Eighth Grade	Quarter 1: EL Curriculum Map	Module 1

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, *Destination 2025*.

By 2025,
- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 4).

The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.

How to Use the Curriculum Maps

The curriculum map is meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely "cover the curriculum," but rather to "uncover" it by developing students' deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision-making bring instructional materials to life in the classroom. The curriculum map should be viewed as a *guide,* not a *script*, and teachers should work to become experts in teaching and adapting the curriculum to meet the needs of their students.

This curriculum is composed of four modules. Each module consists of three units, and each unit consists of a set of lesson plans. **Each module provides eight weeks of instruction constituting three units**. The unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. The modules sequence and scaffold content aligned to CCSS for ELA & Literacy. Module 1 at each grade level establishes the foundation of instructional routines used throughout the year. Individual modules culminate in an end-of-module performance task, similar to those that students will encounter on high-stakes assessments. This assessment provides information to educators on whether students in their classrooms are achieving the standards.

Each module is designed to be adapted to a group's specific instructional needs. Lessons are not scripts, but are intended to illustrate how instruction might be sequenced. Lessons are adaptable and allow for teacher preference and flexibility both to meet students' needs and to meet the requirements of the shifts and the standards. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, "flex" time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.

Structure of a Module

Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- Six unit-level assessments that are almost always on-demand: students' independent work on a reading, writing, speaking, or listening task
- One final performance task that is a more supported project, often involving research.

Modules include: **daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources**. Instructional resources address the needs of all learners. Ancillary resources, including graphic organizers and collaborative protocols and formative assessment practices, apply to all modules.

The Module Overview provides a road map of the entire module, and includes the module's guiding questions and big ideas, a description of the final performance task, key features of the central texts, the standards addressed and assessed in the module, and long-term "I can" statements that translate the standards into student-centered targets. The Week-at-a-Glance Calendar adds detail to the description provided in the Module Overview, including the instructional focus and a brief description of assessments. A detailed description in the Module Assessments section, including the performance task, further clarifies the trajectory of instruction and the specific skills in context that students will understand by the end of the module.

The MS English Companion Guide emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

Guidance for EL Units

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and utilize embedded protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

Working with High Quality Texts (60 minutes daily EL lessons)- including listening to, reading, speaking, and writing about texts within the curriculum. The primary goal is to deliver EL lessons that provides strong and engaging instruction and learning experiences in each lesson, throughout each unit and module, and across all grade levels. Students develop expertise in the standards as they practice them with a variety of topics and tasks. The routines and protocols are consistent throughout the lessons, units, and modules, and across grade levels. This predictable structure provides scaffolds for students as they grow toward independence and accountability for their own learning.

Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s).

Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

EL Curriculum is planned and developed according to the principles of Universal Design for Learning (UDL) to support

- English Language Learners (ELL)
- Students with Disabilities (SWD)
- Accelerated learners
- Students achieving and performing below grade level

Guidance on Assessments and Tasks

The EL Curriculum provides a full complement of assessments, including ongoing formative assessment practices and protocols in each lesson, unit-level assessments, and a culminating performance task at the conclusion of each module.

- Formative assessment practices and opportunities are embedded in and across lessons. Students self-assess against daily learning targets and receive frequent feedback from the teacher and peers.
- Each unit includes two formal assessments. Mid-unit assessments typically are reading assessments requiring text-based answers. End-of-unit assessments often require using multiple sources in a written essay.
- The final assessment for each module is a performance task. In these culminating projects, students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks incorporate the writing process, scaffolds for students, and peer critique and revision.
- Assessments offer curriculum-embedded opportunities to practice the types of skills needed on high-stakes assessments and include multiple-item formats:
  - Selected response (multiple-choice questions)
  - Short constructed response
  - Extended response, either on demand or supported
  - Speaking and listening (discussion or oral presentation)
  - Formal argumentative, explanatory, and narrative essays (involving planning, drafting, and revision)

The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: reading, writing, speaking and listening, and language.

Unit-Level Assessments:

- Each unit includes two assessments, most of which are "on-demand" (that is, show what you know/can do on your own).
- Mid-Unit Assessments typically, though not always, are reading assessments: text-based answers.
- -of-Unit Assessments typically, though not always, are writing assessments: writing from sources.
- Most assessments have a heavy emphasis on academic vocabulary, particularly on determining words in context.
- Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
- The curriculum map that follows lists the title of each assessment, the standards assessed, and the assessment format, of which there are five types.
  - Selected response (multiple-choice questions)
  - Short constructed response (short-answer questions of the type that is scored using a 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using a 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)
  -

Final Performance Task: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not "on-demand" assessments. (Note: The End-of-Unit 3 Assessment often addresses key components of the performance task.)

Eighth Grade	Quarter 1: EL Curriculum Map	Weeks 1-9
SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and EL competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons**. Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and EL competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and EL competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse**. Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the Instructional Practice Guide from Achieve the Core.

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussions, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL **To access the resources, click the link. If the link does not open, copy and paste the link into your search engine's browser.**

Reading Resource Tool Kit:	
The Tennessee State ELA Standards and Crosswalk	
The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html	Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
Crosswalk https://drive.google.com/file/d/1I_iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing	This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.
Scaffolds in the EL Curriculum	
Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing	This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.
Scaffolding Options for ELA https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing	This table provides scaffolding options regarding the various instructional components found in EL.
Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5--lz66v-NRGIZ-VJZ1hp_pz5_UbDl/view?usp=sharing	This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.
English as a Second Language (ESL)	
ESL Classroom Resources for EL Curriculum https://scsk12.sharepoint.com/:f:/s/SCSESLResources/Eh504tvuqr9CsdglcKSXankBFa_7OPV_9qXYWEu2p5NCRw?e=cvddtF	This resources provides scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207.
Read-Alouds/Close Reading	
Helping Students Read Closely file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(3).pdf	This article provides information regarding how close reads can support students' reading ability.

Close Reading: An Instructional Strategy for Conquering Complex Text https://vimeo.com/89001348	In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. The teacher guides students through the close reading process, checks for understanding, and leverages the power of student talk and collaboration to help them make meaning of a complex text.
Grappling with Complex Informational Text https://vimeo.com/54007714	In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. Students in a fifth-grade class use close reading strategies to determine the main idea and important details from a newspaper article about the Seneca people.
Student Engagement: EL Protocols	
EL Protocols: https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing	Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.
Classroom Protocols in Action: Science Talk https://vimeo.com/169909161	This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.
Social Emotional Learning Resources	
EL Character Framework https://characterframework.eleducation.org/	Central to EL Education curriculum is a focus on "habits of character" and **social-emotional learning**. This website highlights what EL means by character and how EL Education's curriculum promotes habits of character.
Edutopia: Social Emotional Learning https://www.edutopia.org/social-emotional-learning	This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.
Social Emotional Learning: FAQ https://casel.org/faqs/	Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.
Aspen Institute: National Commission on Social, Emotional, and Academic Development https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/	Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.
Additional Resources	
The moDEL Detroit Project: https://www.detroitk12.org/Page/9721	The moDEL Detroit Project Provides both planning and delivery resources to teachers who are implementing the EL Education Curriculum. **This includes PowerPoints for every lesson in grades K-8.** These resources were developed in conjunction with various literacy experts. However, SCS teachers who choose to use the presentations should review them before use to ensure the information highlights the lesson's priorities identified for their students. Please note, once downloaded, the PowerPoints can be revised to meet your needs.

ESSA

Student success is expected for all students. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

SL: English Language Development
To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student's level.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills.   Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	*Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.*	*Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.*	*Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.*	*Organize details that support the main idea of informational text told in expanded oral discourse with visual support.*	*Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.*
Reading	*Sequence a series of pictures to retell key details of informational text with a partner.*	*Locate key details within illustrated informational text with a partner.*	*Sequence key details written in simple sentences on sentence strips with a peer.*	*Organize main topics and key details from informational text in a graphic organizer with a small group.*	*Draw conclusions about key details written in complex language using a graphic organizer.*
Speaking	*Name key details (words) in familiar informational text using illustrations when repeating after a peer.*	*Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.*	*Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.*	*Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.*	*Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.*
Writing	*Draw and label (with words) illustrations that represent key details of informational text with modeled support.*	*Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.*	*Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.*	*Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.*	*Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.*

The WIDA English Language Development (ELD) Standards Connections are found at the following link: https://www.wida.us/standards/eld.asp

Social Emotional Learning (SEL) Connections

EL Education curriculum is a focus on social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Module 1 intentionally incorporates Social Emotional Learning content. These intentional connections are described below.

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interactions with groups, influences from institutions and lived experiences
- Development, Movement, and Interaction of Cultures
- Role of diversity within and among cultures

For additional informational on El and **Social Emotional Learning:** *Fostering Character in a Collaborative Classroom* Please click link below:**https://drive.google.com/file/d/1D6F8cLZ5sseD-54BW-GnvyypLAbJ-poE/view?usp=sharing**

Module Overview: Finding Home—Refugees

In this module, students will develop their abilities to read and understand complex text as they consider the challenges of fictional and real refugees. In Unit 1, students will begin reading the novel *Inside Out & Back Again*, by Thanhha Lai, analyzing how critical incidents reveal the dynamic nature of the main character, Ha, a 10-year-old Vietnamese girl whose family is deciding whether to flee during the fall of Saigon. The novel, poignantly told in free verse, will challenge students to consider the impact of specific word choice on tone and meaning. Students will build their abilities to infer and analyze text, both in discussion and through writing. They will then read informational text to learn more about the history of wars in Vietnam and the specific historical context of Ha's family's struggle during the fall of Saigon. In Unit 2, students will build their knowledge about refugees' search for a place to call home. They will read informational texts that convey universal central ideas of refugees' experiences across various times and cultures as they flee and find new homes. As they continue to move through *Inside Out & Back Again,* students will focus on how particular incidents move the story forward and reveal aspects of Ha's character. Unit 2 culminates with students examining how the universal refugee experience causes a refugee's life to be turned "inside out" and eventually turned "back again." In Unit 3, having finished the novel, students will reread critical incidents while also working in research groups to study the experiences of refugees from one of several cultures. Students will use this knowledge to write two free-verse narrative poems that capture the universal refugee experience. They will also reread poems from the novel as mentor texts.
The free-verse narrative poems performance task centers on ELA Standards 8.RI.KID.1, 8.RI.KID.2, 8.W.TTP.3, 8.W.PDW.4, 8.W.PDW.5, 8.W.RBPK.7, 8.W.RBPK.9, 8.L.C SE.1, and 8.L.CSE.2.

Guiding Questions and Big Ideas

- What is home?
- How do critical incidents reveal character?
- What common themes unify the refugees experience?
- How can we tell powerful stories about people's experiences?
- Critical incidents reveal character's dynamic nature.
- Characters change over time in response to challenges.
- Authors select a genre of writing to engage the reader fully.

Performance Task

Write Free-Verse Narrative Poems:
For the final performance task of Module 1, students will draw upon their study of the universal refugee experience to write two research-based poems that reflect the "inside out" and "back again" aspects of a refugee's life. Students will collaborate in teams to research the experiences of refugees of a specific culture. They then will draw upon their research and their study of the novel and the informational texts to write two poems. The first poem, "Inside Out," will be based on the research conducted, and the second poem, the more creative "Back Again," will be aligned with each student's individual interpretation of informational text and his or her own background knowledge and experiences. For the final performance task, the students will have the opportunity to revise, edit, and share their two poems within the classroom and with other research teams.
This task centers on Tennessee Standards 8.RL.KID.1 , 8.RL.KID.2, 8.W.TTP.3, 8.W.PDW.4, 8.W.PDW.5, 8.W.RBPK.7, 8.W.RBPK.9, 8.L.C SE.1, 9-10.L.CSE.2, and 8.L.VAU.6.

Eighth Grade Module 1: Building Background Knowledge

War Coming Close to Home

Unit 1 Overview

In this first unit, students build their close-reading skills as they consider the crisis of war coming close to home. They begin reading the novel *Inside Out & Back Again,* by Thanhha Lai, focusing on how critical incidents reveal the dynamic nature of Ha, the main character, whose Vietnamese family is deciding whether to flee during the fall of Saigon. The novel is poignantly told via diary entries in the form of short free-verse poems. Students consider how text structure, figurative language, and specific word choices contribute to a text's meaning as they closely read selected poems. Their study of the novel is paired with reading a rich informational article, "The Vietnam Wars," which gives students key background knowledge about the history of war in Vietnam. Students build their skills using context clues and also begin the routine of *Quick Writes*, a short piece of written analysis about the text that involves receiving explicit instruction and then practicing writing strong paragraphs in which they effectively cite and analyze text. For their Mid-Unit Assessment, students analyze how key incidents in the novel reveal Ha's character.

In the second half of the unit, students continue to read the novel and relevant informational texts as they focus on critical incidents the character experiences leading up to the fall of Saigon. Students begin to examine more carefully how word choice and tone contribute to the meaning of both informational texts and specific poems in the novel. For their End-of-Unit Assessment, students write two strong paragraphs in which they analyze the word choice, tone, and meaning of two texts (an informational audio text and a poem from the novel).

Mid-Unit 1 Assessment: Getting to Know a Character: Which Details in the Text Help Us Understand Ha?

This assessment centers on ELA Standards 8.RL.KID.1, 8.RL.KID.3, 8.RL.CS.4, 8.W.RBPK.9, and 8.L.AU.4a. Students read the poem "Birthday Wishes" from the novel and answer selected-response questions to analyze the poem for the author's word choice, tone, and meaning. Question topics include determining word meaning from context. Students then write a paragraph in response to the following prompt: "Who is Ha? Based on this poem, 'Birthday Wishes,' and one other poem you have read so far in the novel, describe Ha as a character: her traits, values, or beliefs. Write a paragraph in which you explain your current understanding of Ha, using specific evidence from the text of both poems to support your analysis."

End-of-Unit 1 Assessment: Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Text

This assessment centers on TN ELA Standards 8.RL.KID.1, 8.RI.KID.1, 8.RL.CS.4, 8.RI.CS.4, and 8.W.RBPK.9. For this reading and writing assessment, students analyze how the tone of each text contributes to the overall meaning. Students use their strongest evidence from the novel's poem "Saigon Is Gone" and the audio text "Forgotten Ship: A Daring Rescue as Saigon Fell" to write two paragraphs in which they analyze each text in a paragraph in response to the following prompt: "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."

11

Required Unit Trade Book(s): *Inside Out and Back Again*

Suggested Pacing: This unit is approximately 2.5 weeks or 14 sessions of instruction.

Unit 1 Lessons	Agenda	Daily Learning	Prioritized Task

Lesson 1
 	
Making Inferences: The Fall of Saigon
 	
Lesson Vocabulary
inference, infer, panic
 	
Materials:
• I Notice / I Wonder Note-Catcher (one per student)
Photographs (without captions) mounted and posted for Gallery Walk, from the New York Times slide show:
http://events.nytimes.com/learning/general/specials/saigon/110599saigon-pix.1.html
 	
• Sentence strips from "Panic Rises in Saigon, but the Exits Are Few" (two strips per student)—see Unit 2, Lesson 6, Supporting Materials
• Module Guiding Questions (one to display or post on chart or interactive whiteboard)
• Lined paper for Exit Ticket (one per student)
• Examples of nonlinguistic representation learning target vocabulary (Teacher Reference)
	1. Opening
	  A. Review Learning Targets (5 minutes)
	
	2. Work Time
	  A. Gallery Walk/Inferences (10 minutes)
	  B. "Mix and Mingle" and Thinking about Details (15 minutes)
	  C. Connecting Details and Inferences to Guiding Questions (10 minutes)
	
	3. Closing and Assessment
	  A. Exit Ticket (5 minutes)
	  B. Ask students to write the following on a piece of lined paper:
	    1. One inference you made today
	    2. A question that you hope to have answered in the coming weeks
	
	4. Homework
	  A. None
		• I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI 8.1) **(8.RI.KID 1)**
		
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(SL 8.1) (8.SL.CC.1)**
		
		Ongoing Assessment
		
		• Careful listening to student inferences
		• Observation of student participation
		
		Protocols
		· **Numbered Heads Together**
		· **Gallery Walk**
		· **Mix & Mingle**
		· **Turn and-Talk**
			Work Time C
			
			  C. Connecting Details and Inferences to Guiding Questions (10 minutes)
			
			Reason: Work Time C is the lesson that hooks students into the content through inferences. While students are inferring during Work Time A and B, Work Time C is the discussion that ties the pictures and text into the upcoming lessons.
			
			Notes:
			Work Time A and B should not be skipped as these are the pieces of the lesson that students will use to help their discussion in Work Time C.

Lesson 2
Launching the Novel: Character Analysis of Ha
 	
Lesson Vocabulary
free-verse poetry, stanza, inferences, cite evidence, meaning, gist; lunar, glutinous, foretells
 	
Materials:
• Inside Out & Back Again (book; one per student) Journals (one per student; see preceding Teaching Notes; used throughout module)
• Things Close Readers Do Anchor Chart (new; teacher-created)
• Document camera, interactive whiteboard, and/or chart paper
• Teacher journal for modeling
• Model note-taking (Teacher Reference)
• Fist-to-Five chart (Teacher Reference or to display
	1. Opening
	  A. Engaging the Reader: Orienting to the Novel's Text Structure (10 minutes)
	  B. Review Learning Targets (5 minutes)
	
	2. Work Time
	  A. Introduce Things Close Readers Do Anchor Chart Using "1975: Year of the Cat" (15 minutes)
	  B. Answering Text-Dependent Questions: "1975: Year of the Cat" (10 minutes)
	
	3. Closing and Assessment
	  A. Debrief: Adding to Our Things Close Readers Do Anchor Chart (5 minutes)
	
	4. Homework
	  A. Reread "1975: Year of the Cat," add to notes, and read pages 4–9 for Gist.
		• I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(8.RI.KID 1)**
		
		• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL 8.3) **(8.RL.KID.3)**
		
		• I can use a variety of strategies to determine the meaning of unknown words or phrases (L.8.4) **(8.L.AU.4)**
		
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL. 8.1) **(8.SL.CC.1)**
		
		Ongoing Assessment
		
		• Answers to text-Dependent questions
		
		• Students' notes: "Who Is Ha?"
		
		Protocol
		None
			Work Time A
			
			  A. Introduce Things Close Readers Do Anchor Chart Using "1975: Year of the Cat" (15 minutes)
			
			Reason: Work Time A is the introduction to tools used for students' understanding. The tools are the foundation to students' learning.
			
			Notes:
			The mid-unit assessment focuses on the standards of this lesson.

Lesson 3
Inferring about Character: Close Reading of the Poem "Inside Out" and Introducing Quick Writes
 	
Vocabulary
free-verse poetry stanza, inferences, cite evidence, meaning, gist, lunar, glutinous, foretells
 	
Materials
• Inside Out & Back Again (book; one per student) Journals (one per student; see preceding
• Teaching Notes; used throughout module)
• Things Close Readers Do Anchor Chart (new; teacher-created)
• Document camera, interactive whiteboard, and/or chart paper
• Teacher journal for modeling
• Model note-taking (Teacher Reference)
• Fist-to-Five chart (Teacher Reference or to display
	1. Opening
	  A. Engaging the Reader: The Gist Mix and Share (5 minutes)
	  B. Review Learning Targets and Add to the Things Close Readers Do Anchor Chart (5 minutes)
	
	2. Work Time
	  A. Close Reading: Poem, "Inside Out" (15 minutes)
	  B. Guided Practice: Quick Write (15 minutes)
	
	3. Closing and Assessment
	  A. Debrief (5 minutes)
	
	4. Homework
	  A. Reread pages 4–9 and complete Quick Write 1
		• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RI 8.1) **(8.RI.KID 1)**
		
		• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL 8.3) **(8.RL.KID.3)**
		
		• I can use a variety of strategies to determine the meaning of unknown words or phrases.(L, **(8.L.AU.4)**
		
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and
		• issues. **(8.SL.CC.1)**
		
		Ongoing Assessment
		• Answers to text-dependent questions
		
		Protocol
		None
			Work Time B
			
			B. Guided Practice: Quick Write (15 minutes)
			
			Reason: Work Time B helps to organize students' ideas when writing. This is essential as writing is built over time.
			
			Notes:
			Ensuring students follow the protocol for the Quick Write will help when teaching writing throughout the year.

Lesson 4
 	
Considering a Character's Relationship with Others: Contrasting Ha and Her Brothers
 	
Vocabulary
cite evidence, infer (review) critical incident meaning, tone, papaya tree, flicked, vow, witness
 	
Materials
• *Inside Out & Back Again* (book; one per student)
• Things Close Readers Do Anchor Chart (begun in Lesson 2)—today's focus: noticing details, answering questions based on the text
• A photo of a papaya tree, which may be found via a Google Images search "Papaya Tree" text-dependent questions (one per student)
• Who Is Ha? Anchor Chart (new, teacher-created, Teacher Reference)
• Chart paper for small-group anchor chart What Do We Know about Ha? (one piece of chart paper per group)
• Markers (four different colors per group)
• Unit 1 Recommended Texts list
• Quick Write 2: How is Ha's life affected by where and when she is living? (one per student; for homework)
	1. Opening
	  A. Engaging the Reader: We Learn More about Ha by How She Speaks about the Papaya Tree, and about Her Brothers (5 minutes)
	  B. Review Learning Targets (5 minutes)
	
	2. Work Time
	
	  A. Rereading the Text and Answering Text-Dependent Questions: "Papaya Tree" (12 minutes)
	  B. Discuss Quick Write 1 and Create Small-Group Anchor Chart: Who Is Ha? (13 minutes)
	
	3. Closing and Assessment
	
	  A. Debrief (5 minutes)
	  B. Preview Unit 1 Recommended Texts List (5 minutes)
	
	4. Homework
	  A. Read pages 10–21 and complete Quick Write 2
		• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RI. 8.1) **(8.RI.KID.1)**
		
		• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL 8.3) **(8.RL.KID.3)**
		
		• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L 8.4) **(8.L.VAU.4)**
		
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL. 8.1) **(8.SL.CC.1)**
		
		Ongoing Assessment
		
		Protocol
			Work Time B
			
			B. Discuss Quick Write 1 and Create Small-Group Anchor Chart: Who Is Ha? (13 minutes)
			
			Reason: Work Time B allows students to communicate with peers to build knowledge using inferences of the text.
			
			Notes:
			This work can be abstract for some students which makes circulation during this time very important.

Lesson 5
 	
Mid-Unit Assessment: Getting to Know a Character: Which Details in the Text Help Us Understand Ha?
 	
Vocabulary
evidence (review); do not preview vocabulary from the text for the assessment
 	
Materials
• Who Is Ha? Anchor Chart (from Lesson 4; student-created in small groups)
• Sticky notes (three per student)
• Markers (four different colors per group)
• *Inside Out & Back Again* (book; one per student)
• Quick Write 2 (from homework)
• Mid-Unit Assessment: Getting to Know a Character: Which Details in the Text Help Us Understand Ha?
	1. Opening
	  A. Engaging the Reader: Gallery Walk about Who Is Ha? (10 minutes)
	
	2. Work Time
	  A. Mid-Unit 1 Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha? (30 minutes)
	
	3. Closing and Assessment
	  A. Debrief (2 minutes)
	
	4. Homework
	  A. Read pages 22–41 and keep adding details about Ha to your notes.
		• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, rlor provoke a decision. (RL.8.3) **(8.RL.KID.3)**
		
		• I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(8.RI.KID 1)**
		
		• I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). **(8.L.AU.4)**
		
		• I can analyze the impact of word choice on meaning and tone (analogies or allusions). **(8.L.AU.4)**
		
		• I can use evidence from literary texts to support analysis, reflection, and research. **(8.W.RBPK.9)**
		
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(8.SL.CC.1)**
		
		Ongoing Assessment
		• Quick Write 2 (from homework)
		• Mid-Unit Assessment: Getting to Know a Character: Which Details in the Text Help Us Understand Ha?
		
		Protocol
		None
			Work Time A
			
			A. Mid-Unit 1 Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha? (30 minutes)
			
			Reason: Work Time A is to assess standards from lesson 1-4.
			
			Notes:
			Students who struggle with writing may benefit from seeing the assessment's prompt (#5) earlier because some may need more time.

Lesson 6
 	
Building Background Knowledge: Guided Practice to Learn about the History of Wars in Vietnam
 	
Vocabulary
central idea, key incidents, informational text, historical fiction, objective, perspective, context, annotate; honing, even, forged, crucible, pacified, string, gracious
 	
Materials
• Document camera
• A student's exemplar Quick Write 2 (typed up in advance)
• Map of Asia (zoom out so students can see Vietnam and China)
• "The Vietnam Wars" article (one per student)
• "The Vietnam Wars" Questions and Notes: Section 1: "The Chinese Dragon" (one per student)
	1. Opening
	  A. Sharing Exemplar: A Classmate's Quick Write 2 (5 minutes)
	  B. Review Learning Targets: Distinguishing Informational Text from Historical Fiction (5 minutes)
	
	2. Work Time
	  A. Inferring Based on a Map and Previewing Informational Text: "The Vietnam Wars" (10 minutes)
	  B. Read-Aloud and Guided Note-Taking: Section 1 of "The Vietnam Wars" (20 minutes)
	
	3. Closing and Assessment
	  A. Preview Homework and Read-Aloud (5 minutes)
	
	4. Homework
	  A. Reread section 1 of "The Vietnam Wars," complete Section 1 Note-Catcher, and read one new assigned section.
		• I can determine the theme or central ideas of an informational text. **(8.RI.KID.2)**
		
		• I can use a variety of strategies to determine the meaning of unknown words or phrases. **(8.L.AU.4)**
		
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(8.SL.CC.1)**
		
		Ongoing Assessment
		• Students' questions and notes for section 1 of "The Vietnam Wars"
		
		Protocols
		• **Turn and-Talk**
		• **Think Pair-Share**
			Work Time B
			
			B. Read-Aloud and Guided Note-Taking: Section 1 of "The Vietnam Wars" (20 minutes)
			
			Reason: Work Time B is the first look at "The Vietnam Wars", which can be a challenging text. This is the teacher led portion that moves into independent student work.
			
			Notes:
			Students should have a clear idea of what is happening as they will work with peers in the next lesson.

18

Lesson 7

Building Background Knowledge: Small-Group Work to Learn More about the History of Wars in Vietnam

Vocabulary
central idea, key incidents, informational text, historical fiction, context (review)
Section 2: calling card, wary, misread, spurned, tends, ruin, pacify
Section 3: tumult, time was ripe, swept, asserted • Section 4: kindled, appealed, to no avail, committed, containing, backed

Materials
- "The Vietnam Wars" article (from Lesson 6)
- Sticky notes (five per student)
- "The Vietnam Wars" Questions and Notes: Sections 2, 3, or 4 (during the beginning of Work Time, each small group needs the note-catcher only for their own assigned section; during the latter part of Work Time, all students need all three note-catchers to take notes as their peers share)
- Things Close Readers Do Anchor Chart (begun in Lesson 2; added to in this lesson)
- Quick Write 3 (one per student; for homework

1. Opening
   A. Engaging the Reader: Reviewing Homework (8 minutes)
   B. Review Learning Targets (2 minutes)

2. Work Time
   A. Modified Jigsaw, Part I: Key Vocabulary and Questions (15 minutes)
   B. Modified Jigsaw, Part II: Sharing Our Summaries (15 minutes)

3. Closing and Assessment
   A. Debrief: Adding to Our Things Close Readers Do Anchor Chart (5 minutes)

4. Homework
   A. Reread section 4, "The Fall of the French"; complete the questions and notes; complete Quick Write 3

- I can determine the central ideas of an informational text. **(8.RI.KID.2)**

- I can use a variety of strategies to determine the meaning of unknown words or phrases. **(8.L.AU.4)**

- I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(8.SL.CC.1)**

Ongoing Assignment

- Students' questions and notes for their assigned section of the text

Protocols
- **Turn and-Talk**
- **Jigsaw**

Work Time A

A. Modified Jigsaw, Part I: Key Vocabulary and Questions (15 minutes)

Reason: Work Time A is an opportunity to hone students' skills in central idea as students find gist and word meaning which appears in the end-of-unit assessment. Students also communicate with peers.

Notes:
Some may need more time to work through these questions. Being intentional with groups will help with managing time.

Lesson 8 Development of the Plot: Impending Danger and Turmoil **Vocabulary** central idea, historical fiction, perspective, point of view, subjective, plot, stanza, symbolize; communists/communism, flaunt, blind conviction **Materials** • *Inside Out & Back Again* (book; one per student) • Double Arrow Graphic Organizer (one per student) • Lesson 8 text-dependent questions (one to display) • Quick Write 4 (one per student; for homework) Half sheet of paper or index card (one per student)	1. Opening A. Engaging the Reader and Reviewing Learning Targets: Examining the Increasing Danger Right before the Fall of Saigon (5 minutes) 2. Work Time A. Rereading "TV News" and "Closed Too Soon," Using the Text to Understand the Crisis in Ha's Home (20 minutes) B. Rereading "Two More Papayas" and "Promises": What Matters to Ha? (15 minutes) 3. Closing and Assessment A. Debrief: Exit Ticket (5 minutes) 4. Homework A. Read pages 42–47 and complete Quick Write 4.	• I can analyze the development of a central idea throughout the text (including its relationship to the characters, setting, and plot). **(8.RI.KID.2)** • I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(8.RI.KID 1)** • I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(8.SL.CC.1)** • I can use a variety of strategies to determine the meaning of unknown words or phrases. **(8.L.AU.4)** **Ongoing Assignment** • Oral responses to text dependent questions • Double Arrow Graphic Organizer • Exit Ticket **Protocols** • **Numbered Heads Together** • **Turn and-Talk**	Work Time A A. Rereading "TV News" and "Closed Too Soon," Using the Text to Understand the Crisis in Ha's Home (20 minutes) **Reason:** Work Time A allows students to gain a deeper understanding of the central idea by analyzing the relationship of the setting to the characters. *Notes:* This discussion is important to ensuring students' comprehension of the events leading to a plot change.

Lesson 9
Development of the Plot: Impending Danger and Turmoil
 	
Vocabulary
central idea, historical fiction, perspective, point of view, subjective, plot, stanza, symbolize; communists/communism, flaunt, blind conviction
 	
Materials
• Inside Out & Back Again (book; one per student)
• Double Arrow Graphic Organizer (one per student)
• Lesson 8 text-dependent questions (one to display)
• Quick Write 4 (one per student; for homework) Half sheet of paper or index card (one per student)
	1. Opening
	   A. Review Results from Mid-Unit 1 Assessment and Review Learning Targets (10 minutes)
	
	2. Work Time
	   A. Reorienting to Informational Text and Read-Aloud of Section 5 of "The Vietnam Wars" (15 minutes)
	   B. Guided Note-Taking on Two Key Paragraphs: Vietnam as a "Battleground for a Much Larger Struggle" (15 minutes)
	
	3. Closing and Assessment
	   A. Exit Ticket (5 minutes)
	
	4. Homework
	   A. Complete the questions and notes: "A Battleground for a Much Larger Struggle"; reread and annotate section 5, "Doc-Lap at Last."
		• I can determine the central idea of an informational text. **(8.RI.KID.2)**
		
		• I can use a variety of strategies to determine the meaning of unknown words or phrases. **(8.L.AU.4)**
		
		• I can analyze the impact of word choice on meaning and tone in informational text. **(8.L.AU.4)**
		
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(8.SL.CC.1)**
		
		Ongoing Assignment
		• Quick Write 4 (from homework)
		• Students' annotated texts
		
		Protocol
		Think-Pair-Share
			Work Time B
			
			B. Guided Note-Taking on Two Key Paragraphs: Vietnam as a "Battleground for a Much Larger Struggle" (15 minutes)
			
			Reason: Work Time B gives students the opportunity to make sense of the information they gained during the reading and gist of Work Time A.
			
			Notes:
			Many of the questions require students to use context clues to define words. Circulate to assist as needed when students struggle.

Lesson 10
Building Background Knowledge: Vietnam as a "Battleground in a Larger Struggle"
 	
Vocabulary
central idea; doc-lap, battleground, communism, committed, contain, back (v.), fell, cringed, peace accord
 	
Materials
• An anonymous model of an exemplary student response to the mid-unit writing prompt (one per student)
• "The Vietnam Wars" article (from Lesson 6; one per student)
• "The Vietnam Wars" Questions and Notes: "A Battleground for a Much Larger Struggle" (one per student)
• Half sheet of paper or index card (one per student)
	1. Opening
	  A. Share Annotations of "Doc-Lap at Last" and Review Learning Targets (5 minutes)
	
	2. Work Time
	  A. Reading for Key Details: Three Threes in a Row Note-Catcher (20 minutes)
	  B. Determining the Central Ideas of "Doc-Lap at Last" (15 minutes)
	
	3. Closing and Assessment
	  A. Debrief: Returning to Brother Quang's Quote (5 minutes)
	
	4. Homework
	  A. Read pages 48–60 and complete Quick Write 5.
		• I can determine the central idea of an informational text. **(8.RI.KID.2)**
		• I can analyze the impact of word choice on meaning and tone in informational text. **(8.RI.CS.4)**
		• I can use a variety of strategies to determine the meaning of unknown words or phrases. **(8.L.AU.4)**
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(8.SL.CC.1)**
		
		Ongoing Assignment
		• Students' annotated texts
		• Three Threes in a Row Note Catcher
		
		Protocols
		Turn and-Talk
			Work Time A
			
			A. Reading for Key Details: Three Threes in a Row Note-Catcher (20 minutes)
			
			Reason: Work Time A meets all the standards for the day by requiring students to answer text dependent questions that focus on word meaning and central idea while students communicate with peers.

22

Lesson 11	1. Opening	• I can analyze how specific	Work Time A
Character Analysis: How Do Personal Possessions Reveal Aspects of Characters	A. Engaging the Reader: How Do Possessions Reveal Something about a Person? (10 minutes) B. Review Learning Targets (2 minutes)	dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. **(8.RL.KID.3)**	A. Jigsaw, Part I: Focus on Different Characters in "Left Behind" (20 minutes)

Vocabulary
evidence, incident, reveals, aspects, infer, symbol, symbolize; palm (of rice)
	2. Work Time
	  A. Jigsaw, Part I: Focus on Different Characters in "Left Behind" (20 minutes)
	  B. Jigsaw, Part II: Small-Group Discussion: What Do Their Possessions Reveal about Ha and Her Family? (10 minutes)
		• I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(8.RI.KID 1)**	**Reason:** Work Time A allows students to collaborate as they understand the depth of the characters.

Materials
• *Inside Out & Back Again* (book; one per student)
• Jigsaw Recording Form (one per student)
• Quick Write 6 (one per student; for homework)
	3. Closing and Assessment
	  A. Debrief (3 minutes)
	
	4. Homework
	  A. Complete Quick Write 6 and read independent reading book.
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(8.SL.CC.1)**
		
		Ongoing Assignment
		
		• Quick Write 5 (from homework)
		• Students' annotated text
		• Write-Pair Share
		• Jigsaw Recording Form
		
		Protocols
		• **Turn and-Talk**
		• **Jigsaw**
			Notes:
			This lesson requires higher level thinking. Circulate to ensure understanding.

Lesson 12

Examining How Word Choice Contributes to Meaning and Tone: Close Reading of "Wet and Crying"

Vocabulary
symbol/symbolize, inferences, nuance, convey, tone; flecked, clusters

Materials
- *Inside Out & Back Again* (book; one per student)
- Write-Pair-Share Note-Catcher with text-dependent questions (one per student)
- Word Choice, Tone, and Meaning Note-Catcher (one per student)
- Document camera
- Things Close Readers Do Anchor Chart (begun in Lesson 2; added to in this lesson)—today's focus: how the author's word choice contributes to tone and meaning
- Quick Write 7 (one per student; for homework)

1. Opening
   A. Engaging the Reader and Reviewing Learning Targets (5 minutes)

2. Work Time
   A. Write-Pair-Share about "Wet and Crying" (10 minutes)
   B. Guided Practice: How Word Choice Contributes to Tone and Meaning (20 minutes)

3. Closing and Assessment
   A. Debrief and Discussion: What Happens to Hope? (10 minutes)

4. Homework
   A. Read pages 61–69 and complete Quick Write 7.

- I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(8.RI.KID 1)**

- I can analyze the impact of word choice on meaning and tone. **(8.RI.CS.4)**

- I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(8.SL.CC.1)**

Ongoing Assignment
- Quick Write 6 (from homework)
- Write-Pair Share
- Note Catcher with text dependent questions

Protocols
- **Write Pair-Share**
- **Turn and-Talk**

Work Time B

B. Guided Practice: How Word Choice Contributes to Tone and Meaning (20 minutes)

Reason: Work Time B helps students to work on tone and meaning which is an area that needs work with most students.

Notes:
Modeling of this portion is essential in students' understanding of tone and meaning. This note-catcher will help students organize thinking using tone and meaning which will appear on the end-of-unit assessment.

Lesson 13
Comparing Meaning and Tone: The Fall of Saigon in Fiction and Informational Text
 	
Vocabulary
historical fiction, transcript, critical incident; communists, refugee, humanitarian, elite
 	
Materials
• *Inside Out & Back Again* (book; one per student) Word Choice, Tone, and Meaning Note-Catcher (one per student and one to display)
• Transcript from "Forgotten Ship: A Daring Rescue as Saigon Fell" (one per student)
• Narrators Chart (one to display; consider also distributing to students)
	1. Opening
	  A. Engaging the Reader and Reviewing Learning Targets: "Saigon Is Gone" (8 minutes)
	
	2. Work Time
	  A. Word Choice, Tone, and Meaning: "Saigon Is Gone" (10 minutes)
	  B. Listening to a Read-Aloud of the Transcript of "Forgotten Ship" (15 minutes)
	  C. Word Choice, Tone, and Meaning: "Forgotten Ship" (10 minutes)
	
	3. Closing and Assessment
	  A. Debrief (2 minutes)
	
	4. Homework
	  A. Reread and annotate the poem "Saigon Is Gone" and the transcript from "Forgotten Ship."
		• I can cite text-based evidence that provides the strongest support for my analysis of literary and informational text. **(8.RI.KID.1; 8.RL.KID.1)**
		
		• I can analyze the impact of word choice on meaning and tone. **(8.RL.CS.4; 8.RI.CS.4)**
		
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(8.SL.CC.1)**
		
		Ongoing Assignment
		• Quick Write 7 (from homework)
		• Word Choice, Tone, and Meaning Note Catcher
		
		Protocols
		Turn and-Talk
			Work Time C
			
			C. Word Choice, Tone, and Meaning: "Forgotten Ship" (10 minutes)
			
			Reason: Work Time C allows students to analyze the impact of word choice as well as comparing the similarities of word choice in the two texts.
			
			Notes:
			This note-catcher helps students in the end-of-unit assessment in the next lesson.

Lesson 14
End-of-Unit Assessment: Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Text

Vocabulary
Do not preview vocabulary for today's assessment

Materials
- *Inside Out & Back Again* (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 (Teacher Reference)
- Things Close Readers Do Anchor Chart (begun in Lesson 2)

1. Opening
   A. Review Learning Targets (2 minutes)

2. Work Time
   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
   A. Debrief (3 minutes)

4. Homework
   A. None.

- I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(**RI 8.1) **(8.RL.KID.1)**

- I can analyze the impact of word choice on meaning and tone. (RL8.4) **(8.RI.CS.4)**

- I can use evidence from informational texts to support analysis, reflection, and research. (W 8.9) **(8.W.RBPK.9)**

Ongoing Assessments
- End-of Unit 1 Assessment

Protocols
- Things Close Readers Do Anchor Chart (reviewed)

Work Time

A. End-of-Unit 1 Assessment: Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Text (40 minutes)

Eighth Grade Module 1: Finding Home

Refugees | Case Study: Why Do People Flee Home?

Unit 2 Overview

In Unit 2, students will build their knowledge about refugees' search for a place to call home. They will read informational texts that convey the universal themes and experiences of refugees across various times and cultures. This study will draw students' attention to the challenges refugees face when they are fleeing and finding home. As students continue to move through the novel *Inside Out & Back Again*, they will focus on how particular incidents move the story forward and reveal aspects of Ha's character. Ha will be analyzed as a case study of a refugee who is faced with challenges that represent the universal refugee themes of fleeing and finding home. For their Mid-Unit Assessment, students will read an informational text and analyze one refugee's experience of finding home. Unit 2 culminates in a formal literary analysis essay in which students will explain the significance of the novel's title and how it relates to the universal refugee experience and the challenges Ha faces as a refugee.

Mid-Unit 2 Assessment: Analyzing an Informational text about a Refugee Experience

This assessment centers on ELA Standards 8.RI.KID.1, 8.RI.KID.2, 8.RI.KID.3, 8.RI.CS.4, 8.L.AU.4a, and 8.W.RBPK.9. In this on demand assessment, students will read an unfamiliar informational text about a refugee experience (a speech by Til Gurung, a refugee from Bhutan) and then answer a range of literal and inferential text dependent questions. The assessment will provide questions in the form of selected-response items, a graphic organizer, and short constructed-response items. Students will cite the strongest text-based evidence to support their answers.

End-of-Unit 2 Assessment: Analysis Essay: Explain the Significance of the Novel's Title and Its Relationship to Universal Refugee Experiences and Ha's Character

This assessment centers on ELA Standards 8.RL.KID.1, 8.RL.KID.3, 8.RL.CS.4, 8.RL.CS.6, 8.W.TP.2d, 8.W.PDW.4, 8.W.PDW.5, and 8.W.RBPK.9. For this writing assessment, students will explain aspects of Ha's character by responding to this specific prompt: "Consider the meaning of the novel's title, *Inside Out & Back Again*. How does this title relate to the universal refugee experience of fleeing and finding home, and in what ways is Ha's experience an example of this universal experience?" Students will choose the strongest evidence from the informational texts and the novel to construct an informational literary analysis essay.

Required Unit Trade Book(s): *Inside Out and Back Again*

Suggested Pacing: This unit is approximately 4 weeks or 20 sessions of instruction.

Unit 2 Lessons	Agenda	Daily Learning	Prioritized Task

Lesson 1
Collecting Details:
The Challenges Ha Faces and Has as a Dynamic Character
 	
Lesson Vocabulary
key details, aspects, symbol/symbolize; rations, pouches, rounds, wedges, stranded
 	
Materials:
• *Inside Out & Back Again* (book; one per student)
• Things Close Readers Do Anchor Chart (from Unit 1)
• Reading Closely: Guiding Questions handout (one per student and one to display) (from Odell Education; also see odelleducation.com/resources)
• Highlighters (one per student)
• Document camera, overhead projector, or interactive whiteboard
• Student journals (one per student; begun in Unit 1, Lesson 2)
• Structured Notes Graphic Organizer (one to display)
• Structured Notes Graphic Organizer (Teacher Reference; see Supporting Materials)
	1. Opening
	
	  A. **Engaging the Reader, Part I: Scenarios (10 minutes)**
	  B. **Review Learning Targets: Introducing the Concept of a Dynamic Character (5 minutes)**
	
	2. **Work Time**
	
	  A. **Introduce and Model Structured Notes Graphic Organizer: Pages 73–78 (10 minutes)**
	  B. **Independent Reading and Structured Notes: Focusing on Details from Pages 79–82 (15 minutes)**
	
	3. Closing and Assessment
	
	  A. **Debrief Learning Targets and Preview Homework (5 minutes)**
	
	4. **Homework**
	
	  B. **A. Complete first read of pages 83-90; take notes using Structured Notes Graphic organizer**
		• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RI 8.1) **(8.RL.KID 1)**
		
		• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RI 8.3) **(8.RL.KID.3)**
		
		• I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot. (RL 8.2) **(8.RL.KID.2)**
		
		Ongoing Assessment
		• **Structured Notes**
		• **Think-Write-Pair-Share**
		
		Protocol
		None
			Work Time A
			
			Introduce and Model Structured Notes Graphic Organizer: Pages 73–78 (10 minutes)
			
			Reason: Work Time A is the introduction to the new structured notes that the students will be using. It frames the learning of the standards in uniform way for all students**.**

Lesson 2
Rereading and Close Reading: Communism, "The Vietnam Wars," and "Last Respects"
 	
Lesson Vocabulary
Infer, symbolism; communism, totalitarianism, last respects, formal, regret
 	
Materials:
• *Inside Out & Back Again* (book; one per student)
• Who Is Ha? Anchor Charts (begun in Unit 1, Lesson 4)
• Chart paper (two per group)
• Markers (one per student)
• "The Vietnam Wars" text (from Unit 1, Lesson 6; one per student)
• "Last Respects" Note-Catcher (one per student)
• Document camera
	1. **Opening**
	
	  A. **Engaging the Reader: Establish Opening Routine (10 minutes)**
	  B. **Review Learning Targets (10 minutes)**
	
	2. **Work Time**
	
	  A. **Rereading Section 5 of "The Vietnam Wars": Communism (10 minutes)**
	  B. **Rereading and Structured Notes: Learning about Ha's Dynamic Character from the Poem "Last Respects" (20 minutes)**
	
	3. **Closing and Assessment**
	
	  A. **Debrief Learning Targets (2 minutes)**
	
	4. **Homework**
	
	  A. **Read pages 91–111; take notes using the Structured Notes Graphic Organizer**
		• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (**(8.RL.KID 1)**
		• I can analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. **(8.RL.KID.3)**
		• I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (8.RL.KID.2)
		• I can analyze figurative language, word relationships, and nuances in word meanings. (8.L.VAU.5)
		
		Ongoing Assessment
		• Structured notes for pages 83– 90 (from homework)
		• Who Is Ha? Anchor Chart
		• Last Respects Note-Catcher
			Work Time B
			
			Rereading and Structured Notes: Learning about Ha's Dynamic Character from the Poem "Last Respects" (20 minutes)
			
			Reason: Work Time B allows the teacher to reinforce the system of structured notes in class.
			
			Notes:
			The text, *Last Respects,* is an important part of students understanding loss through symbolism.

Lesson 3
Building Background: Knowledge: Fleeing Saigon as "Panic Rises"

Lesson Vocabulary
informational text, common themes, cause, motivate/motivation; flee, inexorable, stringent, emigration/immigration/migrate/migration, evacuees (n.)/evacuate (v.), totalitarian

Materials:
- *Inside Out & Back Again* (book; one per student)
- Fleeing Home: What Challenges Does Ha's Family Face? Graphic Organizer (one per student)
- Document camera
- "Panic Rises in Saigon, but the Exits Are Few" (one per student)
- Text-dependent questions for "Panic Rises in Saigon, but Exits Are Few" (one per student)
- Prefixes Note-Catcher (one per student)

1. **Opening**

   A. **Engaging the Reader: What Challenges Does Ha's Family Face? (10 minutes)**
   B. **Review Learning Targets (10 minutes)**

2. **Work Time**

   A. **Teacher Read-Aloud: "Panic Rises in Saigon, but the Exits Are Few" (5 minutes)**
   B. **Answering Text-Dependent Questions for "Panic Rises in Saigon, but the Exits Are Few" (15 minutes)**
   C. **Guided Practice: Vocabulary to Deepen Understanding (10 minutes)**

3. **Closing and Assessment**

   A. **Debrief Learning Targets and Preview Homework (3 minutes)**

4. **Homework**

   A. **Finish answering text-dependent questions.**
   B. **Read pages 115-134; take notes using the Structures Notes Graphic Organizer**

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (8.RI.KID 1)
- I can determine a theme or the central ideas of an informational text. (8.RI.KID.2)
- I can analyze the connections and distinctions between individuals, ideas, or events in a text. (8.RI.KID.3)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (8.L.VAU.5)

Ongoing Assessment
- **S**tructured notes (for pages 91–111, from homework)
- Fleeing Home: What Challenges Did Ha's Family Face? Graphic Organizer
- Answers to text dependent questions
- Prefixes Note-Catcher

Work Time B

Answering Text-Dependent Questions for "Panic Rises in Saigon, but the Exits Are Few" (15 minutes)

Reason: Work Time B allows the students to annotate the text before answering a few questions that align to the standards accessed in this lesson.

Notes:
The annotation portion of this Work Time is the most important part of the lesson and should be the greatest focus. Students can create gist, along with other annotations, to ensure that students understand the challenges that Vietnamese refugees faced**.**

Lesson 4
Building Background Knowledge, Predicting, and Focusing on Key Vocabulary: "Refugees: Who, Where, and Why"

Lesson Vocabulary
plight, universal experiences, prediction; asylum, overburdened, malnourished, overcrowded, repatriation, resettle/resettlement, devastation

Materials:
- *Inside Out & Back Again* (book; one per student)
- Blank sentence strips—tagboard strips, 24-by-3 in. (one per student)
- Markers (one per student)
- "Refugees: Who, Where, and Why" (one per student)
- Document camera
- Prefixes Note-Catcher (from Lesson 3; see Supporting Materials for Teacher Reference related to this lesson's Work Time)

1. **Opening**

   A. **Engaging the Reader: Chalkboard Splash (8 minutes)**
   B. **Review Learning Targets (2 minutes)**

2. **Work Time**

   A. **Prediction and Read-Aloud of "Refugees: Who, Where, and Why" (13 minutes)**
   B. **Vocabulary in Context: Prefixes and Root Words (10 minutes)**
   C. **Partner Reading: Reread "Refugees: Who, Where, and Why" (10 minutes)**

3. **Closing and Assessment**

   A. **Debrief Learning Targets and Preview Homework (2 minutes)**

4. **Homework**

   A. **Read pages 135–157; take notes using the Structured Notes Graphic Organizer**
   B. **Reread and annotate the article "Refugees: Who, Where, and Why."**

- I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. **(8.RI.KID 1)**
- I can analyze the connections and distinctions between individuals, ideas, or events in a text. **(8.RI.KID.3)**
- I can use a variety of strategies to determine the meaning of unknown words or phrases. **(8.L.VAU.5)**

Ongoing Assessment
- Structured notes (for pages 135-157, from homework)
- Prefixes Note-Catcher
- Annotated article "Refugees: Who, Where, and Why"

Work Time C

Partner Reading: Reread "Refugees: Who, Where, and Why" (10 minutes)

Reason: Work Time C uses the discussion of Work Time A and the vocabulary of Work Time B to allow students to annotate more within the text for comprehension. This task combines the three standards of this lesson.

Notes:
The other tasks should not be shortened or sacrificed as they lead to Work Time **C.**

Lesson 5
Building Background Knowledge and Summarizing:
"Refugees: Who, Where, and Why,"
Part 2
 	
Lesson Vocabulary
universal experience, summary, controlling idea, key details, clincher
 	
Materials:
• *Inside Out & Back Again* (book; one per student)
• Blank sentence strips—tagboard strips, each 24-by-3 in. (four per student)
• "Refugees: Who, Where, and Why" (from Lesson 4; students' annotated copies)
• Fleeing Home Anchor Chart (new; teacher-created)
• Finding Home Anchor Chart (new; teacher-created)
• Summary Writing Graphic Organizer (one per student)
• Document camera
	1. Opening
	
	  A. Engaging the Reader: Chalkboard Splash of Evidence about "Inside" and "Outside" (8 minutes)
	  B. Review Learning Targets (2 minutes)
	
	2. Work Time
	
	  A. Finding Evidence from Text: Introducing the Fleeing Home and Finding Home Anchor Charts (10 minutes)
	  B. Summarizing: Capturing the Essence of the Text (23 minutes)
	
	3. Closing and Assessment
	
	  A. Debrief Learning Targets and Preview Homework (2 minutes)
	
	4. Homework
	
	  A. Use the Summary Writing Graphic Organizer to write about the article "Refugees: Who, Where, and Why"
	  B. Read pages 158–179 of Inside Out & Back Again; take notes using the Structured Notes Graphic Organizer**.**
		• I can cite text-based evidence that provides the strongest support for an analysis of informational text. (8.RI.KID 1)
		• I can objectively summarize informational text. (8.RI.KID.2)
		• I can analyze the connections and distinctions between individuals, ideas, or events in a text. (8.RI.KID.3)
		• I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (8.W.TP.2)
		
		Ongoing Assessment
		
		• Structured notes (for pages 135-157, from homework)
		• Annotated article "Refugees: Who, Where, and Why"
		• Summary Writing Graphic Organizer
		• Fleeing Home and Finding Home Anchor Charts
			Work Time B
			
			Summarizing: Capturing the Essence of the Text (23 minutes)
			
			Reason: Work Time B is a structured teacher modeling of summary writing. This allows students to see what this graphic organizer should look like and how to build it well.
			
			Notes:
			Work Time A is also important for students because it allows them to transfer information into a central location and should not be shortened or sacrificed. Since students are transferring information they have already read, Work Time B should be more focused upon.

Lesson 6
Building Background Knowledge: Challenges Bosnian Refugees Faced Fleeing and Finding Home

Lesson Vocabulary
commonalities, common themes, discriminated against, targeted, summary, summarize, unique; Muslim, ethnic

Materials:
- *Inside Out & Back Again* (book; one per student)
- "Children of War" (one per student)
- Fleeing Home and Finding Home Anchor Charts (created in Lesson 5; post around the room where students can see the charts)
- Summary Writing Graphic Organizer: "Children of War" (one per student)
- Document camera
- Sentence Strips: Claims from "Refugees: Who, Where, and Why" (one set per group)
- Quote Cards: Evidence from "Children of War" (one set per group)
- Extension question (optional)

1. **Opening**

    A. **Engaging the Reader: Think-Pair-Share "Inside Out" (5 minutes)**
    B. **Review Learning Targets (2 minutes)**

2. **Work Time**

    A. **Independent Read: "Children of War" (10 minutes)**
    B. **Fleeing and Finding Home Anchor Charts (8 minutes)**
    C. **Rereading: Preparing to Summarize (10 minutes)**

3. **Closing and Assessment**

    A. **Evidence Sort and Preview Homework (10 minutes)**

4. **Homework**

    A. **Use the Summary Writing Graphic Organizer to write a summary paragraph.**
    B. **Read pages 180–195; take notes using the Structured Notes Graphic Organizer**

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. **(8.RI.KID 1)**
- I can analyze the connections and distinctions between individuals, ideas, or events in a text. **(8.RI.KID.3)**
- I can use a variety of strategies to determine the meaning of unknown words or phrases. **(8.L.AU.4)**

Ongoing Assessment
- Structured notes (for pages 180-195, from homework)
- Written summary of "Refugees: Who, Where, and Why" (from homework)
- Summary Writing Graphic Organizer: "Children of War"
- Evidence sort

Work Time C

Rereading: Preparing to Summarize (10 minutes)

Reason: Work Time C reinforces the Summary Graphic Organizer from the last lesson. The text is intentionally less difficult. This helps the students to annotate, comprehend, and organize the thoughts and ideas of the text.

Notes:
An example posted (on a document camera) is suggested to show the students again what this process should look like.

Lesson 7
Mid-Unit Assessment: Analyzing an Informational Text about a Refugee Experience
 	
Lesson Vocabulary
Do not preview vocabulary for today's assessment.
 	
Materials:
• Til Gurung's speech from the Refugee Transitions' "World of Difference Benefit Luncheon" for Mid-Unit 2 Assessment (one per student)
• Mid-Unit 2 Assessment: Analyzing an Informational Text about a Refugee Experience (one per student)
• Mid-Unit 2 Assessment: Analyzing an Informational Text about a Refugee Experience (Teacher Reference)
• Extension question (optional)
• Extension question (Teacher Reference)
• Optional: 2-point rubric (from Unit 1, Lesson 5; see Teaching Notes)
	1. Opening
	
	  A. Review Learning Targets (2 minutes)
	
	2. Work Time
	
	  A. Mid-Unit Assessment: Analyzing an Informational Text about a Refugee Experience (40 minutes)
	
	3. Closing and Assessment
	
	  A. Debrief (3 minutes)
	
	4. Homework
	
	  A. Read pages 180–195; take notes using the Structured Notes Graphic Organizer
		• I can cite text-based evidence that provides the strongest support for an analysis of literary text. **(8.RI.KID 1)**
		• I can objectively summarize informational text. **(8.RI.KID.2)**
		• I can analyze the connections and distinctions between individuals, ideas, or events in a text. **(8.RI.KID.3)**
		• I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). **(8.RI.CS.4)**
		• I can use a variety of strategies to determine the meaning of unknown words or phrases. **(8.L.AU.4)**
		• I can use evidence from informational texts to support analysis, reflection, and research. **(8.W.RBPK.9)**
		
		Ongoing Assessment
		• **Mid-Unit 2 Assessment: Analyzing an Informational Text about a Refugee Experience**
			Work Time A
			
			Reason: This is the mid-unit assessment which practices some of the standards in the end-of-unit assessment.
			
			Notes:
			It may be helpful to have struggling readers to read the text of the assessment during the previous lesson's closing or homework.

35

Lesson 8
Analyzing the Content of a Model Essay:
"How Ha's Mother Is Turned 'Inside Out'"
 	
Lesson Vocabulary
universal
 	
Materials:
• *Inside Out & Back Again* (book; one per student)
• End-of-Unit 2 Assessment prompt (one per student and one for display)
• Prefixes Note-Catcher (from Lesson 3)
• Inside Out Anchor Chart and Back Again Anchor Chart (both new; teacher-created; see example in Supporting Materials)
• Fleeing Home and Finding Home Anchor Charts (created in Lesson 5; post around the room where students can see the charts)
• Model essay: "How Ha's Mother Is Turned 'Inside Out'" (one per student and one for display)
• Questions about the model essay (one per student and one for display)
• Questions about the model essay (Teacher Reference)
	1. Opening
	
	  A. **Introducing the Assessment Prompt (7 minutes)**
	
	2. Work Time
	
	  A. **Transitioning from the Physical Fleeing and Finding Home to the Emotional "Inside Out" and "Back Again" (8 minutes)**
	  B. **Reading the Model Essay for Gist: "How Ha's Mother Is Turned 'Inside Out'" (10 minutes)**
	  C. **Analyzing the Content of the Model Essay: Answering Text-Dependent Questions (15 minutes)**
	
	3. Closing and Assessment
	
	  A. **Whole-Group Sharing Answers to Two of the Text-Dependent Questions (5 minutes)**
	
	4. Homework
	
	  B. **Read pages 213–234; take notes using the Structured Notes Graphic Organizer**
		• I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. **(8.RI.KID 1)**
		• I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). **(8.RI.IKI.8)**
		• I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **(8.SL.CC.1)**
		
		Ongoing Assessment
		• Structured notes (for pages 196-212, from homework)
		• Answers to questions about model essay
			Work Time A
			
			Transitioning from the Physical Fleeing and Finding Home to the Emotional "Inside Out" and "Back Again" (8 minutes)
			
			Reason: Students can often physically describe the idea of fleeing and finding home, but struggle with the emotional aspect as it is more abstract. This may take more time for students to comprehend.
			
			Notes:
			Each of these tasks are very important for moving forward and should not be shortened or sacrificed.

Lesson 9 **Close Reading:** **Paragraph 1 of "Refugee and Immigrant Children: A Comparison"** **(from "Refugee Children in Canada: Searching for Identity")**	**1. Opening** A. **Engaging the Reader: Give One, Get One about Pages 213–234 of Inside Out & Back Again (5 minutes)**	• I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. **(8.RI.KID 1)**	**Work Time B** Reading Aloud and Rereading for Gist: Paragraph 1 of "Refugee and Immigrant Children: A Comparison" (10 minutes)

Lesson Vocabulary
refugee, refuge, immigrant, significant, disruptive, interrupt, sense of identity, generational gap, cultural gap

Materials:
- *Inside Out & Back Again* (book; one per student)
- Inside Out Anchor Chart and Back Again Anchor Chart (begun in Lesson 8)
- "Refugee and Immigrant Children: A Comparison" section from the full article "Refugee Children in Canada: Searching for Identity" (one per student)
- Prefixes Note-Catcher (begun in Lesson 3)
- Similarities and Differences in How Refugees and Immigrants Adapt Anchor Chart (new; co-created with students during Work Time; see Supporting Materials)
- "Refugee and Immigrant Children: A Comparison": Paragraph 1, Text-Dependent Questions, Part A (one per student and one to display)
- Homework question (one per student)

B. Unpacking Learning Targets (2 minutes)

2. Work Time

- **A. Vocabulary and Predictions before Reading: Venn Diagram to Compare Refugees and Immigrants (8 minutes)**
- **B. Reading Aloud and Rereading for Gist: Paragraph 1 of "Refugee and Immigrant Children: A Comparison" (10 minutes)**
- **C. Rereading and Text-Dependent Questions (15 minutes)**

3. Closing and Assessment

- **A. Mix and Mingle: A Similarity in How Refugees and Immigrants Adapt (5 minutes)**

4. Homework

- **A. Complete the homework question at the bottom of "Refugee and Immigrant Children: A Comparison" Paragraph 1.**
- **B. Read pages 238–247; take notes using the Structured Notes Graphic Organizer.**

- I can determine a theme or the central ideas of an informational text. **(8.RI.KID.2)**
- I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). **(8.RI.CS.5)**
- I can read above-grade informational texts with scaffolding and support. **(8.RI.RRTC.10)**

Ongoing Assessment

- Answers to text dependent questions, Part A

Reason: Work Time B should be prioritized because if the students understand this section of text, they can complete Work Time C using Work Time A. This is an essential part of the lesson because the language may cause students to struggle and slow the process of comprehension.

Notes:
This lesson builds on the other tasks listed, therefore the tasks should not be shortened or sacrificed.

Lesson 10
Analyzing the Significance of the Novel's Title:
Connecting the Universal Refugee Experience to *Inside Out & Back Again*
 	
Lesson Vocabulary
strongest evidence, dependency reversal, discrimination, racism
"Rainbow": lacquer, barrettes
"Loud Outside": pluck
"More Is Not Better": stalking
 	
Materials:
• *Inside Out & Back Again* (book; one per student)
• Sticky notes (three per student)
• Inside Out and Back Again Anchor Charts (begun in Lesson 8)
• "Refugee and Immigrant Children: A Comparison" (from Lesson 9)
• Document camera
• "Refugee and Immigrant Children: A Comparison": Paragraph 1, Text-Dependent Questions, Part B (one per student and one for display)
	1. **Opening**
	
	   A. **Engaging the Reader, Part I: Scenarios (10 minutes)**
	   B. **Introducing Learning Targets (10 minutes)**
	
	2. **Work Time**
	
	   A. **Jigsaw Part 1: Pairs Reread the First Paragraph of "Refugee and Immigrant Children: A Comparison" and Connect to a Poem from the Novel with Text-Dependent Questions (20 minutes)**
	   B. **Jigsaw Part 2: Group Discussion to Determine Whether the Issues Are "Inside Out" or "Back Again" (13 minutes)**
	
	3. **Closing and Assessment**
	
	   A. **Adding to the Inside Out and Back Again Anchor Charts (5 minutes)**
	
	4. **Homework**
	
	   A. **Read pages 248–260; take notes using the Structured Notes Graphic Organizer**
		• I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. **(8.RI.KID 1)**
		• I can determine a theme or the central ideas of an informational text**. (8.RI.KID.2)**
		• I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). **(8.RI.CS.5)**
		• I can read above-grade informational texts with scaffolding and support**. (8.RI.RRTC.10)**
		
		Ongoing Assessment
		• **"**Refugee and Immigrant Children: A Comparison": Paragraph 1, Text-Dependent Questions, Part B
			Work Time A
			
			Jigsaw Part 1: Pairs Reread the First Paragraph of "Refugee and Immigrant Children: A Comparison" and Connect to a Poem from the Novel with Text-Dependent Questions (20 minutes)
			
			Reason: Work Time A is the essential part of the lesson as Work Time B cannot happen without it. It also prompts students to connect their learning to the reading.
			
			Notes:
			These questions are more difficult than the questions from the previous lesson. These questions require in-depth analysis of the text**.**

Lesson 11
Close Reading:
Paragraphs 2 and 3 of "Refugee and Immigrant Children: A Comparison" and Introducing the Grade 6-8 Expository Writing Evaluation Rubric
 	
Lesson Vocabulary
adaptation, at large, to a larger extent, persecution, prolonged stays, atrocities
 	
Materials:
• *Inside Out & Back Again* (book; one per student)
• Inside Out Anchor Chart and Back Again Anchor Chart (begun in Lesson 8)
• Sticky notes (one per student)
• "Refugee and Immigrant Children: A Comparison" (from Lesson 9)
• "Refugee and Immigrant Children: A Comparison": Paragraphs 2 and 3, Text-Dependent Questions, Part A (one per student and one to display)
• Grades 6–8 Expository Writing Evaluation Rubric (one per student and one to display)
• Document camera
• Writer's Glossary for Row 1 of the Expository Writing Evaluation Rubric (one per student)
• Model essay: "How Ha's Mother Is Turned 'Inside Out'" (from Lesson 8; one per student a**nd one to display)**
	1. Opening
	
	  A. **Engaging the Reader: Pages 248–260 of Inside Out & Back Again (5 minutes)**
	  B. **Unpacking Learning Targets (2 minutes)**
	
	2. Work Time
	
	  A. **Reading Aloud and Rereading for Gist: Paragraphs 2 and 3 of "Refugee and Immigrant Children: A Comparison" (8 minutes)**
	  B. **Rereading and Text-Dependent Questions (15 minutes)**
	  C. **Introducing Grades 6–8 Expository Writing Evaluation Rubric, Row 1 (10 minutes)**
	
	3. Closing and Assessment
	
	  A. **Analyzing the Model Essay Using the Rubric (5 minutes)**
	
	4. Homework
	
	  A. **Complete the homework question at the bottom of "Refugee and Immigrant Children: A Comparison.**
		• I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. (8.RI.KID 1)
		• I can determine a theme or the central ideas of an informational text. (8.RI.KID.2)
		• I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (8. RI.CS.5)
		• I can read above-grade informational texts with scaffolding and support. (8.RI.RRTC.10)
		
		Ongoing Assessment
		• **"Refugee and Immigrant Children: A Comparison": Paragraphs 2 and 3 Text-Dependent Questions, Part A**
			Work Time C
			
			Introducing Grades 6–8 Expository Writing Evaluation Rubric, Row 1 (10 minutes)
			
			Reason: Work Time A and B are repeated lessons that allow students to become more independent. Work Time C helps students to understand exactly how they will be assessed.
			
			Notes:
			The text remains difficult and should be clearly explained and understood during Work Time A and when circulating room for Work Time B.

Lesson 12
Analyzing the Significance of the Novel's Title:
Connecting the Universal Refugee Experience to *Inside Out & Back Again,* Part 2

Lesson Vocabulary
severity, traumatic events, reception, resiliency "Neighbors": hogwash, puckering, widow, volunteers "Laugh Back": Students should be familiar with all the vocabulary in this poem "NOW!": butcher, motions

Materials:
- *Inside Out & Back* Again (book; one per student)
- "Refugee and Immigrant Children: A Comparison" (from Lesson 9)
- Document camera
- "Refugee and Immigrant Children: A Comparison": Paragraphs 2 and 3, Text-Dependent Questions, Part B (one per student and one to display)
- Inside Out and Back Again Anchor Charts (begun in Lesson 8
- Homework Purpose for Reading: Who Is Ha before She Is Forced to Flee Her Home? (one per student)
- Grades 6–8 Expository Writing Evaluation Rubric (from Lesson 11; one per student and one to display)

1. **Opening**

    A. **Unpacking Learning Targets (2 minutes)**

2. **Work Time**

    A. **Jigsaw Part 1: Reread Paragraphs 2 and 3 of "Refugee and Immigrant Children: A Comparison" and Connect to a Poem from the Novel with Text-Dependent Questions (23 minutes)**
    B. **Jigsaw Part 2: Group Discussion to Share Answers and Discuss a Synthesis Question (15 minutes)**

3. **Closing and Assessment**

    A. **Adding to the Inside Out and Back Again Anchor Charts (5 minutes)**

4. **Homework**

    A. **Reread pages 1–17 and collect the strongest evidence you can find to answer a question.**

- I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(8.RL.KID 1)**
- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (8.RI.KID.1)
- I can read above-grade informational texts with scaffolding and support. (8.RI.RRTC.10)

Ongoing Assessment
- **"Refugee and Immigrant Children: A Comparison": Paragraphs 2 and 3 Text-Dependent Questions, Part B**

Work Time A

Jigsaw Part 1: Reread Paragraphs 2 and 3 of "Refugee and Immigrant Children: A Comparison" and Connect to a Poem from the Novel with Text-Dependent Questions (23 minutes)

Reason:
Reason: Work Time A is the essential part of the lesson as Work Time B cannot happen without it. It also prompts students to connect their learning to the reading.

Notes:
These questions are more difficult than the questions from the previous lesson. These questions require in-depth analysis of the text.

40

Lesson 13
Close Reading:
Paragraph 4 of "Refugee and Immigrant Children: A Comparison"

Lesson Vocabulary
envision (the possibility), typically, at large, mourning

Words from Row 2 of rubric: command, relevant/irrelevant, concrete details, sustain, varied (variety), partially, textual evidence, consistent/inconsistent, minimal, valid/invalid

Materials:
- *Inside Out & Back Again* (book; one per student)
- Inside Out Anchor Chart and Back Again Anchor Chart (begun in Lesson 8)
- "Refugee and Immigrant Children: A Comparison" (from Lesson 9)
- "Refugee and Immigrant Children: A Comparison": Paragraph 4, Text-Dependent Questions, Part A (one per student and one to display)
- Grades 6–8 Expository Writing Evaluation Rubric (from Lesson 11; one per student and one to display)
- Writer's Glossary for Row 2 of the Expository Writing Rubric (one per student)
- Document camera
- Model essay: "How Ha's Mother Is Turned 'Inside Out'" (from **Lesson 8; one per student and one to display)**

1. **Opening**

   A. **Sharing Evidence from Homework (5 minutes)**
   B. **Unpacking Learning Targets (2 minutes)**

2. **Work Time**

   A. **Reading Aloud and Rereading for Gist: Paragraph 4 of "Refugee and Immigrant Children: A Comparison" (8 minutes)**
   B. **Rereading and Text-Dependent Questions (15 minutes)**
   C. **Introducing Row 2 of the Grades 6–8 Expository Writing Evaluation Rubric (10 minutes)**

3. **Closing and Assessment**

   A. **Analyzing the Model Essay Using the Rubric (5 minutes)**

4. **Homework**

   B. **A. Complete the homework questions at the bottom of the "Refugee and Immigrant Children: A Comparison. "**

- I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. **(8.RI.KID 1)**
- **I can determine a theme or the central ideas of an informational text. (8.RI.KID.2)**
- **I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (8.RI.CS.5)**
- **I can read above-grade informational texts with scaffolding and support. (8.RI.RRTC.10)**

Ongoing Assessment
- **"Refugee and Immigrant Children: A Comparison": Paragraphs 4 Text-Dependent Questions, Part A**

Work Time C

Introducing Row 2 of the Grades 6–8 Expository Writing Evaluation Rubric (10 minutes)

Reason: Work Time A and B are repeated lessons that allow students to become more independent. Work Time C helps students to understand exactly how they will be assessed.

Notes:
The text remains difficult and should be clearly explained and understood during Work Time A and when circulating room for Work Time B.

Lesson 14
Analyzing the Significance of the Novel's Title:
Connecting the Universal Refugee Experience to *Inside Out & Back Again*, Part 3

Lesson Vocabulary

Process of mourning

"Not the Same": pouches

"Can't Help": solitude, jasmine, ashy, inhaling, yearning

Materials:
- ***Inside Out & Back Again* (book; one per student)**
- **"Refugee and Immigrant Children: A Comparison" (from Lesson 9)**
- **"Refugee and Immigrant Children: A Comparison": Paragraph 4, Text-Dependent Questions, Part B (one per student and one to display)**
- **Document camera**
- **Inside Out Anchor Chart and Back Again Anchor Chart (begun in Lesson 8)**
- **Homework Purpose for Reading: Who Is Ha before She is Forced to Flee Her Home? (begun as homework for lesson 12)**

1. **Opening**

   A. **Unpacking learning Targets (2 minutes)**

2. **Work Time**

   A. **Jigsaw Part 1: Pairs Reread Paragraph 4 of "Refugee and Immigrant Children: A Comparison" and Connect to a Poem from the Novel with Text-Dependent Questions (23 minutes)**
   B. **Jigsaw Part 2: Group Discussion to Share Answers and Revisit Our Prediction (15 minutes)**

3. **Closing and Assessment**

   A. **Adding to the Inside Out and Back Again Anchor Charts (5 minutes)**

4. **Homework**

   A. **A. Reread pages 18–49 and continue to collect evidence to answer a question.**

- I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(8.RI.KID 1)**
- I can cite text-based evidence that provides the strongest support for an analysis of informational text. **(RI.8.1)**
- I can read above-grade informational texts with scaffolding and support. **(8.RI.RRTC.10)**

Ongoing Assessment
- **"Refugee and Immigrant Children: A Comparison": Paragraphs 4 Text-Dependent Questions, Part B**

Work Time A

Jigsaw Part 1: Pairs Reread Paragraph 4 of "Refugee and Immigrant Children: A Comparison" and Connect to a Poem from the Novel with Text-Dependent Questions (23 minutes)

Reason: Work Time A is the essential part of the lesson as Work Time B cannot happen without it. It also prompts students to connect their learning to the reading.

Notes:
These questions are more difficult than the questions from the previous lesson. These questions require in-depth analysis of the text.

Lesson 15 **Connecting the Universal Refugee Experience of Fleeing and Finding Home to the Title of the Novel *Inside Out & Back Again***	1. **Opening** A. **Unpacking learning Targets (2 minutes)**	• I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(8.RI.KID 1)**	**Work Time C** **Introducing Citations (8 minutes)**
Lesson Vocabulary **strongest evidence, claim, cited/citation, physical, psychological, emotional**	2. **Work Time** A. **Introducing Citations (8 minutes)** B. **Forming Evidence-based Claims: Connecting the idea of Fleeing and Finding Home with "Inside Out" (14 minutes)**	• I can analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. **(8.RL.KID.3)** • I can cite text-based evidence that provides the strongest support for an analysis of informational text. **(8.RI.KID 1)**	**Reason: Work Time C is the foundation of the lesson as it introduces citations before students create evidence-based claims.** *Notes:* **Work Time B and C are also essential as students will use these claims to build their writing.**
Materials: • *Inside Out & Back Again* **(book; one per student)** • **Document camera** • **Model essay: "How Ha's Mother Is Turned 'Inside Out'" (from Lesson 8; one to display)** • **Citing Books and Articles Anchor Chart (new; teacher-created)** • **Inside Out Anchor Chart and Back Again Anchor Chart (begun in Lesson 8)** • **Forming Evidence-Based Claims Graphic Organizer (two per student and one to display)** • **Directions for Forming Evidence-Based Claims (one per student)** • **Planning Your Essay Graphic Organizer (one per student and one to display)**	C. **Forming Evidence-Based Claims: Connecting the Idea of Fleeing and Finding Home with "Back Again" (10 minutes)** 3. **Closing and Assessment** A. **Preview Homework: Planning Your Essay Paragraphs 1 and 2—How to Plan (5 minutes)** 4. **Homework** A. **Complete the Forming Evidence-Based Claims Graphic Organizer** B. **Complete the Planning Your Essay Graphic Organizer for Body Paragraphs 1 and 2**	**Ongoing Assessment** • **Two Forming Evidence-Based Claims Graphic Organizers (one for Body Paragraph 1, "Inside Out," and one for Body Paragraph 2, "Back Again")**	

Lesson 16
Planning the Introductory and Concluding paragraphs of the End-of-Unit-Assessment Essay
 	
Lesson Vocabulary
introductory, introduction, concluding, conclusion, thesis, cite
 	
Materials:
• **Document camera**
• **Model essay: "How Ha's Mother Is Turned 'Inside Out'" (from Lesson 8; one to display)**
• **Who Is Ha? Anchor Charts (begun in Unit 1, Lesson 4; students added to this chart throughout Unit 1 in their small groups)**
• **Forming Evidence-Based Claims Graphic Organizer (one new blank form, the same as from Lesson 15, plus one for display)**
• **Citing Books and Articles Anchor Chart (from Lesson 15; one per student and one to display)**
• **Directions for Forming Evidence-Based Claims (one per student)**
• **Planning Your Essay Graphic Organizer (begun for homework in Lesson 15)**
• *Inside Out & Back Again* **(book; one per student)**
• **Grades 6–8 Expository Writing Evaluation Rubric (from Lesson 11)**
	1. **Opening**
	
	   A. **Sharing Homework and Unpacking Learning Targets (7 minutes)**
	
	2. **Work Time**
	
	   A. **Forming an Evidence-based Claim: "Who Is Ha before She Has to Flee her Home?" (10 minutes)**
	   B. **Planning the Introductory Paragraph (10 minutes)**
	   C. **Planning the Concluding Paragraph (10 minutes)**
	
	3. **Closing and Assessment**
	
	   A. **Peer Critique of Plans for Introductory and Concluding Paragraphs (8 minutes)**
	
	4. **Homework**
	
	   A. **Complete the Planning Your Essay Graphic Organizer**
		• I can analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. **(8.RL.KID.3)**
		• I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. **(8.W.TP.2)**
		• I can produce clear and coherent writing that is appropriate to the task, purpose, and audience. (**8.W.TTP.3)**
		• With support from peers and adults, I can use the writing process to ensure that the purpose and audience have been addressed. **(8.W.PDW.5)**
		
		Ongoing Assessment
		• **Forming Evidence-Based Claims Graphic Organizer (with a claim to answer the question: "Who is Ha before she flees home?")**
		• **Planning Your Essay Graphic Organizer (homework for Lessons 15 and 16)**
		
		Protocol
		NONE
			Work Time B
			
			Planning the Introductory Paragraph (10 minutes)
			
			Reason: Work Time B is the introductory paragraph which can be a large area of struggle. Some students have a hard time starting their first paragraph.
			
			Notes:
			Work Time A and C are also important as students will need this information for their writing in the upcoming lessons.

Lesson 17
End-of-Unit 2 Assessment, Part 1: First Draft of Analytical Essay

Lesson Vocabulary
coherence/incoherence, style, complex ideas, concepts, precise, appropriate/inappropriate, transitions, unified, enhance, exhibit, predominantly

Materials:
- End-of-Unit 2 Assessment prompt (introduced in Lesson 8; one per student and one for display)
- Inside Out & Back Again (book; one per student)
- Model essay: "How Ha's Mother Is Turned 'Inside Out'" (from Lesson 8)
- Grades 6–8 Expository Writing Evaluation Rubric (from Lesson 11)
- "Refugees: Who, Where, and Why" (from Lesson 4)
- "Refugee Children in Canada" (from Lesson 9)
- Who Is Ha? Anchor Charts (begun in Unit 1, Lesson 4)
- Inside Out Anchor Chart and Back Again Anchor Chart (begun in Lesson 8)
- Citing Books and Articles Anchor Chart (from Lesson 15)
- Writer's Glossary for Row 3 of the Expository Writing Rubric (one per student and one to display)
- Grades 6–8 Expository Writing Evaluation Rubric: Row 3— Conclusion (one per student and one for display)
- Document camera
- Half sheet of paper for Exit Ticket (one per student)

1. **Opening**

   A. **Unpacking Learning Targets (3 minutes)**

2. **Work Time**

   A. **Drafting the Essay (25 minutes)**

   B. **Analyzing Grades 6-8 Expository Writing Evaluation Rubric: Row 3 and Self-Assessing Draft Essay (12 minutes)**

3. **Closing and Assessment**

   A. **Exit Ticket: Selecting a Refugee Experience for Further Research (5 minutes)**

4. **Homework**

   A. **Continue independent reading book**

- I can cite text-based evidence that promotes the strongest support for my analysis of literary text. **(8.RL.KID 1)**
- I can analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. **(8.RL.KID.3)**
- I can cite text-based evidence that provides the strongest support for an analysis of informational text. **(8.RI.KID.1)**
- I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. **(8. RI.CS.6)**
- I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. **(8.W.TP.2)**
- I can produce clear and coherent writing that is appropriate to the task, purpose, and audience. **(8.W.PDW.4)**
- I can use evidence from literary texts to support analysis, reflection, and research. **(8.W.RBPK.9)**

Ongoing Assessment
- **End-of-Unit 2 Assessment, Part 1: First Draft of Analytical Essay**

Work Time A

Drafting the Essay (25 minutes)

Reason: Work Time A gives students the time to create a draft of their essay. This is an essential part of their assessment.

Notes:
Students should still be exposed to the remaining of the rubric and be allowed to self-assess. Also, students may need additional time to draft their essay.

Lesson 18
Introducing the Final Performance Task and Analyzing Statistics

Lesson Vocabulary
specific, statistics; vast, uprising, resettling

Materials:
- Inside Out & Back Again (book; one per student)
- Student-Friendly Performance Task Prompt (one per student)
- Specific Factual Details Task 1 (for half of the students)
- Specific Factual Details Task 2 (for half of the students)
- List of research teams (see Teaching Notes)
- Chalk Talk Statistics (one per student)
- Prefixes Note-Catcher (begun in Lesson 3)
- Chart paper (one piece per research team)
- Chalk Talk Statistics Guidelines (one per student)
- Markers (one per student)
- Research Guide (one per student)

1. **Opening**

    A. **Unpacking Learning Targets (2 minutes)**
    B. **Introducing the Performance Task Prompt (8 minutes)**

2. **Work Time**

    A. **Identifying Specific Factual Details in Poems from Inside Out & Back Again (10 minutes)**
    B. **Statistics Chalk Talk (20 minutes)**

3. **Closing and Assessment**

    A. **Chalk Talk Gallery Walk (5 minutes)**

4. **Homework**

    A. **Familiarize yourself with the research guide**
    B. **Continue reading independent reading book.**

- I can cite text-based evidence that promotes the strongest support for my analysis of literary text. **(8.RI.KID 1)**
- I can analyze the connections and distinctions between individuals, ideas, or events in a text. **(8RI.KID.3)**
- I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **(8.SL.CC.1)**

Ongoing Assessment
- **Specific Factual Details tickets**
- **Chalk Talk participation and discussion**

Protocol
None

Work Time B

Statistics Chalk Talk (20 minutes)

Reason: Work Time B allows students to build information that they will be able to use in their final assessment and are able to collaborate with others.

Lesson 19
Launching Researching:
Reading for Gist and Gathering
Evidence Using the Research Guide

Lesson Vocabulary
gist, strongest evidence; see the glossary in each Research Folder for vocabulary for each of the informational https://curriculum.eleducation.org/curriculum/ela/2012/grade-8/module-1/unit-2/lesson-19texts

Materials:
- List of research teams (from Lesson 18)
- Research Guide (from Lesson 18)
- Articles for Research Folders (Teacher Reference)
- Research Folders (one copy of each text per student on the research team; see Teaching Notes)
- Research Team Task Card (one per student)
- Informational text (one to display; see Work Time for more information)
- Red, blue, and green colored pencils (one each per student)
- Document camera

1. **Opening**

   A. **Unpacking Learning Targets (2 minutes)**
   B. **Introducing the Research Guide (5 minutes)**

2. **Work Time**

   A. **Reading All Research Texts for Gist (15 minutes)**
   B. **Rereading One Research text to Identify "Who? Where? And Why?" Details (8 minutes)**
   C. **Gathering Evidence on Research Guides (10 minutes)**

3. **Closing and Assessment**

   A. **Sharing Evidence (5 minutes)**

4. **Homework**

   A. **Finish recording "Who? Where? And Why?" evidence onto your Research Guide**

- **I can conduct short research projects to answer a question. (8.W.RBPK.7)**

- **I can use evidence from informational texts to support analysis, reflection, and research. (8.W.RBPK.9)**

- I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **(8.SL.CC.1)**

Ongoing Assessment
- **Research Guide**

Protocol
None

Work Time B

Rereading One Research text to Identify "Who? Where? And Why?" Details (8 minutes)

Reason: Work Time B is the rereading and annotating of the texts that they will use to complete the final assessment. This must be the center of the lesson as it helps students to create Work Time C.

Notes:
The tasks each lead into the next to get the evidence portion that will be used for the final assessment.

Lesson 20 **End-of-Unit 2 Assessment, Part 2: Final Draft of Analytical Essay** **Lesson Vocabulary** **conventions, standard English grammar, emerging, frequent, hinder** **Materials:** • *Inside Out & Back Again* (book; one per student) • **Grades 6–8 Expository Writing Evaluation Rubric (from Lesson 11)** • **Writer's Glossary for Row 4 of the Expository Writing Evaluation Rubric (one per student)** • **Student draft essays (from Lesson 17; with teacher feedback)** • **Citing Books and Articles Anchor Chart (from Lesson 16)** • **Materials for student writing (computers or lined paper)**	1. Opening A. **Unpacking Learning Targets (2 minutes)** B. **Examining Row 4 of the Expository Writing Evaluation Rubric (5 minutes)** 2. Work Time A. **Mini Lesson: Addressing Common Errors (5 minutes)** B. **Return Draft Essays with Feedback (6 minutes)** C. **Essay Revision (25 minutes)** 3. Closing and Assessment A. **Collecting End-of-Unit Assessment Essays (2 minutes)** 4. Homework A. **Finish the final essay draft** B. **Continue independent reading book**	• I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. **(8.W.TP.2)** • With support from peers and adults, I can use the writing process to ensure that the purpose and audience have been addressed. **(8.W.PDW.5)** • **I can use evidence from literary texts to support analysis, reflection, and research. (8.W.RBPK.9)** **Ongoing Assessment** • **End-of-Unit 2 Assessment, Part 2: Final Draft of Analytical Essay**	**Work Time C** **Essay Revision (25 minutes)** **Reason: Work Time C gives students the opportunity to revise their writing.**

Eighth Grade Module 1: Finding Home

Free-Verse Poems "Inside Out" and "Back Again"

Unit 3 Overview

In Unit 3, students draw upon their study of the universal refugee experience to write two research-based poems that reflect the "inside out" and "back again" aspects of a refugee's experience. Students collaborate in research teams to research the experiences of refugees of a spec culture. They then draw upon the research and their study of the novel and the informational texts to write two poems. Students gather the strongest evidence from informational texts to answer specific questions "Who? Where? and Why?" and use their answers to write an "Inside Out" poem about a fictional character who has experienced some real events the students learn about in their research. This "Inside Out" poem establishes the time, place, and reason for the refugee's fleeing home. As students prepare to write this poem, they return to the novel to study a poem for its craft and structure as well as word choice and figurative language. Students' writing of the poem is also supported through the use of a poem graphic organizer. The Mid-Unit Assessment task is the students' best first draft of this poem. Students then draft their "Back Again" poems, aligned with each student's individual interpretation of informational text and his or her own background knowledge and experiences. Students receive peer critique on both poems to ensure they are setting their poems in a particular scene to give the details and information they are including an appropriate context. Students then write a best draft of their two revised poems and present them to peers from other research teams. This serves as the final performance task, which centers on Standards 8.RI.KID.1; 8.RI.KID.2; 8.W.TTP.3.a, b, d; 8.W.PDW.4; 8.W.PDW.5; 8.W.RBPK.7; 8.W.RBPK.9; 8.L.CSE.1; 8.L.CSE.2; and 8.L.VAU.6.

Mid-Unit 3 Assessment: Best First Draft of "Inside Out" Poem

Best First Draft of "Inside Out" Poem This assessment centers on ELA Standards 8.RI.KID.1; 8.W.TTP.3.a, b, d; 8.W.RBPK.7; and 8.W.RBPK.9. Students use their Research Guides, which outline the research collected through their research teams, and their "Inside Out" Poem Graphic Organizer, which has specific question prompts aligned to the creation of an "Inside Out" poem, to write a first draft their "Inside Out" poem.

End-of-Unit 3 Assessment: Best First Draft of "Back Again" Poem

This assessment centers on ELA Standards 8.RI.KID.1; 8.W.TTP.3.a, b, d; 8.W.RBPK.7; and 8.W.RBPK.9. Students draft their "Back Again" poem about their same fictional refugee moving to a new country, sharing the experiences and feelings that the refugee might feel in adapting and mourning while adjusting to his or her new home. As with their "Inside Out" poem, students use a graphic organizer to help them plan.

Required Unit Trade Book(s): *Inside Out and Back Again*

Suggested Pacing: This unit is approximately 4 weeks or 20 sessions of instruction

Unit 3 Lessons	Agenda	Daily Learning	Prioritized Task

Lesson 1
 	
Finishing "Who? Where? and Why?" Research
 	
Vocabulary
culturally appropriate, fictional, character profile
 	
Materials
• Research Guide (from Unit 2, Lesson 18)
• Research Folder (from Unit 2, Lesson 19)
• Research Task Card (from Unit 2, Lesson 19)
• Student-Friendly Performance Task Prompt (from Unit 2, Lesson 18)
• "Inside Out" Poem Graphic Organizer (one per student)
	1. Opening
	  A. Review Learning Targets (2 minutes)
	  B. Sharing Strongest Evidence (5 minutes)
	
	2. Work Time
	  A. Finishing Research (20 minutes)
	  B. Review Performance Task Prompt (5 minutes)
	  C. Building a Character Profile (8 minutes)
	
	3. Closing and Assessment
	  A. Becoming the Character in an Interview (5 minutes)
	
	4. Homework
	  A. Get familiar with the "Inside Out" Poem Graphic Organizer.
		• I can conduct short research projects to answer a question. **(8.W.RBPK.7)**
		
		• I can use evidence from informational texts to support analysis, reflection, and research. **(8.W.RBPK.9)**
		
		Ongoing Assessment
		• Research Guide
		
		• Character Profile on the "Inside Out" Poem Graphic Organize
		
		Protocols
		• **Think Pair-Share**
			Work Time A
			
			B. Review Performance Task Prompt (5 minutes)
			
			Reason: Although this has been talked about in previous lessons, instructions should be very clear and understandable to students. Students have finished their research and should know exactly what the expectations are.
			
			Notes:
			Work Time C should be closely monitored to ensure students are working in the right direction.

Lesson 2
Analyzing Poems from Inside Out & Back Again to Develop Criteria for an Effective Poem
 	
Vocabulary
figurative language, purposeful word choice, free verse, narrative, tone, stanza, scene
 	
Materials
• *Inside Out & Back Again* (book; one per student)
• What Makes an Effective Poem? Anchor Chart (new; co-created with students during Opening and Work Time; see Supporting Materials)
• What Makes an Effective Poem? Note-Catcher (one per student)
• Word Choice, Tone, and Meaning Note-Catcher (one per student and one to display)
• Document camera
• "Inside Out" Poem Graphic Organizer (from Lesson 1) Research Guide (from Unit 2, Lesson 18)
	1. Opening
	  A. Unpacking Learning Targets (2 minutes)
	  B. Introducing the What Makes an Effective Poem? Anchor Chart (8 minutes)
	
	2. Work Time
	  A. Analyzing "Papaya Tree" for Word Choice, Tone, and Meaning (15 minutes)
	  B. Analyzing "Wet and Crying" for Word Choice, Tone, and Meaning (10 minutes)
	  A. C. Applying Learning from Research on "Inside Out" Poem Graphic Organizer (8 minutes)
	
	3. Closing and Assessment
	  A. Begin Filling Out "Inside Out" Poem Graphic Organizer (2 minutes)
	
	 4. Homework
	  A. Finish filling out the Graphic Organizer.
		• I can determine a theme or central ideas of literary text. **(8.RL.KID.2)**
		• I can express my own ideas clearly during discussions. (8.SL.CC.1)
		• I can analyze figurative language, word relationships, and nuances in word meanings. (**8.L.VAU.5**)
			<u>Opening B</u>
			
			B. Introducing the What Makes an Effective Poem? Anchor Chart (8 minutes)
			
			Reason: This tool helps students to structure their writing while aligning with the rubric requirements.

51

Lesson 3 Mid-Unit Assessment: Writing Best First Draft of "Inside Out" Poem **Vocabulary** free verse, narrative **Materials** • What Makes an Effective Poem? Anchor Chart (from Lesson 2) • "Inside Out" and "Back Again" Poetry Rubric (one per student) • Document camera • Mid-Unit 3 Assessment: Best First Draft of "Inside Out" Poem (one per student) Lined paper (two sheets per student) • "Inside Out" Poem Graphic Organizer (from Lesson 2) • "Back Again" Poem Graphic Organizer (one per student and one to display) • Model "Inside Out" Poem Graphic Organizer (filled in by the teacher as a model for students during Lesson 2)	1. Opening 　A. Unpacking Learning Targets (2 minutes) 　B. Sharing Homework in Research Teams (6 minutes) 2.Work Time 　A. Introduce "Inside Out" and "Back Again" Poetry Rubric (5 minutes) 　B. Draft "Inside Out" Poem (20 minutes) 　C. Introducing "Back Again" Poem (10 minutes) 3. Closing and Assessment 　A. Beginning to Plan "Back Again" Poem (2 minutes) 4. Homework 　A. Complete the "Back Again" Poem　Graphic Organizer.	• I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (8.W.TTP.3) • I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (**8.W.PDW.4.a**) • With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (**8.W.PDW.5**) • I can conduct short research projects to answer a question. (**8.W.RBPK.7**) • I can use several sources in my research. (**8.W.RBPK.7**) • I can use evidence from informational texts to support analysis, reflection, and research. (**8.W.RBPK.9**) • I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. (**8.SL.CC.1**) **Ongoing Assessment** • Mid-Unit Assessment: Writing Best First Draft of "Inside Out" Poem **Protocols** **Peer Critique** **Think Pair-Share**	Work Time B B. Draft "Inside Out" Poem (20 minutes) **Reason:** Students are completing their mid-unit assessment by writing the "Inside Out" portion of their assessment.

Lesson 4
End-of-Unit Assessment: Writing Best First Draft of "Back Again" Poem
 	
Vocabulary
free **verse**
 	
Materials
• What Makes an Effective Poem? Anchor Chart (from Lesson 2)
• "Back Again" Poem Graphic Organizer (from Lesson 3)
• End-of-Unit 3 Assessment: Best First Draft of "Back Again" Poem (one per student)
• "Inside Out" and "Back Again" Poetry Rubric (from Lesson 3)
• Lined paper (two sheets per student)
• Rows 1 and 3 of "Inside Out" and "Back
• Again" Poetry Rubric (one per student)
	1. Opening
	  A. A. Unpacking Learning Targets (2 minutes)
	  B. Sharing Homework in Research Teams (6 minutes)
	
	2. Work Time
	  A. Draft "Back Again" Poem (20 minutes)
	  B. Self-Assessment Based on the Rubric (10 minutes)
	
	3. Closing and Assessment
	  A. Making Revisions (7 minutes)
	
	4. Homework
	  A. Finish both poems.
		• I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (8.W.TTP.3)
		• With support from peers and adults, I can use the writing process to ensure that the purpose and audience have been addressed. (8.W.PDW.5)
		• I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **(8.SL.CC.1)**
		
		Ongoing Assessments
		• Mid-Unit 3 Assessment: Best First Draft of "Back Again" poem
		
		Protocols
		None
			Work Time A
			
			A. Draft "Back Again" Poem (20 minutes)
			
			Reason: Students are completing their end-of-unit assessment by writing the "Back Again" portion of their assessment.

Lesson 5 Peer Critique of "Inside Out" and "Back Again" Poems	1. Opening A. Unpacking Learning Targets (2 minutes)	• I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense.	Work Time A A. Mini-Lesson: Word Choice (10 minutes)

Vocabulary
peer critique
 	
Materials
• Using Strong Action Verbs (one per student) Document camera
• Peer-Critique Guidelines (new; teacher-created)
• Thesaurus (enough copies for students to be able to use them for quick reference)
• Stars and Steps: "Inside Out" Poem Recording Form (one per student)
• Stars and Steps: "Back Again" Poem Recording Form (one per student)
	2. Work Time
	  A. Mini-Lesson: Word Choice (10 minutes)
	  B. Peer Critique: Draft "Inside Out" (13 minutes)
	  C. Peer Critique: Draft "Back Again" Poem (10 minutes)
	
	3. Closing and Assessment
	  A. Making Revisions Based on Peer Feedback (10 minutes)
	
	4. Homework
	  A. No homework
		(8.W.TTP.3)
		• With support from peers and adults, I can use the writing process to ensure that the purpose and audience have been addressed. (8.W.PDW.5)
		• I can conduct short research projects to answer a question. (8.W.RBPK.7)
		• I can use several sources in my research. (8.W.RBPK.7)
		• I can use evidence from informational texts to support analysis, reflection, and research. (8.W.RBPK.9)
		• I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **(8.SL.CC.1)**
		
		Ongoing Assessment
		• Revised "Inside Out" and "Back Again" poems
		
		• Stars and Steps for "Inside Out" and "Back Again" poems
		
		Protocols
		Think Pair-Share
			Reason:
			Work Time A gives students the opportunity to self-reflect with their own draft to improve word choice.

Lesson 6
Revision: Best Draft of "Inside Out" and "Back Again" Poems (Final Performance Task)
 	
Vocabulary
	1. Opening
	  A. Unpacking Learning Targets (2 minutes)
	  B. Return "Inside Out" and "Back Again" Poems with Feedback (6 minutes)
		• I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (8.W.TTP.3)
		• With support from peers and
			Work Time A
			
			A. Poetry Share in Research Teams (10 minutes)
			
			Reason: Work Time A gives

align
 	
Materials
• "Inside Out" and "Back Again" Poetry Rubric (from Lesson 3)
• Student-Friendly Performance Task Prompt (from Unit 2, Lesson 18)
• Lined paper (two sheets per student)
• What Makes an Effective Poem? Anchor Chart (from Lesson 2)
• Poetry Share Task Card (one per student)
• Homework: Inside Out & Back Again Review (one per student)
	2. Work Time
	  A. Poetry Share in Research Teams (10 minutes)
	  B. Writing Best Draft of "Inside Out" and "Back Again" Poems (20 minutes)
	
	3. Closing and Assessment
	  A. Poetry Share with Student from Another Research Team (7 minutes)
	
	4. Homework
	  A. A. Write a short review of Inside Out & Back Again.
		adults, I can use the writing process to ensure that the purpose and audience have been addressed. (8.W.PDW.5)
		• I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **(8.SL.CC.1)**
		• I can use correct grammar and usage when writing or speaking. (8.L.C SE.1)
		• I can use correct capitalization, punctuation and spelling to send a clear message to my reader. (8.L.CSE.2)
		Ongoing Assessment
		• Best draft of "Inside Out" and "Back Again" poems
		
		Protocols
		• **Think Pair-Share**
			students the opportunity to self-reflect with the support of their peers.