



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 1: Lesson 5

Analyzing Point of View and Figurative Language: Chapter 4



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Analyzing Point of View and Figurative Language:
Chapter 4

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

- I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)
- I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)
- I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)
- I can analyze how an author develops a narrator or speaker’s point of view. (RL.6.6)
- I can use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of a word or phrase. (RL.6.4a)
- I can create and present a text or artwork in response to a literary work. (W.6.11)
- I can develop a perspective or theme supported by relevant details. (W.6.11a)
- I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts. (W.6.11b)
- I can create poetry, stories, plays, and other literary forms (e.g., videos, artwork). (W.6.11c)

Supporting Learning Targets

- I can determine the meaning of figurative language.
- I can determine the meaning of a word from the context.
- I can analyze how the words affect tone and meaning.
- I can explain how a chapter fits into a theme.
- I can analyze how Laurence Yep develops Moon Shadow’s point of view.
- I can create a piece of artwork illustrating a scene from *Dragonwings* that contributes to one of the themes of the novel: “It’s hard to fit in when you move to live in another culture.”

Ongoing Assessment

- Structured notes (from homework)
- Mid-Unit 1 Assessment, Part 1: Point of View, Figurative Language, and Passage Connections from *Dragonwings*
- Mid-Unit 1 Assessment, Part 2: A Scene to Illustrate a Theme



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Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Chapter 4 of <i>Dragonwings</i> (5 minutes) B. Unpacking Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Mid-Unit 1 Assessment, Part 1 (20 minutes) B. Choosing a Scene for Mid-Unit Assessment, Part 2 (5 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Mid-Unit 1 Assessment, Part 2: Drawing a Scene to Illustrate a Theme (13 minutes) 4. Homework <ol style="list-style-type: none"> A. Finish drawing your scene from <i>Dragonwings</i> illustrating the theme: “It’s hard to fit in when you move to live in another culture.” 	<ul style="list-style-type: none"> • In this Mid-Unit 1 Assessment, students read a passage of <i>Dragonwings</i> and are asked to identify and interpret the figurative language in the passage. They do this in a graphic organizer identical to the one they have been using to track point of view throughout the novel so far. Students are then asked a series of short constructed-response questions about figurative language and word choice. • Assess student responses using the Grade 6 2-Point Rubric—Short Response. • Note that Part 2 of the assessment asks students to draw, in alignment with NYS CCLS W.6.11c. Emphasize to students that they are not being assessed on the technical quality of their artwork, but rather on their ability to create art to illustrate a theme. As an extension, consider having students revise their artwork with the support of the art teacher. • Review Mix and Mingle (Appendix) and have music ready to use for the opening of this lesson. • Post: Learning targets.

Lesson Vocabulary	Materials
<p>Do not preview vocabulary.</p>	<ul style="list-style-type: none"> • Equity sticks • Mid-Unit 1 Assessment, Part 1: Point of View, Figurative Language, and Passage Connections from <i>Dragonwings</i> (one per student) • <i>Dragonwings</i> (one per student) • Mid-Unit 1 Assessment, Part 2: A Scene to Illustrate a Theme (one per student) • Mid-Unit 1 Assessment: Point of View, Figurative Language, and Passage Connections from <i>Dragonwings</i> (for teacher reference) • Grade 6 2-Point Rubric—Short Response. (for teacher reference)



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Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Chapter 4 of <i>Dragonwings</i> (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to refer to their structured notes and the answer they wrote to the homework focus question: <ul style="list-style-type: none"> * “What does Moon Shadow think about the demons?” • Mix and Mingle: <ol style="list-style-type: none"> 1. Play music. Invite students to move around the room. 2. After 20 seconds, stop the music. 3. Invite students to share their answer to the homework question with the person standing closest to them. 4. Repeat until students have spoken to at least three people. 	<ul style="list-style-type: none"> • Opening the lesson by asking students to share their homework makes them accountable for completing it. It also gives you the opportunity to monitor which students are not doing their homework.
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can determine the meaning of figurative language.” * “I can determine the meaning of a word from the context.” * “I can analyze how the words affect tone and meaning.” * “I can explain how a chapter fits into a theme.” * “I can analyze how Laurence Yep develops Moon Shadow’s point of view.” * “I can create a piece of artwork illustrating a scene from <i>Dragonwings</i> that contributes to one of the themes of the novel: * “It’s hard to fit in when you move to live in another culture.” • Remind students that these are the same learning targets they have been working with for the past four lessons, with the exception of the final target. Tell them that today they will show how well they can demonstrate these targets independently in an assessment. • Point to the final learning target and explain that this will be something fun for them to look forward to after the “heavy lifting” part of the assessment. I can find the gist of pages 41–43 of <i>Dragonwings</i>.” 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



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Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment Part 1 (20 minutes)</p> <ul style="list-style-type: none"> • Distribute a Mid-Unit 1 Assessment, Part 1: Point of View, Figurative Language, and Passage Connections from <i>Dragonwings</i> to each student. They will also need their text <i>Dragonwings</i>. • Invite students to read through the learning targets and the prompt with you. Remind them that the graphic organizer on the assessment handout is the same as they have been using to analyze point of view in lessons. • Invite students to read through the questions below the graphic organizer with you. Explain that once they have analyzed the point of view and tone, they are to answer those questions. • Remind the class that because this is an assessment, it is to be completed independently. However, if students need assistance, they should raise their hand to speak with a teacher. • Circulate and support students as they work. During an assessment, your prompting should be minimal. • Collect Part 1 of the Mid-Unit 1 Assessment. 	<ul style="list-style-type: none"> • If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.
<p>B. Choosing a Scene for Mid-Unit Assessment, Part 2 (5 minutes)</p> <ul style="list-style-type: none"> • Distribute a Mid-Unit 1 Assessment, Part 2: A Scene to Illustrate a Theme. • Tell students that for the second part of this assessment, they are going to draw a scene from what they have read in <i>Dragonwings</i> so far to illustrate the theme: "It's hard to fit in when you move to live in another culture." • Invite students to spend time considering which scene from the novel they are going to draw to illustrate this theme. Tell them that once they have chosen their scene, they may begin drawing. 	



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Closing and Assessment	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment, Part 2: Drawing a Scene to Illustrate a Theme (13 minutes)</p> <ul style="list-style-type: none">• Invite students to title their paper with a description of the scene they are going to draw and the page number(s) where this scene can be found.• Ask them to draw their chosen scene illustrating the theme. Tell students to label their scene to explain how the scene illustrates the theme.• Tell students that they may finish this scene for homework if they haven't finished by the end of the lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish drawing your scene from <i>Dragonwings</i> illustrating the theme: "It's hard to fit in when you move to live in another culture."	



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Grade 6: Module 3A: Unit 1: Lesson 5

Supporting Materials



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Mid-Unit 1 Assessment, Part 1:

Point of View, Figurative Language, and Passage Connections from *Dragonwings*

Name:

Date:

Learning Targets:

I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)

I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)

I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)

I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6)

I can use context (e.g., *the overall meaning of a sentence or paragraph; a word's position or function in a sentence*) to determine the meaning of a word or phrase. (RL.6.4a)

I can create and present a text or artwork in response to a literary work. (W.6.11)

I can develop a perspective or theme supported by relevant details. (W.6.11a)

I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts. (W.6.11b)

I can create poetry, stories, plays, and other literary forms (e.g., videos, artwork). (W.6.11c)



Mid-Unit 1 Assessment, Part 1:

Point of View, Figurative Language, and Passage Connections from *Dragonwings*

One of the characteristics that makes Laurence Yep's novel *Dragonwings* a compelling story is his development of narrator's point of view. Through his use of descriptive language and details that capture Moon Shadow's observations and thoughts, the reader comes to know Moon Shadow's point of view of the demons, the company, and his father. In this assessment, you will have the opportunity to show what you have learned about determining how Moon Shadow's point of view has been developed, how both figurative language and word choice can affect the tone of a novel, and how each chapter contributes to the whole of the novel.

Directions: Read a passage from Chapter 4 of *Dragonwings* starting on page 71. The passage begins with the last paragraph, "Then came that one fateful encounter with a demon," and ends in the middle of page 74 with "'Here's a lesson for you,' he said." After you read, complete the chart and questions on the following pages.



Mid-Unit 1 Assessment, Part 1:
Point of View, Figurative Language, and Passage Connections from *Dragonwings*

1. Complete the table below.

CLAIM What is Moon Shadow's point of view of the demons based on his meeting with Mr. Alger?	EVIDENCE How do you know? How did Yep develop Moon Shadow's point of view of the demons based on his meeting with Mr. Alger? Provide two examples of specific words, phrases, and sentences that support your claim about Moon Shadow's point of view of the demons.	WORD CHOICE Describe the tone of the text with one word. (for example, angry or sad)
	1.	1.
	2.	2.



Mid-Unit 1 Assessment, Part 1:

Point of View, Figurative Language, and Passage Connections from *Dragonwings*

2. From page 72: “That was the extent of Father’s knowledge. But to know facts is nothing. He had an intuitive feeling for what made the horseless carriages tick.” Use the context to determine what the word *intuitive* means and record the meaning below:

3. From page 72: What is the meaning of the figurative language used in this sentence about Mr. Alger: “The demon stopped and studied Father as you might look at a dog that had suddenly said he was going to the opera”?

In your explanation, include the specific words or phrase that helped you determine the meaning.

4. How does this excerpt contribute to the theme: “It’s hard to fit in when you move to live in another culture”? Use two details from the passage to support your answer.

Detail #1:

Detail #2:



Mid-Unit 1 Assessment, Part 2:
A Scene to Illustrate a Theme

Name: _____

Date: _____

I can create and present a text or artwork in response to a literary work. (W.6.11)

I can develop a perspective or theme supported by relevant details. (W.6.11a)

I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts. (W.6.11b)

I can create poetry, stories, plays, and other literary forms (e.g., videos, artwork). (W.6.11c)

Directions: Draw a scene from *Dragonwings* to illustrate the theme: “It’s hard to fit in when you move to live in another culture.” Label your scene to explain how the scene illustrates the theme.

Description of the Scene:

Page number: _____



Mid-Unit 1 Assessment, Part 1:

Point of View, Figurative Language, and Passage Connections from *Dragonwings*
(For Teacher Reference)

1. Complete the table below.

CLAIM	EVIDENCE	WORD CHOICE
<p>What is Moon Shadow’s point of view of the demons based on his meeting with Mr. Alger?</p>	<p>How do you know? How did Yep develop Moon Shadow’s point of view of the demons based on his meeting with Mr. Alger?</p> <p>Provide two examples of specific words, phrases, and sentences that support your claim about Moon Shadow’s point of view of the demons.</p>	<p>Describe the tone of the text with one word.</p> <p>(for example, angry or sad)</p>
<p>This excerpt shows that Moon Shadow is beginning to develop some understanding that there are good demons and bad demons—that you can’t always judge people by their cultural identity.</p>	<p>1. “Because a demon can help or harm you, there is no way of telling if a demon might be testing you before he will reward you or whether he is trying to trick you”.</p>	<p>Cautious</p>
	<p>2. “The demon was a big, cheerful-looking demon with a bland, round face”.</p>	<p>More trusting</p>
	<p>3. “As happens sometimes between two people speaking different languages, the demon had begun to shout at Father as if Father were deaf and the demon made his words better understood by being loud”</p>	<p>Understanding</p>



Mid-Unit 1 Assessment, Part 1:

Point of View, Figurative Language, and Passage Connections from *Dragonwings*
(For Teacher Reference)

2. From page 72: “That was the extent of Father’s knowledge. But to know facts is nothing. He had an intuitive feeling for what made the horseless carriages tick.” Use the context to determine what the word *intuitive* means and record the meaning below:

Intuitive means he has this understanding about how to fix the horseless carriage that he feels rather than knows from having been told or from reading about it.

3. From page 72: What is the meaning of the figurative language used in this sentence about Mr. Alger: “The demon stopped and studied Father as you might look at a dog that had suddenly said he was going to the opera”?

In your explanation, include the specific words or phrase that helped you determine the meaning.

When Moon Shadow describes Mr. Alger to have a look as if a dog had suddenly said he was going to the opera, he means that he was very surprised or shocked. He did not expect Windrider, a Chinese immigrant, to fix something for free.

Mid-Unit 1 Assessment, Part 1:

Point of View, Figurative Language, and Passage Connections from *Dragonwings*
(For Teacher Reference)

4. How does this excerpt contribute to the theme: “It’s hard to fit in when you move to live in another culture”? Use two details from the passage to support your answer.

Detail #1: **This excerpt shows how hard it can be to fit in when you don’t speak the same language. For example, Moon Shadow says, “As happens sometimes between two people speaking different languages, the demon began to shout at Father as if Father were deaf and the demon made his words better understood by being loud” (73).**

Detail #2: **Also this shows it is hard for people to develop trust of each other when they can’t talk to each other. Moon Shadow talks about how hard it is to know if a demon will “reward you or ... trick you.” Then Mr. Alger is both doubtful of Windrider and then surprised by him. On page 73, Mr. Alger does not really believe that Windrider can fix his horseless carriage. “Know where there’s a garage?” the demon finally asks. But after Windrider fixes the horseless carriage, the demon offers him money, which he turns down.**

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.