| Anchor Texts:<br>Inside Out and Back Again –<br>Thanhha Lai<br><br>"The Vietnam Wars" – Tod<br>Olson | ELA Grade:  8<br>Module 1 - Finding Home:<br>Refugees<br>Duration: 8 weeks | Unit 1 Focus: Building<br>Background Knowledge:<br>Duration – 2.5 weeks or 14<br>lessons Essential Question(s):<br>• What is home?<br>• How do critical incidents<br>reveal character? Experiences? |
|---|---|---|

| Lesson | Standard/Long Term Target | I can statement | Ongoing Assessment | Anchor Charts & Protocols |
|---|---|---|---|---|
| 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)<br>• 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.<br>• I can participate in discussions about the text with a partner, small group, and the whole class. | • Careful listening to students' inferences<br>• Observation of student participation | • Cold Call protocol<br>• Turn and Talk protocol |
| 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)<br>• 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)<br>• I can use a variety of strategies to determine the meaning of unknown words or phrases (L.8.4)<br>• 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.*<br>• I can cite evidence from the novel to explain how incidents reveal aspects of Ha's character.<br>• I can use context clues to figure out word meanings.<br>• I can participate in discussions about the text with a partner, small group, and the whole class. | • Answers to text-Dependent questions<br>• Students' notes: "Who Is Ha?" | • Things Close Readers Do<br>• Numbered Heads Together protocol |

| | | | | |
|---|---|---|---|---|
| 3 Inferring about Character: Close Reading of the Poem "Inside Out" and Introducing Quick Writes | • I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)<br>• 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)<br>• I can use a variety of strategies to determine the meaning of unknown words or phrases (L.8.4)<br>• 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.*<br>• I can cite evidence from the novel to explain how incidents reveal aspects of Ha's character.<br>• I can use context clues to figure out word meanings.<br>• I can participate in discussions about the text with a partner, small group, and the whole class. | • Answers to text dependent questions | • Things Close Readers Do (added to)<br>• Quick Write |
| 4 Considering a Character's Relationship with Others: Contrasting Ha and Her Brothers | • I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)<br>• 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)<br>• I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)<br>• 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.*<br>• I can cite evidence from the novel to explain how incidents reveal aspects of Ha's character.<br>• I can explain how the specific word choices in the poem "Papaya Tree" create tone and help reveal meaning.<br>• I can participate in discussions about the text with a partner, small group, and the whole class. | • Quick Write 1 (from homework)<br>• "Who Is Ha?" small-group anchor charts | • Things Close Readers Do (added to)<br>• Who Is Ha?<br>• Think-Pair-Share protocol<br>•Chalkboard Splash protocol |

| 5 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)<br>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)<br>• I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.8.4)<br>• I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)<br>• I can use evidence from literary texts to support analysis, reflection, and research. (W.8.9)<br>• 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.*<br>• I can analyze how critical incidents in the novel reveal aspects of Ha's character.<br>• I can cite evidence from the text in my writing that supports my analysis.<br>• I can participate in discussions about the text with a partner, small group, and the whole class. | • Quick Write 2 (from homework)<br>• Mid-Unit Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha? | • Who Is Ha? (reviewed)<br>• Gallery Walk Protocol |
| --- | --- | --- | --- | --- |
| 6 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)<br>• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)<br>• 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.'<br>• I can use context clues to determine word meanings.<br>• 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 protocol |

| | | | | |
|---|---|---|---|---|
| 7 Building Background Knowledge: Small-Group Work to Learn More about the History of Wars in Vietnam | • I can determine the theme or central ideas of an informational text. (RI 8.2)<br>• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)<br>• 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.'<br>• I can summarize a portion of an informational text about the Vietnam war.<br>• I can use context clues to determine word meanings.<br>• I can participate in discussions about the text with a partner, small group, and the whole class. | • Students' questions and notes for their assigned section of the text | • Things Close Readers Do (added to)<br>• Jigsaw protocol |
| 8 Development of the Plot: Impending Danger and Turmoil | • I can analyze the development central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)<br>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)<br>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)<br>• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4) | • I can make inferences to deepen my understanding of *Inside Out & Back Again.*<br>• I can cite evidence from the text to explain how the central idea develops over the course of the plot of *Inside Out & Back Again.*<br>• I can cite evidence from the text to analyze how various sections of the novel reveal aspects of Ha's character.<br>• I can participate in discussions about the text with a partner, small group, and the whole class. | • Quick Write 3 (from homework)<br>• Oral responses to text-dependent questions<br>• Double Arrow Graphic organizer<br>• Exit ticket | • Numbered Heads Together Protocol |
| 9 Building Background Knowledge: Vietnam as a "Battleground in a Larger Struggle" | • I can determine the central idea of an informational text. (RI.8.2)<br>• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)<br>• I can analyze the impact of word choice on meaning and tone in informational | • I can determine the central idea of two key paragraphs of "The Vietnam Wars."<br>• I can explain how Vietnam was a "battleground in a much larger struggle."<br>• I can use context clues to | • Quick Write 4 (from homework)<br>• Students' annotated texts | None |

| | text. (RI.8.4)<br>• I can effectively engage in discussions with diverse partners about eighth grade topics, texts, and issues. (SL.8.1) | determine word meanings.<br>• I can participate in discussions about the text with a partner, small group, and the whole class. | | |
|---|---|---|---|---|
| 10 Building Background Knowledge: The Impending Fall of Saigon | • I can determine the central idea of an informational text. (RI.8.2)<br>• I can analyze the impact of word choice on meaning and tone in informational text. (RI.8.4)<br>• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)<br>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) | • I can determine the central idea of the section "Doc-Lap at Last" in the informational text "The Vietnam Wars."<br>• I can objectively summarize informational text.<br>• I can use context clues to determine word meanings.<br>• I can participate in discussions about the text with a partner, small group, and the whole class. | • Students' annotated texts<br>• Three Threes in a Row note-catcher | • Three Threes in a Row protocol |
| 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)<br>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)<br>• 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.*<br>• I can cite evidence from the poems "Choice" and "Left Behind" to explain how this incident reveals aspects of Ha and her family members.<br>• I can participate in discussions about the text with a partner, small group, and whole class. | • Quick Write 5 (from homework)<br>• Students' annotated text<br>• Write-Pair-Share<br>• Jigsaw recording form | • Jigsaw protocol |

| | | | | |
|---|---|---|---|---|
| 12 Examining How Word Choice Contributes to Tone and Meaning: Close Reading of "Wet and Crying" | • 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. (RL.8.4) • 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 explain how nuances in word meanings contribute to the overall tone of the poem. • I can participate in discussions about the text with a partner, small group, and whole class. | • Quick Write 6 (from homework) • Write-Pair-Share note catcher with text dependent questions | • Things Close Readers Do (added to) • Write-Pair-Share protocol |
| 13 Comparing Meaning and Tone: The Fall of Saigon in Fiction and Informational Text | • 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) • I can analyze the impact of word choice on meaning and tone. (RL.8.4 and RI.8.4) • 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 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. • 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. • I can participate in discussions about the text with a partner, small group, and whole class. | • Quick Write 7 (from homework) • Word Choice, Tone, and Meaning note catcher | • None |
| 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 | • 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 Writing Assessment | • Things Close Readers Do (reviewed) |

| | informational texts to support analysis, reflection, and research. (W.8.9) | | | |
|---|---|---|---|---|
| | | | | |

**Academic and Reading Vocabulary:**
inference (n), infer (v), determine, panic, desperately, quantities, clashes, hasty, poignant, affidavits, consulate, free verse poetry, stanza, cite, evidence, incidents, meaning, tone, gist; lunar, glutinous, foretells (1) infer; predict, fate, smeared (4), foretell (1) cite evidence, incident, infer (review); central idea, key incidents, informational text, historical fiction, objective, perspective, context, annotate; honing, even, forged, crucible, pacified, string, gracious critical, meaning, tone; papaya tree (8), flicked (8), vow, witness, (9) 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 central idea, historical fiction, perspective, point of view, subjective, plot, stanza, symbolize; Communists/communism, flaunt, blind conviction (25) central idea; "doc-lap," battleground, communism, committed, contain, back (v.), fell, cringed, peace accord, central idea, objective summary, implications; "doc-lap," cringe, peace accord; alienate, dissidents, condemn; operate, stealthily, under cover, pursue, elusive, alienate; columns (of soldiers), meeting little resistance, demoralized, evidence, incident, reveals, aspects, infer, symbol, symbolize; palm (of rice) (55) symbol/symbolize, inferences, nuance, convey, tone; flecked, clusters (60) historical fiction, transcript, critical incident; communists, refugee, humanitarian, elite

**Suggested Works with Lexile Level:**
The Land I Lost: Adventures of a Boy
in Vietnam
Quang Nhuong Huynh (author) Biography/Literature 1090
Vietnamese American John F. Grabowski (author) Informational 1100
The Vietnam War Cath Senker (author) Informational 1110*
Water Buffalo Days: Growing up in
Vietnam
Quang Nhuong Huynh (author) Literature 1120
Vietnam in Pictures Stacy Taus-Bolstad (author) Informational 1170
*10,000 Days of Thunder: A History of
the Vietnam War*
Philip Caputo (author) Informational 1210
*The Vietnamese Americans* Hien Duc Do (author) Informational 1340
*The Vietnamese Boat People: 1954 and
1975-1992*
Nghia M Vo (author) Informational NoLXL
*Boat People: Personal Stories from the
Vietnamese Exodus 1975-1996*
Carina Hoang (editor) Informational NoLXL