



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 1: Lesson 6

Mid-Unit Assessment: Analyzing Visual Elements in a Graphic Novel



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

I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL.5.7)

I can draw evidence from literary texts to support analysis, reflection, and research. (W.5.9)

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth-grade reading and content, choosing flexibly from a range of strategies. (L.5.4)

Supporting Learning Targets

- I can explain how visual elements add meaning to the description of the scientific problem Max Axiom will encounter next.
- I can determine the meaning of unfamiliar words and phrases using a variety of strategies.
- I can reflect on my learning about how visual elements add meaning to the text and use a variety of strategies to determine the meaning of unfamiliar words and phrases.

Ongoing Assessment

- Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel
- Tracking My Progress: Mid-Unit 1 recording form



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none">A. Reviewing Homework and Engaging the Reader (5 minutes)B. Reviewing Learning Targets (5 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel (35 minutes)B. Tracking My Progress: Reflecting on Learning (10 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Debrief: Sharing Reflections on Learning Targets (5 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Reread final section of <i>Max Axiom</i>B. Independent reading	<ul style="list-style-type: none">• Review the Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel and the final section of <i>Max Axiom</i>, pages 24–27. This assessment begins with a series of text-dependent questions that require students to determine the meaning of unknown words using various vocabulary strategies, including context clues.• Students are asked to identify visual elements from the text, which is a scaffold that supports their ability to analyze text features in order to address Standard W.5.7, and draw evidence from the text to support their analysis on the final assessment question to address Standard W.5.9.• In advance:<ul style="list-style-type: none">– Ensure that all students have access to their own text of <i>Investigating the Scientific Method with Max Axiom Super Scientist</i> as well as their notes from Lessons 1–5, including the Visual Elements of a Graphic Novel reference page in their journals.– Display the Close Readers Do These Things anchor chart and the Vocabulary Strategies anchor chart from Lessons 1–5 for student reference during the assessment.– Review Milling to Music in Checking for Understanding Techniques (see Appendix).



Lesson Vocabulary	Materials
<p>visual elements, problem, encounter, analyze, variety, strategies</p>	<ul style="list-style-type: none"> • Journals (students' own, begun in Lesson 1) • <i>Max Axiom: Details and Visual Elements</i> graphic organizer, pages 1–4 (students' own, from Lessons 2–5) • Visual Elements of Graphic Novels reference page (from Lesson 1, taped into journals) • <i>Investigating the Scientific Method with Max Axiom Super Scientist</i> (book; one per student) • Close Readers Do These Things anchor chart (from Lesson 1) • Vocabulary Strategies anchor chart (from Lesson 2) • Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel (one per student) • Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel (answers, for teacher reference) • Tracking My Progress: Mid-Unit 1 recording form (one per student)

Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their Independent Reading Choice Boards then gather whole group • Review the procedure for Milling to Music with students. Provide clarification as needed. • Ask students to quickly mill to find a partner who is not a member of their regular group. Once students are paired up, ask them to share the question and response they completed on their choice boards for homework. • After 2 or 3 minutes, invite several students to share out interesting ideas they heard from their partner. • Then say something like: “Today you will complete the Mid-Unit 1 Assessment by reading the last four pages of <i>Max Axiom</i>, and answering some questions that allow you to show what you have learned about visual elements and how they contribute to the overall meaning of the ideas presented in a graphic novel. You will also get to flex your vocabulary muscles during today’s assessment and demonstrate your ability to use a variety of strategies to figure out the meaning of new words.” 	



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets</p> <ul style="list-style-type: none">• Display and read or invite volunteers to read each learning target aloud. Ask students to pay attention to familiar vocabulary words from the target and be ready to share the meaning.<ul style="list-style-type: none">* “I can explain how visual elements add meaning to the description of the scientific problem Max Axiom will encounter next.”* “I can determine the meaning of new words using a variety of strategies.”• Ask students to discuss with group members the important vocabulary from the targets that they recognize.• Invite a volunteer from each group to share at least one word and its meaning.• If not mentioned in the discussion, bring the words <i>visual elements</i>, <i>problem</i>, <i>encounter</i>, <i>analyze</i>, <i>variety</i>, and <i>strategies</i> to students' attention. Listen for students to offer definitions such as:<ul style="list-style-type: none">– “Visual elements are what I can see in the book, such as pictures, colors, and text.”– “A problem is a difficulty, trouble, or dilemma.”– “Encounter is a verb meaning to meet or face.”– “Analyze means to examine or study closely.”– “Variety means a mixture or assortment.”– “Strategies are plans or approaches to challenges.”	<ul style="list-style-type: none">• To support students' understanding of the first target, model the process of viewing an image and thinking of a hint.• To support ELL students, consider drawing a picture or locating an image from the Internet to show the meaning of each key term.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel (35 minutes)</p> <ul style="list-style-type: none">• Give students an appropriate amount of time and support to locate the materials needed to complete the mid-unit assessment:<ul style="list-style-type: none">– Journals– Max Axiom: Details and Visual Elements graphic organizer, pages 1–4– Visual Elements of Graphic Novels reference page– Investigating the Scientific Method with Max Axiom Super Scientist• Also make sure the Close Readers Do These Things and Vocabulary Strategies anchor charts are posted for student reference during the assessment.• Distribute the Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel. Give students a minute to quickly scan the assessment.• Be sure students notice the pages they will be reading for the assessment. All questions on this assessment can be answered by reading only pages 24–27 of <i>Max Axiom</i>.• Address any clarifying questions.• Give students approximately 30 minutes to work independently to complete the assessment questions.• Circulate to supervise; since this is a formal, on-demand assessment, do not provide support other than formally approved accommodations.• If students finish the assessment early, they may do the following:<ul style="list-style-type: none">– Reread the entire graphic novel.– Work on completing the glossary in their journals by adding new words from the final section of <i>Max Axiom</i> that they just read for the Mid-Unit 1 Assessment, or add synonyms, phrases, and/or pictures to any words they have not had time to complete.	<ul style="list-style-type: none">• ELLs receive extended time as an accommodation on New York State assessments.



Work Time (continued)	Meeting Students' Needs
<p>B. Tracking My Progress: Reflecting on Learning (10 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target:<ul style="list-style-type: none">* “I can reflect on my learning about how visual elements add meaning to the text and use a variety of strategies to determine the meaning of unfamiliar words and phrases.”• Focus students on the word “reflect.” Ask for suggestions about what this word means. Listen for students to share:<ul style="list-style-type: none">– “It means to look back at my work to think about what I did,” “how I did,” “what I am having trouble with,” “what I am doing well,” or similar responses.• Distribute the Tracking My Progress: Mid-Unit 1 recording form. Explain that this is a self-assessment for students to use to reflect on their progress toward each of the learning targets. Read through the tracker and provide clarification as necessary.• Ask students to independently complete their Tracking My Progress form. Ask them to hold on to this sheet to refer to during the debrief.	<ul style="list-style-type: none">• Consider allowing students who struggle with written language to dictate their reflections to a partner or the teacher. This allows all students to participate in the self-reflection in a meaningful way.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Sharing Reflections on Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> • Pair students up. Ask them to share their reflections from the Tracking My Progress form. • Invite several students to share out whole group. • Collect students' Mid-Unit 1 Assessments and Tracking My Progress for review. 	<ul style="list-style-type: none"> • Consider providing a sentence starter to ensure all students have access to the conversation: "On the ____ (first, second, third) target, I circled ____ because ____."
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Reread the final four pages (24–27) of <i>Max Axiom</i> aloud to someone at home or to yourself. • Discuss with someone which visual elements prompt you to read some parts differently than others (i.e., with excitement, with concern, like a professor lecturing to an audience). • Read your independent reading book for at least 30 minutes and write a response to a fifth question from your Independent Reading Choice Board (from Lesson 1). <p><i>Note: Be prepared to return students' Mid-Unit 1 Assessments by Lesson 9.</i></p>	<ul style="list-style-type: none"> • Some students will benefit from having a "Phonics Phone" to use while reading aloud to more easily hear the inflection (or lack of) in their voice. Encourage students to continue practicing reading aloud until they are fluent enough to engage an audience with their reading. • Allow struggling writers to dictate their responses to someone at home. • Consider providing a recording of the text for struggling readers.



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Supporting Materials



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Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel

Name: _____

Date: _____

Learning Targets Assessed:

- I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL.5.7)
- I can draw evidence from literary texts to support analysis, reflection, and research. (W.5.9)
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth-grade reading and content, choosing flexibly from a range of strategies. (L.5.4)

Directions:

- Read pages 24–27 of *Investigating the Scientific Method with Max Axiom Super Scientist: “Sharing the Findings”* to determine what this section is mainly about.
- Review the questions below.
- Refer to pages 24–27, other sections of the graphic novel, and your notes from Lessons 2–5 to help you answer each question.

1. On page 24, Mrs. Mayor praises Max, “Well done. With these *findings* the safety of the city can be restored.” What does the word *findings* mean in this sentence?

- a conclusion reached at the end of a court trial
- a research result that comes from a scientific investigation
- small tools used in making crafts
- locating an item after it has been lost



Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel

2. On page 25, Max Axiom says, “They test and retest results before accepting the conclusion?”

a. What does the word *retest* mean in this sentence?

do something over and over

remake

adjust

test again

b. What part of the word *retest* helped you to determine the meaning in 2a, and why?

c. Read the two dictionary definitions for the word *approach* below, and determine which is the correct definition based on how the word is used on page 26, “Each experiment is different, and each experiment requires a slightly different approach.”

Approach (verb): move closer

Approach (noun): method



Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel

3. Look closely at pages 24–27.

a. Locate and name one example of each of the following visual elements:

Ambient sounds	
Speech bubbles	
Font size, color, style	
Images	
Colors	
Information boxes	

b. Write a 2–3 sentence statement to analyze how at least two of the above visual elements help you understand that Max Axiom has a new problem to solve. Be sure to support your thinking with examples and evidence from the text.



Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel
(Answers, for Teacher Reference)

Learning Targets Assessed:

- I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL.5.7)
- I can draw evidence from literary texts to support analysis, reflection, and research. (W.5.9)
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth-grade reading and content, choosing flexibly from a range of strategies. (L.5.4)

1. On page 24, Mrs. Mayor praises Max, “Well done. With these *findings* the safety of the city can be restored.” What does the word *findings* mean in this sentence? **(L.5.4a)**

- a conclusion reached at the end of a court trial
- a research result that comes from a scientific investigation
- small tools used in making crafts
- locating an item after it has been lost



Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel
(Answers, for Teacher Reference)

2. On page 25, Max Axiom says, “They test and retest results before accepting the conclusion?”

a. What does the word *retest* mean in this sentence? **(L.5.4b)**

do something over and over

remake

adjust

test again

b. What part of the word *retest* helped you to determine the meaning in 2a, and why?

“re-” because it means to do again or go back to

c. Read the two dictionary definitions for the word *approach* below, and determine which is the correct definition based on how the word is used on page 26, “Each experiment is different, and each experiment requires a slightly different approach.” **(L.5.4a, c)**

Approach (verb): move closer

Approach (noun): method



Mid-Unit 1 Assessment: Analyzing Visual Elements in a Graphic Novel
(Answers, for Teacher Reference)

Ambient sounds	“BEEP!”
Speech bubbles	“Looks like we have another problem on our hands” (or any other example from pages 24–27)
Font size, color, style	steps of the scientific method in purple, larger, and different font “WHAT’S A THEORY?” in green and all capitals, also in yellow and lowercase, definition in white, different font than rest of page
Images	close-up of Max’s face as he looks out of helicopter; zoom in on Max’s finger pressing the “Play” button; lines shooting out over Max’s head; giant frogs on screen
Colors	bright red button on panel; grey/purplish background; blue/gray, green, and orange buttons on panel
Information boxes	“What’s a Theory?” and “Steps of the Scientific Method”

b. Write a 2–3 sentence statement to analyze how at least two of the above visual elements help you understand that Max Axiom has a new problem to solve. Be sure to support your thinking with examples and evidence from the text.

Look for students to mention and describe two of the following examples:

- **The ambient sound “beep” made me wonder if another problem was coming to Max because at the beginning of the book, the beep came from Mayor Richardson telling him about the flood problem.**
- **The speech bubble where Mayor Richardson is saying, “Looks like we’ve got another problem on our hands” confirmed my thinking.**
- **I can see there’s a problem with frogs because of the images of giant frogs on Max’s screen.**
- **The red button flashing makes me think there is an emergency, some kind of alert.**
- **The lines above Max’s head while he holds it with his hands show he is worried, confused, or concerned about a problem**



Tracking My Progress Mid-Unit 1

Name:

Date:

Learning Target: I can explain how visual elements add meaning to the description of the scientific problem Max Axiom will encounter next.

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 Mid-Unit 1

Name:

Date:

Learning Target: I can determine the meaning of unfamiliar words and phrases using a variety of strategies.

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:
