



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

- 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.

Ongoing Assessment

- Sketch the meaning and gist (in journal)
- Evidence flags
- Summary paragraph (in journal)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Reader (7 minutes)2. Work Time<ol style="list-style-type: none">A. First Read and Sketching the Meaning: <i>Dark Water Rising</i>, Chapters 27–29 (15 minutes)B. Gathering Evidence and Popcorn Read (20 minutes)C. Summarizing: <i>Dark Water Rising</i>, Chapters 27–29 (13 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework	<ul style="list-style-type: none">• This lesson follows a pattern that is similar to Lesson 13.• In this lesson, students hear the final chapters of <i>Dark Water Rising</i> 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 <i>Dark Water Rising</i> 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).



Lesson Vocabulary	Materials
evidence, explain, summary; salvaged (206), dwelling (on), replenished (207), festered, yearn (208), gathering (214), bindings (215), mourned (216)	<ul style="list-style-type: none">• Journals• Four Corners sheets (one of each to post)• <i>Dark Water Rising</i> (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)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Reader (7 minutes)</p> <ul style="list-style-type: none">• 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 <i>Dark Water Rising</i> 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 <i>Dark Water Rising</i>. 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 <i>before</i> and <i>during</i> the storm, and in these final chapters we are learning about what life was like <i>after</i> 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.”	<ul style="list-style-type: none">• 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.



Work Time	Meeting Students' Needs
<p>A. First Read and Sketching the Meaning: <i>Dark Water Rising</i>, Chapters 27–29 (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to get their journals and <i>Dark Water Rising</i>, 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: <ul style="list-style-type: none"> * “How do people <i>feel</i> and <i>act</i> 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: <ul style="list-style-type: none"> * “How do people <i>feel</i> and <i>act</i> as they try to recover from the storm?” • Ask students to discuss in groups and add to their sketch for Chapter 29. 	<ul style="list-style-type: none"> • 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..



Work Time (continued)	Meeting Students' Needs
<p>B. Gathering Evidence and Popcorn Read (20 minutes)</p> <ul style="list-style-type: none"> • Introduce the first learning target: “I can use evidence from Chapters 27–29 of <i>Dark Water Rising</i> 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: <i>evidence</i> and <i>explain</i>. 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: <ul style="list-style-type: none"> * “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: <p><i>salvaged</i>—saved (for future use); rescued; retrieved</p> <p><i>dwelling</i> (on)—thinking about; lingering on; wallowing</p> <p><i>replenished</i>—refilled; restocked; reloaded</p> <p><i>festered</i>—made worse; irritated; aggravated</p> <p><i>yearn</i>—ache; long for; want very much</p> <p><i>gathering</i>—coming together; meeting; collecting; grouping</p> <p><i>bindings</i>—ties; holds</p> <p><i>mourned</i>—grieved; wept for; missed very much</p> 	<ul style="list-style-type: none"> • 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. <p>Display the directions for the Popcorn Read protocol for students so that they can refer to them during the protocol.</p>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Next, review the Popcorn Read protocol and criteria:<ul style="list-style-type: none">– Read the key words and short phrases you marked with evidence flags from Chapters 27–29 of <i>Dark Water Rising</i>.– 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:<ul style="list-style-type: none">* “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:<ul style="list-style-type: none">* “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.	



Work Time (continued)	Meeting Students' Needs
<p>C. Summarizing: <i>Dark Water Rising</i>, Chapters 27–29 (13 minutes)</p> <ul style="list-style-type: none">Review the second learning target: “I can write a summary of Chapters 27–29 of <i>Dark Water Rising</i> by using information from the text.”Cold call several students to share what they recall about the meaning of the word <i>summary</i> 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.	<ul style="list-style-type: none">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.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Bring students together whole group. Ask them to think about what they know about natural disasters from Unit 1. Then pose the following question:<ul style="list-style-type: none">* “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.	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Reread Chapters 27–29 of <i>Dark Water Rising</i> to someone at home.• Write a response to the following question:<ul style="list-style-type: none">– How were the lives of people in Galveston changed by this natural disaster in 1900? <p><i>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).</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 response to the question posed as well as the gist to someone at home.



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Supporting Materials



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**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.**



Sketch the Meaning, Blank

Image Pause 1, p. 211, 217, 221

Gist of Chapters 27, 28 and 29:

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.



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



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.