



EXPEDITIONARY  
LEARNING

# **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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**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**

- 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.

**Ongoing Assessment**

- 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



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Share Homework and Engage the Writer (7 minutes)</li><li>B. Review Learning Targets (3 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 1 Assessment: “What Makes a Hurricane a Natural Disaster?” (35 minutes)</li><li>B. Tracking My Progress: Reflecting on Learning (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading in your independent reading book for this unit at home.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Students take the End of Unit 1 On-Demand Assessment: “What Makes a Hurricane a Natural Disaster?”</li><li>• 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).</li><li>• 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.</li><li>• 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.</li><li>• Use the Writing about Natural Disasters essay rubric to assess student work.</li></ul>

Lesson Vocabulary	Materials
develop, accurate	<ul style="list-style-type: none"><li>• Independent reading book</li><li>• Journal</li><li>• What Do We Know about Natural Disasters? anchor chart (all previous lessons)</li><li>• End of Unit 1 Assessment, Part I: On-Demand Essay: “What Makes a Hurricane a Natural Disaster?”</li><li>• Lined paper (one piece per student)</li><li>• Writing about Natural Disasters essay rubric (from Lesson 6, one each per student)</li><li>• Writing about Hurricanes graphic organizer (from Lesson 6)</li><li>• Tracking My Progress, End of Unit 1 recording form (one per student)</li><li>• Evidence flags (three per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Share Homework and Engaging the Writer (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>independent reading book</b> marked with the evidence flags from homework, as well as their <b>journals</b>.</li><li>• Focus students on the <b>What Do We Know about Natural Disasters? anchor chart</b> that they have been adding to throughout the unit.</li><li>• Ask students to turn to their glossaries in their journals. Have students review and share with a partner their evidence flags and vocabulary words:<ul style="list-style-type: none"><li>* “What new information can you add to the anchor chart?”</li></ul></li><li>• 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.</li><li>• Ask students to think and then talk with a partner:<ul style="list-style-type: none"><li>* “What makes a natural event <i>natural</i>?”</li><li>* “What makes a natural event a <i>disaster</i>?”</li></ul></li><li>• 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.”</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Some students may need to focus on only one piece of evidence to add to the anchor chart instead of several at once.</li></ul>



Opening	Meeting Students’ Needs
<p><b>B. Review Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the learning targets:<ul style="list-style-type: none"><li>* “I can write a topic sentence to introduce the topic of my essay.”</li><li>* “I can develop the topic with details and quotes from the texts.”</li><li>* “I can use accurate scientific vocabulary to explain hurricanes.”</li><li>* “I can write a concluding statement for my essay.”</li></ul></li><li>• Review key vocabulary. Focus class members’ attention on the words <i>develop</i> and <i>accurate</i>. Ask students to think about and share with a partner the meaning of those words in the learning targets.</li><li>• 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.”</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. End of Unit 1 Assessment: “What Makes a Hurricane a Natural Disaster?” Essay (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit 1 Assessment, Part I: On-Demand Essay “What Makes a Hurricane a Natural Disaster?”</b> and <b>lined paper</b>. Invite students to quickly skim the assessment.</li><li>• Display and direct students to focus on the <b>Writing about Natural Disasters essay rubric</b> (from Lesson 6). Review with students the criteria for a good essay. Address any clarifying questions.</li><li>• Tell students they should use the following resources:<ul style="list-style-type: none"><li>– <b>Writing about Hurricanes graphic organizer</b></li><li>– <b>Glossaries</b></li></ul></li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Provide extra time for completing the assessment for students who struggle with language.</li><li>• Students who struggle with writing may need to dictate their essay for the end of unit assessment to a teacher.</li></ul>
<p><b>B. Tracking My Progress: Reflecting on Learning (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.”</li><li>• Ask students to recall the meaning of the word <i>reflect</i>. 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.”</li><li>• Distribute the <b>Tracking My Progress, End of Unit 1 recording form</b>. 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.</li><li>• Ask students to independently complete their Tracking My Progress forms. Have them hold on to this sheet to refer to during the lesson debrief.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students who struggle with language to dictate their Tracking My Progress to a partner or the teacher.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Invite several students to share out with the whole group.</li><li>• 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.”</li><li>• Collect students’ Tracking My Progress recording forms and distribute <b>three evidence flags</b> to each student.</li></ul>	<ul style="list-style-type: none"><li>• Strategically partner students so that students who struggle with language are paired with those who have stronger language skills.</li></ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• 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.</li></ul> <p><i>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.</i></p>	<ul style="list-style-type: none"><li>• Consider providing audio recordings of independent reading books to students who struggle with reading complex text.</li></ul>



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## Supporting Materials



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

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**Name:**

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**Date:**

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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



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:

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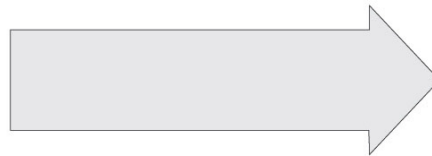
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2. How am I doing? Circle one.

**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:

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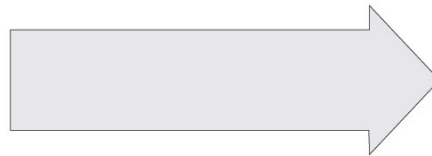
---

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:

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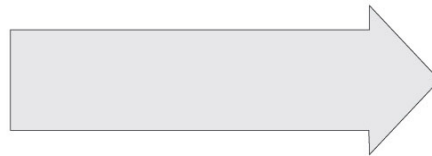
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2. How am I doing? Circle one.

**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:

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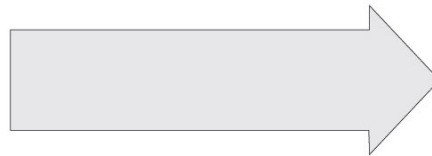
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2. How am I doing? Circle one.

**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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