



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 1: Lesson 14

End of Unit Assessment: How Word Choice Contributes to Tone and Meaning



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

I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1 and RI.8.1)
 I can analyze the impact of word choice on meaning and tone. (RL.8.4 and RI.8.4)
 I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)

Supporting Learning Targets

- I can analyze how the word choice in both informational and literary texts affects the meaning and tone.
- I can cite evidence from text to support analysis of literary and informational text.

Ongoing Assessment

- End of Unit 1 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Review Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. End of Unit 1 Assessment: Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Text (40 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (3 minutes) 4. Homework: None 	<ul style="list-style-type: none"> • During today’s assessment, students independently formalize their thinking regarding the differences in tone of two pieces of writing having to do with the same subject. Use this not only as a summative assessment of students’ ability to write in response to literature (W.8.9), but also to inform writing instruction for Unit 2 (which will focus much more extensively on the specific components of W.8.2). • After this lesson, hold on to the “Things Close Readers Do” Anchor Chart. In Unit 2, students work with a resource that gives them even more details about close reading, and will refer back to the chart they helped to build. • Consider using the NYS Extended Response Rubric (which can be found in Unit 2, Lesson 11 supporting materials) for assessing students’ work. This could provide very useful formative assessment data to inform your more explicit and scaffolded writing instruction that unfolds throughout the second half of Unit 2.

Lesson Vocabulary	Materials
<p>Do not preview vocabulary for today’s assessment.</p>	<ul style="list-style-type: none"> • <i>Inside Out & Back Again</i> (book; one per student) • Transcript from “Forgotten Ship: A Daring Rescue as Saigon Fell” (from Lesson 13; one per student) • Students’ completed Word Choice, Tone, and Meaning Note-Catchers (collected at the end of Lesson 13) • Lined paper for students’ written responses to the assessment prompt. • End of Unit 1 Assessment: Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Text (one per student) • End of Unit 1 Assessment: Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Text (Sample Response for Teacher Reference) • Things Close Readers Do Anchor Chart (begun in Lesson 2)



Opening	Meeting Students' Needs
<p>A. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> Remind students that the poem “Saigon Is Gone” is a part of the novel, which is <i>historical fiction</i>. The transcript, “Forgotten Ship: A Daring Rescue as Saigon Fell,” is an informational text. Read aloud the target: “I can analyze how the word choice in both informational and literary texts affects the meaning and tone.” Ask students to tell a partner what they have learned about word choice and tone. Tell them that in today’s assessment, they will be doing this same thing. They have been practicing with the note-catcher, in discussion, and in their recent QuickWrites. Ask students to show a quick thumbs-up if they understand the targets, thumbs sideways if they understand aspects, and thumbs down if they are unsure. Clarify as needed. 	<ul style="list-style-type: none"> Students may benefit from having these directions posted as a “do now” activity when they arrive in class.

Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment: Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Text (40 minutes)</p> <ul style="list-style-type: none"> Arrange student seating to allow for an assessment-conducive arrangement where students independently think, read, and write. Encourage students by telling them that they have been working very hard at reading closely and today you want them to show what they have learned about word choice and tone in informational and fiction text. Ask students to gather their materials: <ul style="list-style-type: none"> <i>Inside Out & Back Again</i> Transcript and annotations of “Forgotten Ship.” Word Choice, Tone, and Meaning Note-Catcher (collected at the end of Lesson 13) Distribute the End of Unit 1 Assessment: Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Text and lined paper. Read the directions aloud as students follow along and read silently in their heads. Address any clarifying questions. Invite students to begin. Circulate to observe but not support; this is students’ opportunity to independently apply the skills they have been learning. 	<ul style="list-style-type: none"> On-demand assessments give the teacher valuable information about skills that students have mastered or those that still need to be developed. ELLs and other students may benefit from extended time, a bilingual glossary or dictionary, and a separate testing location.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • If students finish early, encourage them to reread some of their favorite poems from Part I of the novel, or continue reading in their independent reading book for this unit. • Collect the End of Unit Assessment. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (3 minutes)</p> <ul style="list-style-type: none"> • Focus students on the Things Close Readers Do Anchor Chart, that they have helped build during this unit. If students are keeping a copy in their notes, remind them to refer to it. Invite volunteers to read each bullet aloud. • Point out to students that they have practiced reading closely in the novel and with challenging informational text. Remind them that they are getting better and better at noticing details in a text and how these details contribute to the overall meaning and tone. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • None 	



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Supporting Materials



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Name:

Date:

Task: After reading the poem, “Saigon is Gone,” and listening to and reading the transcript from “Forgotten Ship: A Daring Rescue as Saigon Fell,” write two paragraphs, one about each text. Answer this specific question: ***In this text, what is the message each author is intending to convey about the fall of Saigon? Explain how specific word choices help create a tone that contributes to the text’s meaning.***

Use these materials during this assessment:

- ✓ The poem “Saigon Is Gone”
- ✓ The transcript “Forgotten Ship”
- ✓ Your journal
- ✓ Your Word Choice, Tone, and Meaning Note-Catcher (from Lesson 13)
- ✓ Any anchor charts we have created together that will help you as you think, plan, and write.

Each paragraph will be just like the QuickWrites you have been practicing, and should meet the following criteria:

- Answer the prompt completely
- Provide relevant and complete evidence
- Paragraph includes the following:
 - A focus statement
 - At least three pieces of specific evidence from the text
 - For each piece of evidence, an analysis or explanation: what does this evidence mean?
 - A concluding sentence

It is important that you select the strongest evidence that you have (rather than all of the evidence that you have) for each paragraph.



Task: After reading the poem, “Saigon is Gone,” and listening to and reading the transcript from “Forgotten Ship: A Daring Rescue as Saigon Fell,” write two paragraphs: one about each text.

Answer this specific question: **In this text, what is the message each author is intending to convey about the fall of Saigon? Explain how specific word choices help create a tone that contributes to the text’s meaning.**

[Note: There are multiple possible answers to this question. Carefully analyze whether students’ focus statement and evidence align, and whether they cite text and explain how specific word choice creates tone that contributes to meaning.]

In the poem “Saigon Is Gone,” the author is trying to show us that the fall of Saigon was very chaotic and scary for the people of South Vietnam. Ha is on the boat, and says she hears the “swish, swish” of her mother’s fan and hears adults whispering. The words “swish” and “whisper” both make things sound very scary and hush-hush. The author also writes that the commander “orders” everyone below deck. The word “ordered” sounds harsh, like the adults are yelling, scared, or stressed. And she also writes that when the pilot appears, he is “shaking.” The word “shaking” is stronger than the word “scared” would be. This word shows me that he is so scared that he can’t even stay still. The words that Thanhha Lai chose all give me a sense that this is a very intense moment for Ha. She is scared, and the adults around her are also really scared. Their country is gone.

In the audio text “Forgotten Ship: A Daring Rescue as Saigon Fell,” the author is trying to show us that the fall of Saigon was terrifying for the U.S. Navy people and the Vietnamese refugees who were directly involved. The unidentified man at the start of the news report says that 6,000 people were “plucked” from the U.S. embassy. The word “plucked” makes it sound like the people were snatched up in a big hectic rush. And Mr. Doyle said there was “mass panic.” Panic to me is way more intense than just scared: it’s like you’re so scared you can’t even think straight any more. Another guy, Mr. Chipman, says that it was “freaky” and he had “goosebumps.” These words give me the feeling of almost like a haunted house, only this was real. The words that the reporters and the people they interviewed use all give me a sense that this is a really dangerous situation for everyone. Even people like the Navy, who are trained for war emergencies, were terrified.



Note: Students do not add to this chart during the lesson. It is simply reviewed. The chart should have the following bullets, based on the last time it was added to during Lesson 12.

- Get the gist - get your initial sense of what the text is mostly about
- Reread
- Cite evidence
- Use details from the text to make inferences
- Use context clues to figure out word meanings
- Talk with others about the text
- Notice details
- Answer questions based on the text
- Pay attention to text structure: titles and headings (in informational text)
- Consider author's purpose/perspective
- Think about how the author's word choice contributes to tone and meaning