



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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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

- 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.

Ongoing Assessment

- Mid-Unit Assessment
- Tracking My Progress recording form

Agenda

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

Teaching Notes

- 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).



Lesson Vocabulary	Materials
point of view, influences, description, events, key details, analyze, image, meaning, figurative language, reflect	<ul style="list-style-type: none"> Journals What Do We Know about Natural Disasters? anchor chart (from Unit 1) Mid-Unit 2 Assessment: Text-Dependent Questions, <i>Dark Water Rising</i>, Chapter 13 (one per student) Mid-Unit 2: Tracking My Progress recording form (one per student) Mid-Unit 2 Assessment: Text-Dependent Questions, <i>Dark Water Rising</i>, Chapter 13 (answer key for teacher reference) Grade 5 2-Point Rubric—Short-Response rubric

Opening	Meeting Students' Needs
<p>A. Homework and Learning Targets Review (7 minutes)</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> * “Which of the key vocabulary terms from your homework <i>best</i> 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 <i>Dark Water Rising</i> to demonstrate your mastery toward the learning targets we have been working on.” 	<ul style="list-style-type: none"> 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.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Review each of the learning targets: <ul style="list-style-type: none"> * “I can describe how Seth’s point of view influences his description of events using key details from Chapter 13 of <i>Dark Water Rising</i>.” * “I can analyze how an image from <i>Dark Water Rising</i> adds meaning to the narrator’s description of events.” * “I can analyze the meaning of figurative language in <i>Dark Water Rising</i>.” * “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: <p><i>point of view</i>—Seth’s perspective; the way he describes events</p> <p><i>influences</i>—have an effect on; impact</p> <p><i>description</i>—the way something is explained</p> <p><i>events</i>—something important that happens in the story</p> <p><i>key details</i> (to support)—paraphrase important information; restate big ideas in my own words</p> <p><i>analyze</i> – examine; study; evaluate; explore</p> <p><i>image</i>—picture; visual element</p> <p><i>meaning</i>—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</p> <p><i>figurative language</i>—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</p> <p><i>reflect</i>—think about; consider</p> 	



Work Time	Meeting Students' Needs
<p>A. Written Conversation Protocol (13 minutes)</p> <ul style="list-style-type: none"> • 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 <i>not</i> 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 <i>Dark Water Rising</i>. Then ask students to think about: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • 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.



Work Time (continued)	Meeting Students' Needs
<p>B. Mid-Unit Assessment (25 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 2 Assessment: Text-Dependent Questions, <i>Dark Water Rising</i>, 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.	<ul style="list-style-type: none">• Allow students who struggle with language extra time to complete the mid-unit assessment.
<p>C. Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• 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 <i>reflect</i> (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.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Reread Chapter 13 of <i>Dark Water Rising</i> to someone at home.• "Sketch the meaning" of Chapter 13:<ul style="list-style-type: none">* "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. <p><i>Note: Review and score students' Mid-Unit Assessments (refer to the Mid-Unit 2 Assessment: Text Dependent Question, <i>Dark Water Rising</i>, Chapter 13, answer key for teacher reference) to gauge their mastery of the learning targets. Read Chapters 14 and 15 of <i>Dark Water Rising</i>. 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.</i></p>	<ul style="list-style-type: none">• Provide an audio recording of <i>Dark Water Rising</i> 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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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.



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?



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.



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.



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.



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*.

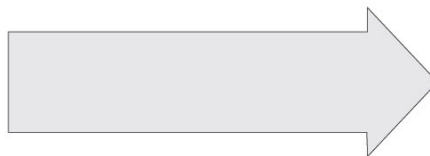
1. The target in my own words is:

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:



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:



Tracking My Progress:
Mid-Unit 2

Name: _____

Date: _____

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

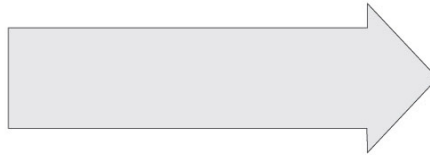
1. The target in my own words is:

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:



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:
	<ul style="list-style-type: none">• 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:
	<ul style="list-style-type: none">• 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:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

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