EXPE DITIONARY LEARNING

NOTICE: Your colleagues have begun to "streamline" ELA 8 Module 1. This will be an ongoing process and your insights are encouraged.

For now, look at each "Unit Overview" to help you organize and plan your lessons.

The team suggested protocols, edited lesson outlines, and shared supporting videos and texts.

The key we used included:

- Instructions that were fine were kept as written.
- Deleted items were struck through.
- Added items were highlighted in yellow.
- Optional materials were highlighted in blue.
- Emphasized topics are in bold italics.
- Comments and suggestions are in comment bubbles that you can view by clicking on the bubbles.
- Other documents like links to unit texts and supporting videos were added to ELA 365 Module folders.

Please continue to annotate your lessons and contribute your ideas so that we can continue to "fine tune" our curriculum to benefit our colleagues and maximize student engagement and learning.

Thank you to the ELA 8 rewrite team:
Ms. Tonia Carlo, Longfellow MS
Ms. Christal Terry, Longfellow MS
Ms. Patricia Brown, AB Davis MS
Mr. Starling Churn, Longfellow MS
You.

Grade 8: Module 1: Unit 1 Overview
In this first unit, students will build their close reading skills as they consider the crisis of war coming close to home. They begin 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 in diary entries in the form of short free-verse poems. Students will consider how text structure, figurative language, and specific word choice 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 “QuickWrites,” receiving explicit instruction and then practicing writing strong paragraphs in which they effectively cite and analyze text. For their Mid-Unit Assessment, students will analyze how key incidents in the novel reveal Ha’s character. In the second half of the unit, students continue to read the novel paired with informational text, as they focus in on critical incidents the character experiences leading up to the fall of Saigon. Students begin to more carefully examine how word choice and tone contribute to the meaning of both informational text 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).

Guiding Questions And Big Ideas

- **What is home?**
- **How do critical incidents reveal character?**
- **Critical incidents reveal a character’s dynamic nature.**
- **Authors use specific word choice to create tone and enhance meaning.**

### Mid-Unit 1 Assessment

**Getting to Know a Character: What Details in the Text Help Us Understand Ha?**

This assessment centers on standards NYSP12 ELA RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a. Students will 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. Questions will include determining word meaning from context. Students then will 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 standards NYSP12 ELA CCLS RL.8.1, RL.8.1, RL.8.4, RL.8.4, and W.8.9. For this reading and writing assessment, students will analyze how the tone of each text contributes to the overall meaning. Students will use their strongest evidence from the poem “Saigon Is Gone” from the novel 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. They will respond 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.”
### Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content. These intentional connections are described below.

### NYS Social Studies Core Curriculum

**Social Studies Themes in Context:**
- **Individual Development and Cultural Identity**
  - 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, interaction with groups, influences from institutions, and lived experiences
  - Development, Movement, and Interaction of Cultures
  - Role of diversity within and among cultures

### Central Texts


GRADE 8: MODULE 1: UNIT 1: OVERVIEW
Calendared Curriculum Map:
Unit-at-a-Glance
This unit is approximately 2.5 weeks or 14 sessions of instruction

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
</table>
| Lesson 1 | Making Inferences: The Fall of Saigon            | • I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)  
• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) | • I can support my inferences with evidence from text and or film.  
• I can participate in discussions about the text with a partner, small group, and the whole class. | • Careful listening to students’ inferences  
• Observation of student participation | • Cold Call protocol  
• Turn and Talk protocol  
• Gallery walk or smart board if technology is available. (optional)  
• Film clip on the Ho Chi Minh Trail on youtube  
• Video and film clips will be used to support concepts and deepen understanding of text |
| Lesson 2 | Launching the Novel: Character Analysis of Ha     | • I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)  
• 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)  
• I can use a variety of strategies to determine the | • I can make inferences to deepen my understanding of Inside Out & Back Again.  
• I can cite evidence from the novel to explain how incidents reveal aspects of Ha’s character.  
• I can use context clues to figure out word meanings.  
• I can participate in discussions about the text with a partner, small group, and the whole class. | • Answers to text-Dependent questions  
• Students’ notes: “Who Is Ha?”  
• Thinking Map: Bubble map (describe Ha w/evidence)-optional | • Things Close Readers Do  
• Numbered Heads Together protocol |
This unit is approximately 2.5 weeks or 14 sessions of instruction

- I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues (SL.8.1)

<table>
<thead>
<tr>
<th><strong>meaning of unknown words or phrases (L.8.4)</strong></th>
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</table>

## Lesson Summary

### Lesson 3

**Lesson Title**: Inferring about Character: Close Reading of the Poem “Inside Out” and Introducing QuickWrites

**Long-Term Targets**
- I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)
- 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)
- I can use a variety of strategies to determine the meaning of unknown words or phrases (L.8.4)
- I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

**Supporting Targets**
- I can make inferences to deepen my understanding of *Inside Out & Back Again*.
- I can cite evidence from the novel to explain how incidents reveal aspects of Ha’s character.
- I can use context clues to figure out word meanings.
- I can participate in discussions about the text with a partner, small group, and the whole class.

**Ongoing Assessment**
- Answers to text-dependent questions

**Anchor Charts & Protocols**
- Things Close Readers Do (added to) chart paper
- QuickWrite
- "QuickWrite outline" in ELA 365 folder for this Unit

### Lesson 4

**Lesson Title**: Considering a Character’s Relationship with Others: Contrasting Ha and Her Brothers

**Long-Term Targets**
- I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)
- I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

**Supporting Targets**
- I can make inferences to deepen my understanding of *Inside Out & Back Again*.
- I can use context clues to figure out word meanings.
- I can participate in discussions about the text with a partner, small group, and the whole class.

**Ongoing Assessment & Anchor Charts & Protocols**
- Quick Write 1 (from homework)
- “Who Is Ha?” small-group anchor charts
- Things Close Readers Do (added to)
- Who Is Ha?
- Think-Pair-Share protocol
- Chalkboard Splash protocol
# GRADE 8: MODULE 1: UNIT 1: OVERVIEW

Calendared Curriculum Map:
Unit-at-a-Glance

This unit is approximately 2.5 weeks or 14 sessions of instruction

## Lesson 5

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
</table>
| Mid-Unit Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha? | • 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)  
• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)  
• I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.8.4)  
• I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)  
• I can use evidence from literary texts to support analysis, reflection, and research. (W.8.9)  
• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) | • I can make inferences that deepen my understanding of *Inside Out & Back Again*.  
• I can analyze how critical incidents in the novel reveal aspects of Ha’s character.  
• I can cite evidence from the text in my writing that supports my analysis.  
• I can participate in discussions about the text with a partner, small group, and the whole class. | • Quick Write 2 (from homework)  
• *Mid-Unit Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha? (add multiple choice questions so as to mimic NYS exam in ELA)*  
• Who Is Ha? (reviewed)  
• Gallery Walk protocol (if technology exists, you can display the pics and have the students work from their seats either in groups or alone)  
[http://www.youtube.com/watch?v=WQY15ybu3Ns](http://www.youtube.com/watch?v=WQY15ybu3Ns) This is the link for a definition of the system Communism. |

## Lesson 6

<table>
<thead>
<tr>
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<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
</table>
| Building Background Knowledge: Guided Practice to Learn about the History of Wars in Vietnam | • I can determine the theme or central ideas of an informational text. (RI.8.2)  
• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)  
• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) | • I can determine the central ideas in one section of the informational text ‘The Vietnam Wars.’  
• I can use context clues to determine word meanings.  
• I can participate in discussions about the text with a partner, small group, and the whole class. | • Students’ questions and notes for section 1 of the text  
• Think -Pair- Share  
• Thinking Maps and/or other organizers |
This unit is approximately 2.5 weeks or 14 sessions of instruction.
<table>
<thead>
<tr>
<th>Lesson 7</th>
<th>Building Background Knowledge: Small-Group Work to Learn More about the History of Wars in Vietnam</th>
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</thead>
<tbody>
<tr>
<td>Lesson Title</td>
<td>Long-Term Targets</td>
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<tr>
<td></td>
<td>• I can determine the theme or central ideas of an informational text. (RI 8.2)</td>
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<td></td>
<td>• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</td>
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<tr>
<td></td>
<td>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</td>
</tr>
<tr>
<td>Supporting Targets</td>
<td>Ongoing Assessment</td>
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<tr>
<td></td>
<td>• I can determine the central ideas in one section of the informational text ‘The Vietnam Wars.’</td>
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<td>• I can summarize a portion of an informational text about the Vietnam war.</td>
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<td>• I can use context clues to determine word meanings.</td>
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<td>• I can participate in discussions about the text with a partner, small group, and the whole class.</td>
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<td></td>
<td>• Students’ questions and notes for their assigned section of the text</td>
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<tr>
<td>Anchor Charts &amp; Protocols</td>
<td>• Things Close Readers Do (added to)</td>
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<td></td>
<td>• <strong>Jigsaw protocol</strong></td>
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<td>The Vietnamese people when faced with adversity always prevail. Cite evidence from article the Vietnam War to prove or disprove the claim.</td>
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<tr>
<th>Lesson 8</th>
<th>Development of the Plot: Impending Danger and Turmoil</th>
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<tbody>
<tr>
<td>Lesson Title</td>
<td>Long-Term Targets</td>
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<tr>
<td></td>
<td>• I can analyze the development central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)</td>
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<td>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</td>
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<td></td>
<td>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</td>
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<td></td>
<td>• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</td>
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<tr>
<td>Supporting Targets</td>
<td>Ongoing Assessment</td>
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<td></td>
<td>• I can make inferences to deepen my understanding of Inside Out &amp; Back Again.</td>
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<td>• I can cite evidence from the text to explain how the central idea develops over the course of the plot of Inside Out &amp; Back Again.</td>
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<td>• I can cite evidence from the text to analyze how various sections of the novel reveal aspects of Ha’s character.</td>
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<td>• I can participate in discussions about the text with a partner, small group, and the whole class.</td>
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<td>• QuickWrite 3 (from homework)</td>
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<td>• Oral responses to text-dependent questions</td>
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<td>• Double Arrow graphic organizer</td>
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<td>• Exit ticket</td>
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<td>Anchor Charts &amp; Protocols</td>
<td>• Numbered Heads Together protocol (optional)</td>
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<td>• Story arc/plot line</td>
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</tbody>
</table>
Calendared Curriculum Map

Unit-at-a-Glance

This unit is approximately 2.5 weeks or 14 sessions of instruction.
### Lesson 9

**Building Background Knowledge: Vietnam as a “Battleground in a Larger Struggle”**

<table>
<thead>
<tr>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can determine the central idea of an informational text. (RI.8.2)</td>
<td>• I can determine the central idea of two key paragraphs of “The Vietnam Wars.”</td>
<td>• Quick Write 4 (from homework)</td>
<td>• Exit Ticket - Based on the article Vietnam Wars identify the central idea of the article. What can you infer about the Vietnamese people based on this article?</td>
</tr>
<tr>
<td>• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</td>
<td>• I can explain how Vietnam was a “battleground in a much larger struggle.”</td>
<td><strong>Students’ annotated texts</strong></td>
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</tr>
<tr>
<td>• I can analyze the impact of word choice on meaning and tone in informational text. (RI.8.4)</td>
<td>• I can use context clues to determine word meanings.</td>
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</tr>
<tr>
<td>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</td>
<td>• I can participate in discussions about the text with a partner, small group, and the whole class.</td>
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</tbody>
</table>
### Lesson 10: Building Background Knowledge: The Impending Fall of Saigon

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<tr>
<th>Long-Term Targets</th>
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<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can determine the central idea of an informational text. (RI.8.2)</td>
<td>I can determine the central idea of the section “Doc-Lap at Last” in the informational text “The Vietnam Wars.”</td>
<td>Students’ annotated texts</td>
<td>Three Threes in a Row note-catcher</td>
</tr>
<tr>
<td>I can analyze the impact of word choice on meaning and tone in informational text. (RI.8.4)</td>
<td>I can objectively summarize informational text.</td>
<td>Three Threes in a Row note-catcher</td>
<td>Three Threes in a Row protocol</td>
</tr>
<tr>
<td>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</td>
<td>I can use context clues to determine word meanings.</td>
<td></td>
<td>&amp; Background knowledge.</td>
</tr>
<tr>
<td>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</td>
<td>I can participate in discussions about the text with a partner, small group, and the whole class.</td>
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### Lesson 11: Character Analysis: How Do Personal Possessions Reveal Aspects of Characters?

- 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)
- I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)
- I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)
- I can make inferences to deepen my understanding of *Inside Out & Back Again.*
- I can cite evidence from the poems “Choice” and “Left Behind” to explain how this incident reveals aspects of Ha and her family members.
- I can participate in discussions about the text with a partner, small group, and the whole class.
- Quick Write 5 (from homework)
- Students’ annotated text
- Write-Pair-Share
- Jigsaw recording form
- Jigsaw protocol
<table>
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<th>Lesson</th>
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<tbody>
<tr>
<td>Lesson 12</td>
<td>Examining How Word Choice Contributes to Tone and Meaning: Close Reading of “Wet and Crying”</td>
<td>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</td>
<td>• I can make inferences to deepen my understanding of Inside Out &amp; Back Again.</td>
<td>• Quick Write 6 (from homework)</td>
<td>• Things Close Readers Do (added to)</td>
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<td>• I can analyze the impact of word choice on meaning and tone. (RL.8.4)</td>
<td>• I can explain how nuances in word meanings contribute to the overall tone of the poem.</td>
<td>• Write-Pair-Share note-catcher with text-dependent questions</td>
<td>• Write-Pair-Share protocol</td>
</tr>
<tr>
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<td></td>
<td>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</td>
<td>• I can participate in discussions about the text with a partner, small group, and whole class.</td>
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</tr>
<tr>
<td>Lesson 13</td>
<td>Comparing Meaning and Tone: The Fall of Saigon in Fiction and Informational Text</td>
<td>• I can cite text-based evidence that provides the strongest support for my analysis of literary and informational text. (RL.8.1 and RI.8.1)</td>
<td>• I can make inferences to deepen my understanding of Inside Out &amp; Back Again.</td>
<td>• Quick Write 7 (from homework)</td>
<td>• None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I can analyze the impact of word choice on meaning and tone. (RL.8.4 and RI.8.4)</td>
<td>• I can cite evidence from the poem “Saigon Is Gone” to explain the fall of Saigon and the emotional impact of this news on Ha and the other characters in the novel.</td>
<td>• Word Choice, Tone, and Meaning note-catcher</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</td>
<td>• I can analyze the word choices of two texts about the fall of Saigon and describe how that word choice contributes to the tone and meaning of each text.</td>
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<td>• I can participate in discussions about the text with a partner, small group, and whole class.</td>
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<th>Anchor Charts &amp; Protocols</th>
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</thead>
</table>
| Lesson 14 | End of Unit Assessment: How Word Choice Contributes to Tone and Meaning | • I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1 and RI.8.1)  
• I can analyze the impact of word choice on meaning and tone. (RL.8.4 and RI.8.4)  
• I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) | • I can analyze how the word choice in both informational and literary texts affects the meaning and tone.  
• I can cite evidence from text to support analysis of literary and informational text. | • End of Unit 1 Assessment with added multiple choice questions to mimic state test created by the teacher. | • Things Close Readers Do (reviewed) |
### Optional: Experts, Fieldwork, And Service

**Experts**
- Invite experts to speak to the class about the history of Vietnam, the Vietnam War, or the fall of Saigon.
- Locate refugees from Vietnam to come and answer the questions students generate.

**Fieldwork**
- N/A

**Service**
- Coordinate a local refugee center to inquire about service opportunities

### Optional: Extensions

- Social Studies teachers may complement this unit with a focus on similar Guiding Questions, which were developed from the NYS Social Studies Core Curriculum; see Guiding Questions above.

### Preparation and Materials

- Students keep class notes in a journal. This could be a composition notebook or one section of a binder.
- Throughout this module, students will need a folder to collect and store all teacher-provided tote-catchers, text-dependent question handouts, and graphic organizers.
- Teachers are encouraged to keep a model journal alongside students, in order to model note-taking and Quick Writes.
- Teachers also are encouraged to “test drive” each Quick Write in advance. See teaching note in Lesson 4.