



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 2: Overview



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Unit 2: Narrator’s Point of View and Evidence of Author’s Perspective in *Flush*

In this unit, students are involved in a study of how an author develops point of view and how an author’s perspective, based on his or her geographic location, is evident in his or her writing. Students will begin reading Carl Hiaasen’s *Flush* (870L), a high-interest novel about a boy whose father has been arrested for sinking a casino boat that was polluting the ocean by pumping sewage into it. As they read the novel, students will also read excerpts of interviews with Carl Hiaasen in order to determine how his geographic location has shaped his perspective, and how his

perspective is evident in *Flush*. Through the close reading of these texts, students will learn multiple strategies for acquiring and using academic vocabulary. At the end of the unit, having read most of the novel, students will analyze an excerpt of text for evidence of Carl Hiaasen’s perspective.

Guiding Questions and Big Ideas

- **How does an author develop the narrator’s point of view?**
- **How does an author develop the plot of a novel?**
- *The geographic location of an author affects his or her perspective and can be evident in the work he or she produces.*

Mid-Unit 2 Assessment

Analyzing Point of View and Plot Development in *Flush*

This assessment centers on NYSP12 ELA CCLS RL.6.4, RL.6.5, RL.6.6, and L.6.4a. For this assessment, students read a new excerpt of *Flush* and use a graphic organizer to analyze how the author develops the narrator’s point of view. They also answer selected response questions about word and phrase meaning, and how a sentence/paragraph fits into the overall structure of the text in the excerpt.

End of Unit 2 Assessment

Finding Evidence of Carl Hiaasen’s Perspective in *Flush* and Illustrating Plot

This assessment centers on NYSP12 ELA CCLS RL.6.6a, W.6.11, W.6.11a, W.6.11b, and W.6.11c. Students read an excerpt from *Flush* and fill out a graphic organizer to analyze the evidence of Carl Hiaasen’s perspective of Florida in the excerpt, and then use their thinking to write an on-demand response to the questions: “How has being born and raised in Florida affected Carl Hiaasen’s perspective of the place and where is the evidence of this perspective in the excerpt you have read today of the novel *Flush*? How does the evidence you have selected show evidence of his perspective?” Students also sketch and label or write about a scene from *Flush*, explaining how it shows evidence of Carl Hiaasen’s perspective.



Content Connections

This module is designed to address English Language Arts standards as students read a novel set in the present day about a man polluting the ocean with sewage from a casino boat in Florida and how local people try to stop him. However, the module intentionally incorporates Social Studies practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

Unifying Themes (pages 6–7)

- Theme 3: Time, Continuity, and Change: History as a formal study that applies research methods. Reading, reconstructing, and interpreting events; analyzing causes and consequences of events and developments; considering competing interpretations of events.
- Theme 4: Geography, Humans, and the Environment: Relationship between human populations and the physical world (people, places, and environments), impact of human activities on the environment, and interactions between regions, locations, places, people, and environments.

Social Studies Practices: Gathering, Using, and Interpreting Evidence, Grades 5–8

- Descriptor 2: Identify, describe, and evaluate evidence of events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources)
- Descriptor 3: Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence

Central Text

1. Carl Hiaasen, *Flush* (New York: Yearling Publishing, 2010), ISBN: 978-0-3758-6125-3.



This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Learning from the Narrator's Point of View: Introducing <i>Flush</i>	<ul style="list-style-type: none"> I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6) I can make ethical connections between <i>World without Fish</i> and <i>Flush</i>. (RL.6.11) 	<ul style="list-style-type: none"> I can make an ethical connection between <i>World without Fish</i> and <i>Flush</i>. I can identify Noah's point of view of his father's situation using text evidence from the novel. I can explain how Carl Hiaasen develops the point of view of Noah. I can follow Triad Talk expectations when I participate in a discussion. 	<ul style="list-style-type: none"> Point of View anchor chart: Chapter 1 	<ul style="list-style-type: none"> Point of View anchor chart: Chapter 1 Triad Talk Expectations anchor chart
Lesson 2	Analyzing Point of View and Figurative Language: Noah's Point of View of the <i>Coral Queen</i> and <i>Dusty Muleman</i>	<ul style="list-style-type: none"> I can determine the meaning of literal, connotative, 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. (L.6.4a) 	<ul style="list-style-type: none"> I can find the gist of pages 7–9 of <i>Flush</i>. I can analyze how Carl Hiaasen conveys Noah's point of view of the <i>Coral Queen</i> and <i>Dusty Muleman</i>. I can determine the meaning of connotative and figurative language and analyze how the author's choice of words affects tone and meaning. I can explain how Chapter 1 contributes to plot development. 	<ul style="list-style-type: none"> Structured notes: Chapter 1 (from homework) Gist annotated on sticky notes Noah's Point of View graphic organizer: pages 7–9 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol <i>Flush</i> Plot Development anchor chart



Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Analyzing Point of View and Figurative Language: Noah's Point of View of Lice Peeking	<ul style="list-style-type: none"> I can determine the meaning of literal, connotative, 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. (L.6.4a) 	<ul style="list-style-type: none"> I can analyze how Carl Hiaasen develops Noah's point of view of Lice Peeking. I can determine the meaning of connotative and figurative language and analyze how the author's choice of words affects tone and meaning. I can analyze how Chapters 2 and 3 contribute to plot development. 	<ul style="list-style-type: none"> Structured notes: Chapters 2 and 3 (from homework) Noah's Point of View graphic organizer: pages 17–19 	<ul style="list-style-type: none"> <i>Flush</i> Plot Development anchor chart Plot Development: The Rising Action in <i>Flush</i> anchor chart



Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Analyzing Point of View and Figurative Language: Noah's Point of View of Florida	<ul style="list-style-type: none"> I can determine the meaning of literal, connotative, 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. (L.6.4a) 	<ul style="list-style-type: none"> I can determine the meaning of connotative and figurative language and analyze how an author's choice of words affects tone and meaning. I can analyze how Carl Hiaasen develops Noah's point of view of the area he lives in. I can analyze how Chapters 4 and 5 contribute to plot development. 	<ul style="list-style-type: none"> Structured notes: Chapters 4 and 5 (from homework) Noah's Point of View graphic organizer: pages 27–29 Exit Ticket: Chapters 4 and 5 plot development 	<ul style="list-style-type: none"> Plot Development: The Rising Action in <i>Flush</i> anchor chart <i>Flush</i> Plot Development anchor chart



Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Mid-Unit Assessment: Analyzing Point of View and Plot Development in <i>Flush</i>	<ul style="list-style-type: none"> I can determine the meaning of literal, connotative, 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. (L.6.4a) 	<ul style="list-style-type: none"> I can determine the meaning of words and phrases in the text. I can analyze how the word choice affects tone and meaning. I can analyze how Hiaasen develops Noah’s point of view. I can explain how a chapter contributes to plot development. 	<ul style="list-style-type: none"> Structured notes: Chapters 6 and 7 (from homework) Mid-Unit 2 Assessment: Point of View, Figurative Language, and Plot Development in <i>Flush</i> <i>Flush</i> Plot Development anchor chart 	<ul style="list-style-type: none"> Plot Development: The Rising Action in <i>Flush</i> anchor chart <i>Flush</i> Plot Development anchor chart
Lesson 6	Carl Hiaasen’s Perspective of Florida: Part 1	<ul style="list-style-type: none"> I can explain how an author’s geographic location or culture affects his or her perspective. (RL.6.6a) 	<ul style="list-style-type: none"> I can find the gist of an excerpt of “Five Creative Tips from Carl Hiaasen.” I can use evidence from the text to answer text-dependent questions. I can infer Carl Hiaasen’s perspective of Florida. 	<ul style="list-style-type: none"> Structured notes: Chapter 8 (from homework) Gathering Evidence of Hiaasen’s Perspective: Part 1 graphic organizer 	<ul style="list-style-type: none"> <i>Flush</i> Plot Development anchor chart



Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Carl Hiaasen's Perspective of Florida: Part 2	<ul style="list-style-type: none"> I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a) 	<ul style="list-style-type: none"> I can find the gist of "Florida 'A Paradise of Scandals'" Excerpt 1. I can use evidence from the text to answer text-dependent questions. I can infer Carl Hiaasen's perspective of Florida. 	<ul style="list-style-type: none"> Structured notes: Chapters 9 and 10 (from homework) Gathering Evidence of Hiaasen's Perspective: Part 2 graphic organizer 	<ul style="list-style-type: none"> Concentric Circles protocol
Lesson 8	Carl Hiaasen's Perspective of Florida: Part 3	<ul style="list-style-type: none"> I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a) 	<ul style="list-style-type: none"> I can find the gist of "Florida 'A Paradise of Scandals'" Excerpt 2. I can use evidence from the text to answer text-dependent questions. I can infer Carl Hiaasen's perspective of Florida. 	<ul style="list-style-type: none"> Structured notes: Chapters 11 and 12 (from homework) Gathering Evidence of Hiaasen's Perspective: Part 3 graphic organizer 	<ul style="list-style-type: none"> <i>Flush</i> Plot Development anchor chart
Lesson 9	Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i>	<ul style="list-style-type: none"> I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a) 	<ul style="list-style-type: none"> I can identify evidence of Carl Hiaasen's perspective in <i>Flush</i>. 	<ul style="list-style-type: none"> Structured notes: Chapters 13 and 14 (from homework) Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> graphic organizer 	<ul style="list-style-type: none"> <i>Flush</i> Plot Development anchor chart
Lesson 10	Illustrating Carl Hiaasen's Perspective of Florida in <i>Flush</i>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can illustrate a scene from <i>Flush</i> that shows evidence of Carl Hiaasen's perspective of Florida. 	<ul style="list-style-type: none"> Structured notes: Chapters 15 and 16 (from homework) Illustrating a Scene Showing Perspective 	<ul style="list-style-type: none"> Concentric Circles protocol <i>Flush</i> Plot Development anchor chart



Lesson	Lesson Title	Long-Term Learning Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 11	End of Unit 2 Assessment: Finding Evidence of Carl Hiaasen's Perspective in <i>Flush</i> and Illustrating Perspective	<ul style="list-style-type: none"> I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a) 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) 	<ul style="list-style-type: none"> I can identify evidence of Carl Hiaasen's perspective in <i>Flush</i>. I can illustrate a scene from <i>Flush</i> that shows evidence of Carl Hiaasen's perspective of Florida. 	<ul style="list-style-type: none"> Structured notes: Chapter 17 (from homework) End of Unit 2 Assessment 	<ul style="list-style-type: none"> <i>Flush</i> Plot Development anchor chart
Lesson 12	Analyzing Plot Development Across <i>Flush</i>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can explain how Chapters 18–21 contribute to plot development. I can explain how Carl Hiaasen develops the plot across the novel. I can write a Reader's Review of the novel <i>Flush</i>. 	<ul style="list-style-type: none"> Structured notes: end of <i>Flush</i> (from homework) Reader's Review of <i>Flush</i> 	<ul style="list-style-type: none"> <i>Flush</i> Plot Development anchor chart

Optional: Experts, Fieldwork, and Service

Experts:

- Invite local authors to talk with students about how their geographic location has affected their perspective and how that is evident in their work.
- Invite a scientist to speak with students about the causes and effects of water pollution.

Optional: Extensions

- A study of local causes and effects of water pollution



Preparation and Materials

This unit includes a number of routines.

In Lessons 1–11, students read chapters of the book *Flush* for homework. Once the routine is fully implemented (starting in Lesson 1), students will answer a focus question using evidence from the text each night.

Independent Reading

This module introduces a more robust independent reading structure. However, it makes sense to wait until after students have completed *Flush* to launch this—specifically, after the End of Unit 2 Assessment. See two separate stand-alone documents on EngageNY.org: *The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan*, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about 1/2 class period per week, with an additional day near the end of a unit or module for students to review and share their books. You may wish to review the independent reading materials now to give yourself time to gather texts and to make a launch plan that meets your students’ needs. After launching independent reading, resume the second half of the unit, where independent reading is used regularly in homework and during independent reading reviews in the openings of lessons.

1. Reading Calendar

- Students read chapters of the novel *Flush* for homework for Lessons 1–11. Each night, they answer a focus question about point of view (in the first half of the unit) or about plot development (in the second half of the unit).
- Consider providing a reading calendar to help students, teachers, and families understand what is due and when. See Reading Calendar, below.
- *Flush* is a high-interest novel about a boy whose father has been arrested for sinking a casino boat that was polluting the ocean by pumping sewage into. It has been chosen for this unit because there is clear evidence of the author’s perspective as a result of his geographic location, and because it links to the module topic of human impact on life in the oceans. It is not a complex text, so students are required to read two chapters of the novel each night for homework. Depending on your students, you may need to allow additional time in lessons for students to catch-up on reading the novel if they have been unable to do so at home. Students must finish the novel by the end of unit.



2. Structured Notes

Structured notes record students' thinking about a focus question specific to what they have been asked to read. Structured notes are organized by chapter and require students to read the excerpt, answer the focus question for the excerpt, and record evidence from the excerpt to support their answers to the questions.



**The calendar below shows what is due on each day.
You may modify this document to include dates instead of lessons.**

Due at Lesson	Read the chapter/pages below:	Focus Question
2	Chapter 1	<p>Read Chapter 1 of <i>Flush</i>. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:</p> <p>“What is Noah’s point of view of his father’s crime?”</p> <p>Remember to record any new vocabulary on your word-catcher.</p>
3	Chapters 2 and 3	<p>Read Chapters 2 and 3 of <i>Flush</i>. As you read Chapter 2, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:</p> <p>“What is Noah’s point of view of Jasper? How do you know?”</p> <p>Remember to record any new vocabulary on your word-catcher.</p>
4	Chapters 4 and 5	<p>Read Chapters 4 and 5 of <i>Flush</i>. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:</p> <p>“What does Noah think about Miles Umlatt? How do you know?”</p> <p>Remember to record any new vocabulary on your word catcher.</p>
5	Chapters 6 and 7	<p>Read Chapters 6 and 7. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:</p> <p>“What does Shelly think of Lice in Chapter 6? How do you know?”</p> <p>Remember to record any new vocabulary on your word-catcher.</p>
6	Chapter 8	<p>Read the rest of Chapter 8. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:</p> <p>“What happens in this chapter and how do those events contribute to the plot development?”</p> <p>Remember to record new vocabulary words on your word-catcher.</p>

7	Chapter 9 and 10	<p>Read Chapters 9 and 10 of <i>Flush</i>. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:</p> <p>“What happens in these chapters and how do those events contribute to the plot development?”</p> <p>Remember to record any new vocabulary on your word-catcher.</p>
8	Chapters 11 and 12	<p>Read Chapters 11 and 12 of <i>Flush</i>. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:</p> <p>“What happens in these chapters and how do those events contribute to the plot development?”</p> <p>Remember to record any new vocabulary on your word-catcher.</p>
9	Chapters 13 and 14	<p>Read Chapters 13 and 14 of <i>Flush</i>. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:</p> <p>“What happens in these chapters and how do those events contribute to the plot development?”</p> <p>Remember to record any new vocabulary on your word-catcher.</p>
10	Chapter 15 and 16	<p>Read Chapters 15 and 16 of <i>Flush</i>. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:</p> <p>“What happens in these chapters and how do those events contribute to the plot development?”</p> <p>Remember to record any new vocabulary on your word-catcher.</p>
11	Chapter 17	<p>Read Chapter 17 of <i>Flush</i>. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:</p> <p>“What happens in this chapter and how do those events contribute to the plot development?”</p> <p>Remember to record any new vocabulary on your word-catcher.</p>



12	Chapters 18–21	<p>Read to the end of <i>Flush</i>. As you read, mark the text with at least three evidence flags to help you answer this focus question in your structured notes:</p> <p>“What is the resolution?”</p> <p>Remember to record any new vocabulary on your word-catcher.</p>
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Chapter	Homework Focus Question	Answer with Evidence from the Text (include page number)