for each student) • Tape or glue sticks (for each student) • Speech Presentation Rubric (three per student; one to display) • Video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–1:30) • Video: "Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti" (0:00–0:47) • Computer, LCD projector, and speakers

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Speaker (5 minutes)
• Ask students to take out their multimedia display plans and join their regular small groups.
• Review the Go Around process with students. Remind students their responses should be only one or two words and refer specifically to the **Multimedia Display Criteria**.
• Give students 1 minute to answer the following question:
  * "What part(s) of your multimedia display plan do you most want to refine, based on the Multimedia Display Criteria?"
• Invite one student to begin the Go Around, then each of the other students share out in a clockwise direction.
• Ask students to discuss in their groups:
  * "What patterns did you hear during the Go Around?"
• Invite members from each group to share out the group's thinking whole class. Answers will vary, but listen for students to refer specifically to the Multimedia Display Criteria.
• Say something like: "Today you'll have an opportunity to evaluate a sample multimedia display before refining your own display plans. Then you'll create the multimedia displays that accompany your speech presentations. You will also listen to short selections from Adora Svitak's and President Obama's speeches to evaluate each speaker's strengths and weaknesses and familiarize yourself with the Opinion Speech Rubric. This will help you think about effectively presenting your speeches to your peers in the next lesson."
	• Consider situating students in a large class circle for the Go Around to increase the sense of community and lower the risk of sharing whole group.
	• Provide a sentence starter to give all students access to the discussion ("The part of my multimedia display I most want to refine is ...").

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Work Time	Meeting Students' Needs

A. Creating a Multimedia Display for a Presentation (35 minutes)
• Direct students' attention to the posted learning targets and read the first one aloud:
  * "I can create a display that includes multimedia components to accompany my speech presentation."
• Focus students on the key words in this target:
  – create, display, multimedia components, accompany, and presentation.
• Cold call students to share out the meaning of each word:
  – *create*—make, construct, design
  – *display*—show, present, demonstrate
  – *multimedia components*—graphics such as pictures, photos, colors, and text
  – *accompany*—go together with, complement, supplement
  – *presentation*—presenting something, prepared speech
• Tell students they will now revisit the Multimedia Display Criteria to critique a sample plan to help them think about how they can refine their own display plans.
• Display the criteria using the **document camera**.
• Then, distribute one copy of the **sample multimedia plan** to each group.
• Focus students on the "content" row of the Multimedia Display Criteria. Read aloud the first criterion: "The topic of the speech is stated and provides a unifying, overarching focus for the display."
• Invite one to two students to share their understanding of the terms *unifying* and *overarching*. Listen for: "Unifying sounds like united or unify, which means to combine, join, make cohesive. Overarching is comprehensive or covers everything."
• Ask students to discuss in groups:
  * "What does it mean to have a 'unifying, overarching focus'? Restate in your own words."
• Cold call one to two students to share out. Listen for: "A unifying, overarching focus is like a main idea, a summary, a title that explains your display in one brief statement."
• Ask students to look at the topic written at the top of the sample multimedia plan: "This is a speech about prioritizing aid to Haiti after the 2010 earthquake in Port-au-Prince."
	• As students share out familiar synonyms of key terms, record them above or below the key terms in the target to support ELL students.
	• If technology is not available, students who struggle with fine motor skills and the physical act of writing neatly can dictate their ideas to a peer or an aid.

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Work Time (continued)	Meeting Students' Needs
• Invite students to discuss in groups: * "How could you edit the topic statement in this sample multimedia plan to be more like a title with a unifying, overarching focus about a natural disaster in a neighboring country and the prioritization of aid?" • Give students 1 to 2 minutes to think about and discuss their ideas in groups. Cold call members from each group to share out. Listen for ideas such as: "Prioritizing aid to Haiti after the 2010 Earthquake; Aid to Haiti After the Earthquake; 2010 Earthquake: The Best Ways to Support Haitians." • Model by revising the topic statement on the sample display. Cross out the sample topic and write a new topic statement that synthesizes students' thinking. • Quickly review each element of the Multimedia Display Criteria with students, asking them to refer to the sample multimedia plan to determine if each component of the sample meets the criteria. If students feel certain areas of the display do not meet the criteria, ask them to provide suggestions to edit the display. Continue modeling how to cross out portions of the sample and write new ideas to ensure students both understand and are able to edit their plans based on the criteria. • Give students 5 to 6 minutes to edit their own display plans. Circulate to support and offer focused critique. • Allow students 2 minutes to share their edits with one member of their group. Direct partners to offer specific feedback or ask relevant questions about changes each made to the display plans. • Give students 2 minutes to further refine their plans based on the feedback and questions their partner shared. • Distribute one **22" by 28" poster board** to each student. • Conduct a brief review of the term "scale" in the context of how to transfer ideas from a small sketch to a large-sized poster. Explain that students' plans are a small "scale" version of the poster displays they will create, which means if the "topic" of the plan takes up most of the space at the top, then it should also take up most of the space at the top of their poster boards. Provide additional examples or clarification as needed. • Allow students access to any additional materials they may need to create their displays. • Invite students to refer to the Multimedia Display Criteria and conduct an internet search for (or create) images and text to include on their displays. • Advise students to do the following:	

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Work Time (continued)	Meeting Students' Needs
1. Arrange images and text printed off the computer, or taken from other sources, atop the poster board without gluing or taping them down. 2. If writing text or drawing pictures by hand, first sketch lightly with a pencil. 3. Once you are satisfied with the initial layout of images and text on your poster board, ask someone who is finished to give you feedback about your display based on the criteria. 4. Based on your peer's feedback, make final revisions to your display. Add color to handwritten work. • Finally, using **tape or glue sticks**, tape down or paste images or text from the computer (or drawn on separate pieces of paper) if applicable.	
B. Evaluating Model Speeches Using the Speech Presentation Rubric (15 minutes) • Ask students to set aside their displays and direct students' attention to the posted learning targets. Read the second one aloud: * "I can evaluate model speeches using the Speech Presentation Rubric." • Ask students to discuss the meaning of the words *evaluate*, *model*, and *rubric* in this context with their groups. Cold call members from each group to share out. Listen for: "Evaluate means to examine and judge something; assess; model in this context means exemplary, exceptional, very good; a rubric is a set of criteria, standards to meet." • Distribute three copies of the **Speech Presentation Rubric** to each student and display one copy using the document camera. Read each of the criteria aloud and explain these are based on the same criteria on the Criteria for an Opinion Speech anchor chart they developed during Lessons 8–10. • Direct students' attention to the final three rows of the rubric and review this criteria. • Say something like: "Now we will watch short selections from the v**ideo: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–1:30)** as well as **President Obama's opening remarks from the Video: "Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti" (0:00–0:47)**. You'll evaluate each model speaker using the Speech Presentation Rubric to gain greater familiarity with the rubric criteria and begin to think about how you will infuse strong elements of each speaker's presentation into your own opinion speech presentations." • Tell students that as they view and listen to Adora's speech, they should do the following: 1. Listen carefully to determine a score for as many criteria on the rubric as you can.	• For students who struggle to locate material in a lot of text, consider assigning a modified number of criteria to watch for during the model speech presentations. Rather than listening for all criteria, have them focus on 1–3. • Consider pairing students who take a long time to write with a quicker partner (or an aid) so all ideas are accounted for and frustration is minimized. • Consider providing a sentence frame to give all students access to the discussion ("Based on the criteria, Adora's greatest strength was _____ and Obama's greatest strength was _____").

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Work Time (continued)	Meeting Students' Needs
2. Write a brief comment in the box next to the criteria and below the score you choose explaining why you gave the speech the score you did. • Then, use a **computer, LCD projector, and speakers** to play the video: Adora Svitak "What Adults Can Learn from Kids" TED Talk (0:00–1:30). • Give students 5 minutes to assign scores, write brief comments, and discuss their thinking with group members. • Cold call members from each group to share out the score they assigned for one criterion on the rubric. Answers will vary, but listen for students to share comments that justify the score they indicated and make specific references to Adora's speech, as well as the rubric criteria. • Next, tell students that as they view and listen to President Obama's opening remarks, repeat the same process using the Speech Presentation Rubric. • Play President Obama's opening remarks from the video: "Remarks by President Obama, Former President Bill Clinton, and Former President George W. Bush on the Recovery and Rebuilding Effort in Haiti" (0:00–0:47). • Once again, give students 5 minutes to assign scores, write brief comments, and discuss their thinking with group members. • Cold call several students to share out the score they assigned for one criterion on the rubric. Answers will vary, but listen for students to share comments that justify the score they indicated and make specific references to President Obama's speech, as well as the rubric criteria. • Ask students to discuss the following in groups: * "Based on the rubric criteria, what do you think were the greatest strengths of each speaker?" • Invite two to three students to share out. Listen for ideas such as: "Adora's use of a multimedia display helped me understand who and what she was talking about, engaged me visually with her presentation because each picture related directly to what she was saying; President Obama spoke at a clear and understandable pace; they both greeted the audience."	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Focus students whole group. Then, ask them to discuss with a partner: * "How do good speakers engage their audience?" • After 2 minutes, invite several students to share their thinking whole group. • Direct students' attention to the posted learning targets. Read each of them aloud and ask students to use Glass, Bugs, Mud Checking for Understanding Technique to demonstrate their mastery of each target. • Remind students they will give their speech presentations for the final performance task during the next lesson.	• Consider providing a sentence frame to give all students access to the discussion ("Good speakers engage their audience by _____"). • Students who show Bugs or Mud may need more support planning and creating their multimedia displays or understanding criteria from the speech rubric.

Homework	Meeting Students' Needs
• Complete the multimedia display to use during your speech presentation. • Practice delivering your speech to someone at home, or in the mirror, while you refer to your display. • Write a final, clean copy of your speech onto lined paper or type and print.	

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 15
Supporting Materials

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Sample Multimedia Plan

This is a speech about prioritizing aid to Haiti after the 2010 earthquake in Port-au-Prince.

The people of Haiti can only recover from this tragedy if we prioritize aid quickly and in the best way possible!

Second most important type of aid

<picture of people working>

*Add a caption

<picture of a family>

*Add a caption

Livelihoods and Host Families

Third most important type of aid

<picture a house being built>

*Add a quote about home

<picture of a built house>

Transitional and Permanent Homes

The MOST important type of aid

<pictures of doctor/nurse and medicine>

<picture of a water spout OR glass of water>

<pictures of soap, toothpaste/toothbrush, and cleaning supplies>

Health, Water, and Sanitation

*Add a quote about health

Least important type of aid

<picture of aid worker teaching people, or a speaker/someone teaching in front of an audience>

*Add a caption

Disaster Risk Reduction

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Speech Presentation Rubric

Name:

Date:

CRITERIA	3 *Includes all criteria	2 *Includes most of the criteria	1 *Includes very little or none of the criteria
The **Introduction** is appropriate to audience and purpose, and includes: – Attention getter – topic statement opinion statement reason – evidence – personal connection to the audience			
The **Body** of the speech has a clear and logical progression within and between ideas, which: – Prioritizes the four types of aid prioritized—most to least important – explains why – supports each reason with evidence – uses linking words and phrases to connect ideas between the opinion, reasons, and evidence			

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Speech Presentation Rubric

CRITERIA	3 *Includes all criteria	2 *Includes most of the criteria	1 *Includes very little or none of the criteria
The **Conclusion** is appropriate to audience and purpose, and includes: – Audience appreciation – restates the opinion – uses a thoughtful statement to reiterate important reasons and evidence – a closing remark that compels people to act, and provides closure			
The speaker uses language that is appropriate to the audience and purpose.			
The speaker delivers the speech at a clear and understandable pace, appropriate to audience.			
The speaker uses a multimedia display that enhances key ideas and details, and is appropriate to audience.			

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EXPEDITIONARY LEARNING

Grade 5: Module 4: Unit 3: Lesson 16

Final Performance Task: Delivering an Opinion Speech with Multimedia Display

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can report on a topic or text using organized facts and details. (SL.5.4) I can speak clearly and at an understandable pace. (SL.5.4) I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5) I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6)

Supporting Learning Targets	Ongoing Assessment
• I can present my speech and multimedia display to group members using the criteria for high-quality presentation skills. • I can provide feedback to my group members on their presentation skills using the Speech Presentation Rubric. • I can reflect on my speech delivery and multimedia presentation about prioritizing aid to a neighboring country struck by a natural disaster.	• Final Performance Task: Opinion Speech Presentations • Speech Presentation Rubric

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Speaker and Listener: Practice Speech Presentation with Multimedia Displays Using Peer Critique (15 minutes) B. Introducing Learning Targets (2 minutes) 2. Work Time A. Final Performance Task: Delivering an Opinion Speech with Multimedia Display (25 minutes) B. Self-Assessment (5 minutes) 3. Closing and Assessment A. Gallery Walk (10 minutes) B. Debrief and Review Learning Targets (3 minutes) 4. Homework A. Continue reading your independent reading book.	• Students briefly review the criteria named on the Speech Presentation Rubric and practice their presentations with a student outside of their small regular group. After listening to each other's speeches, partners provide and receive feedback using the Speech Presentation Rubric. If time permits, students have a brief, final opportunity to make minor revisions to their speeches or multimedia displays, based on their partner's feedback. This practice, critique, and revision cycle serves as an example of how strong speakers prepare for a speech in the final moments and gives students the opportunity to practice and reflect a final time on their opinion speech and multimedia display before having to present them to a larger audience. • Consider pairing students ahead of time for the Peer Critique exercise. • After this final practice round, students present their speeches and multimedia displays in their regular small groups. Group members score each presenter using the Speech Presentation Rubric and record one specific and positive piece of feedback to share with the speaker on a sticky note. While the sticky notes are given to the speakers at the end of the presentations, the rubrics are turned into the teacher for review. • Students can also score their own presentations and provide justifications for their scores. • During the debrief, students share their self-assessments with a partner and participate in a Gallery Walk to see all of their classmates' multimedia displays and provide specific and positive praise for two other students' displays. This praise is recorded on sticky notes for the owner's review. • Use the Speech Presentation Rubric to score students' opinion speeches and multimedia displays. If time allows and technology is available, consider finding other times for students to video record their speech presentation so you may view them in their entirety to score elements on the rubric related to the rate of speech and delivery. • In advance: Be sure there is enough space for students to present to their small regular group. Make sure requisite technology is available and in working order. • Review: Peer Critique and Gallery Walk protocols (see Appendix). • Post: Learning targets.

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Lesson Vocabulary	Materials
present, multimedia display, criteria, feedback, rubric, reflect, delivery	• Opinion speeches (students' own) • Multimedia displays (students' own) • Speech Presentation Rubric (from Lesson 15; four copies per student; one to display) • Document camera • Sticky notes (five per student) • Multimedia Display Criteria (from Lesson 14; one to display)

Opening	Meeting Students' Needs

A. Homework Review and Engaging the Speaker and Listener: Practice Speech Presentation with Multimedia Displays Using Peer Critique (15 minutes)
• Ask students to take out their **opinion speeches** and **multimedia displays**.
• Ask a volunteer to share out the guiding question for this half of Unit 3. Listen for:
  * How do speeches motivate and compel people to act?"
• Say something like: "For the final performance task, you'll deliver a motivating and compelling speech about how to prioritize aid to a neighboring country struck by a natural disaster. Before presenting to a group, speakers often practice and ask for a final critique of their presentations to make minor refinements. Today you'll share your opinion speech and multimedia display with a partner outside of your regular small group, to both practice and receive feedback prior to presenting to your group."
• Display the **Speech Presentation Rubric** using a **document camera**. Quickly review the criteria aloud and clarify as needed.
• Review the Peer Critique protocol with students. Emphasize that as they work with their partner to offer and receive critique, it is important to:
  – Be specific.
  – Be kind.
	• Provide a sentence frame to give all students access to the conversation ("The most valuable piece of feedback I received from my partner is...")
	• For student reference, write a synonym and/or a visual above or below the key terms in the target as they are generated during the discussion.

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Opening	Meeting Students' Needs
– Stay on topic (talk about the criteria). – Thank your partner. • Ask students to gather their opinion speeches and multimedia displays and move to quickly and quietly join a partner outside their regular small group. • Give students 7 to 8 minutes to share and receive feedback. Circulate to support. • Focus students whole group. Then ask: * What was the most valuable piece of feedback you received from your partner?" * What minor adjustment(s) will you make to your presentation based on the feedback you received?" • Invite a few students to share their ideas whole group. • As time allows, let students make minor revisions to their presentations.	

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Opening (continued)	Meeting Students' Needs

B. Introducing Learning Targets (2 minutes)
• Ask students to join their regular small groups with their speeches and displays.
• Direct students' attention to the posted learning targets and read them aloud:
  * "I can present my speech and multimedia display to group members using the criteria for high-quality presentation skills."
  * "I can provide feedback to my group members on their presentation skills using the Speech Presentation Rubric."
  * "I can reflect on my speech delivery and multimedia presentation about prioritizing aid to a neighboring country struck by a natural disaster."
• Point out the key terms in these targets that students are familiar with from previous lessons and units. Then, cold call several students to share out the meaning of each term:
  – *present*—share, show, exhibit
  – *multimedia display*—poster board with key ideas and details from my speech, that includes visuals and text
  – *criteria*—standards, measures, norms
  – *feedback*—critique, comment, opinion
  – *rubric*—a set of criteria, standards to meet
  – *reflect*—consider, think about, self-assess
  – *delivery*—speak to an audience
• Ask volunteers to restate learning targets in their own words.	

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Work Time	Meeting Students' Needs
A. Final Performance Task: Delivering an Opinion Speech with Multimedia Display (25 minutes) • Ask students to briefly discuss in groups who will share their presentation first, second, third, and fourth. • Distribute three Speech Presentation Rubrics and three **sticky notes** to each student. • Again, remind students of the Peer Critique protocol: – Be specific. – Be kind. – Stay on topic (talk about the criteria). – Thank your group members. • Tell students to do the following: 1. Give your full attention to each presenter. 2. Once a speaker is finished delivering her or his speech, complete a Speech Presentation Rubric for him or her. Give a score for each criterion on the rubric and record brief comments in the boxes to explain why you gave the score you did. 3. For each speaker, write a brief statement on one of your sticky notes to give the presenter kind and specific praise about his or her speech, based on the Speech Presentation Rubric criteria. 4. Give sticky notes to the speaker after the presentations are complete. 5. Turn in the rubrics after the presentations. Until then, hold onto them. • Ask students to begin and circulate to support as needed. • Once all students have presented, collect the completed Speech Presentation Rubrics. • Ask students to discuss the following in their groups: – "What was the greatest strength of your presentation?" – "What would you do differently in future presentations?" • Invite several students to share their thinking whole group.	• To support visual learners, display these steps on the board or on a task card for students' reference. • Consider supporting students who are easily overwhelmed, by dividing the criteria between the three speeches they are to critique. For example, have them critique the first speaker on their introduction and use of task-appropriate language, the second speaker on the body of their speech and clear delivery and the third speaker on their conclusion and multimedia display.

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Work Time (continued)	Meeting Students' Needs
B. Self-Assessment (5 minutes) • Distribute another Speech Presentation Rubric to each student. • Ask students to do the following: • Review each of the criteria. • Reflect on how you well you met each criterion, and assign yourself a score for each area of the rubric. • Record brief comments to explain why you scored yourself the way you did. • Tell students to hold onto their rubrics for the debrief.	• Students who are auditory processors or those who get overwhelmed easily by a lot of text should have the option to have a peer or an aid help them process the feedback they received.

Closing and Assessment	Meeting Students' Needs
A. Gallery Walk (10 minutes) • Ask students to quickly set up their multimedia displays for the class. • Distribute two sticky notes to each student. • Review the Gallery Walk protocol with students and clarify as needed. • Then, display the **Multimedia Display Criteria**. Read each criterion aloud. Clarify as necessary. • Give students 6 to 7 minutes to complete the following: 1. Silently move throughout the room to view peers' multimedia displays. 2. Refer to the Multimedia Display Criteria and write specific and positive praise on your sticky notes for at least two other students' displays. 3. Leave sticky notes next to the displays you recorded positive feedback about. • Circulate to support and ensure each student's display receives at least one piece of positive feedback. • Ask students to collect the sticky notes left near their own displays and return to their seats. • Allow students a moment to read the positive comments they received. Then, invite a few students to share out a particularly meaningful note they received with the whole group. Encourage students to elaborate on why the comment was meaningful to them.	• Display the directions for the Gallery Walk for student reference. • Students who struggle with the physical act of writing quickly and neatly should have the option to dictate their feedback to a partner or aid to scribe.

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (3 minutes) • Ask students to refer to the Speech Presentation Rubrics they completed for themselves. Have them turn to a nearby partner and share their thinking about the scores they assigned and why. • Direct students' attention to the posted learning targets. Read each one aloud and ask students to show a thumbs-up or thumbs-down to indicate their mastery of each target based on their self-assigned scores on the rubric. • Collect students' self-assessed Speech Presentation Rubrics, and congratulate them on their compelling presentations and newfound knowledge about the impact of natural disasters on people and the environment and the ways we can support those struck by disasters through the prioritization of aid.	
Homework	**Meeting Students' Needs**
• Continue reading your independent reading book.	

There are no new supporting materials for this lesson.

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