



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 4: Unit 2: Lesson 16**

## **End of Unit 2 Assessment: Analysis of How Different Narrators Describe Similar Events**



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



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

- I can 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**

- 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.

**Ongoing Assessment**

- End-of-Unit 2 Assessment
- Tracking My Progress recording form

**Agenda**

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

**Teaching Notes**

- 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).



Lesson Vocabulary	Materials
compare, contrast, describe, support, evidence, reflect	<ul style="list-style-type: none"><li>• Students' three images (from homework)</li><li>• Document camera</li><li>• Composition rubric (from Lesson 15; one for display)</li><li>• Captions rubric (included again as a stand-alone document; one for display)</li><li>• Journals</li><li>• End of Unit 2 Assessment: Analysis of How Different Narrators Describe Similar Events (one per student)</li><li>• Analysis Essay Rubric (one per student and one for display)</li><li>• End of Unit 2: Tracking My Progress recording form (one per student)</li><li>• End of Unit 2 Assessment: Sample Student Response (teacher resource)</li><li>• Colors rubric ( one per student and one for display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Writer (13 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out the <b>three images</b> they completed for homework, and then pair up with a student who is <i>not</i> in their regular group.</li><li>• Use a <b>document camera</b> to display the <b>Composition rubric</b> and <b>Captions rubric</b> (distributed to students in Lesson 15).</li><li>• 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.</li><li>• Give students 6 to 7 minutes to offer a critique of partners' images. Circulate to support.</li><li>• Read the learning targets aloud:<ul style="list-style-type: none"><li>* "I can write an essay to compare and contrast how different narrators describe a natural disaster through literature."</li><li>* "I can support my ideas with evidence from the texts."</li><li>* "I can reflect on my learning about how different narrators describe a natural disaster through literature."</li></ul></li><li>• 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:<ul style="list-style-type: none"><li><i>compare</i>—identify similarities</li><li><i>contrast</i>—identify differences</li><li><i>describe</i>—explain; give details</li><li><i>support</i>—prove; strengthen</li><li><i>evidence</i>—information; facts; details</li><li><i>reflect</i>—think about; consider</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner students who are more verbal with those who struggle with sharing their work.</li><li>• Display the questions for the Peer Critique protocol for students to refer to as they examine each other's sketches.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Narrators' Descriptions of Events: Written Conversation (12 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their <b>journals</b> and find another partner who is <i>not</i> a member of their regular group.</li> <li>• Remind students of the Written Conversation protocol.</li> <li>• 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.</li> <li>• 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: <ul style="list-style-type: none"> <li>* “What are the <i>similarities</i> and <i>differences</i> between Junior’s and Seth’s descriptions of natural disaster?”</li> </ul> </li> <li>• Give students 2 or 3 minutes to refer to their notes and Venn diagram then write their conversations.</li> <li>• 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.”</li> <li>• 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.</li> <li>• 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.”</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Display the directions for the Written Conversation protocol for students to refer to as they review for the assessment.</li> <li>• 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 _____.”)</li> <li>• Consider allowing students who struggle with writing to respond orally to the questions.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. End of Unit 2 Assessment (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit Assessment: Analysis of How Different Narrators Describe Similar Events</b> (one per student).</li><li>• Read through the directions and <b>Analysis Essay rubric</b> 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.</li><li>• 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 work on adding details to their drawings based on feedback they received during the Opening.</li></ul>	<ul style="list-style-type: none"><li>• Provide extended time to complete the assessment for ELL students.</li><li>• Consider allowing students who struggle with writing to dictate their assessment to a teacher.</li></ul>
<p><b>C. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit 2: Tracking My Progress recording form</b>. Remind students that they have used this self-assessment during previous modules to reflect on (consider; think about) their mastery of the learning targets.</li><li>• Ask students to independently complete their Tracking My Progress forms. Ask them to hold on to this sheet to refer to during the debrief.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Partner students. Ask them to share the reflections on their Tracking My Progress recording forms.</li><li>• Collects students' end of unit assessments and Tracking My Progress forms. Review to determine students' mastery of the learning targets (see the <b>Teacher Resource: End of Unit 2 Assessment: Sample Student Response</b> for ideas students may share.)</li><li>• 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."</li><li>• Display and distribute the <b>Colors rubric</b> (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.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner ELL students with students who speak the same home language to share their Tracking My Progress.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Revise your art pieces based on the feedback you received today about composition:<ul style="list-style-type: none"><li>– How will you revise or add to your art pieces based on the feedback you received?</li></ul></li><li>• Add color to each of your images. Think about:<ul style="list-style-type: none"><li>– What emotions do I want to convey in each image?</li><li>– What colors help to express those emotions?</li><li>– What colors should I emphasize to convey a specific emotion(s)?</li></ul></li><li>• Be prepared to share your art pieces during a peer critique at the beginning of the next lesson.</li></ul> <p><i>Note: Students revise then present their art pieces in Lesson 17.</i></p>	<ul style="list-style-type: none"><li>• Consider allowing students who struggle with multiple tasks to revise just one drawing instead of all three..</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 4: Unit 2: Lesson 16

## Supporting Materials



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

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



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.
----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	-------------------------



**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.



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 <i>similar</i> ; 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 <i>similar</i> ; descriptions are supported with examples from the text.	Includes a topic sentence; describes one way the narrators' descriptions of a natural disaster are <i>similar</i> .	Does not include a topic sentence, or does not describe at least one way the narrators' descriptions of a natural disaster are <i>similar</i> .



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 <i>different</i> ; 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 <i>different</i> ; descriptions are supported with examples from the text.	Includes a topic sentence; describes one way the narrators' descriptions of a natural disaster are <i>different</i> .	Does not include a topic sentence, or does not describe at least one way the narrators' descriptions of a natural disaster are <i>different</i> .
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.

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.



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:

---

---

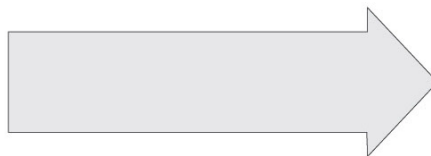
---

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:

---

---

---



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:

---

---

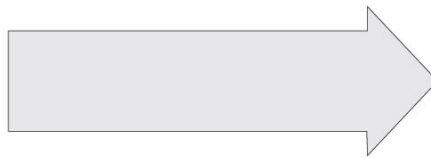
---

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:

---

---

---



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.
--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	-------------------------