Anchor Texts: Inside Out and Back Again – Thanhha Lai	ELA Grade: 8 Module 1 - Finding Home: Refugees Duration: 8 weeks	Unit 3 Focus: Culminating Project Duration – 1.5 weeks or 6 lessons Essential Question(s): • What common themes unify the refugee experience? • How can we tell powerful stories about people's experiences?

Lesson	Standard/Long Term Target	I can statement	Ongoing Assessment	Anchor Charts & Protocols
1 Finishing Who? Where? And Why? Research	• I can conduct short research projects to answer a question. (W.8.7) • I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) • I can express my own ideas clearly during discussion, and I can build on others' ideas during discussions. (SL.8.1)	• I can find the gist of informational texts. • I can select the strongest evidence in an informational text about who the refugees were, where they fled from, and why they had to flee. • I can use the evidence I have gathered in research to create a culturally appropriate fictional character profile for the refugee narrator of my "inside out" poem.	• Research Guide • Character Profile on the "Inside Out" Poem graphic organizer	
2 Analyzing Poems from Inside Out & Back Again to Develop Criteria for an Effective Poem	• I can determine a theme or central ideas of literary text. (RL.8.2) • I can express my own ideas clearly during discussions. (SL.8.1) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)	• I can identify figurative and descriptive language as well as purposeful word choice in the "Papaya Tree" and "Wet and Crying" poems from Inside Out and Back Again. • I can describe the criteria of an effective poem. • I can use figurative and descriptive language as well as purposeful word choice to turn my research notes into free verse narrative poetry.	• What Makes an Effective Poem? anchor chart • "Inside Out" Poem graphic organizer	• What Makes an Effective Poem? anchor chart

3 Mid-Unit Assessment: Writing Best First Draft of "Inside Out" Poem	• I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • I can produce text (print or non-print) that explores a variety of cultures and perspectives. (W.8.4a) • With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5) • I can conduct short research projects to answer a question. (W.8.7) • I can use several sources in my research. (W.8.7) • I can use evidence from informational 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 write a poem describing how the narrator, a refugee, turns "inside out" when he or she is forced to flee home. • I can write an "inside out" poem based on factual details about real-life refugees from informational texts. • I can use figurative and descriptive language as well as purposeful word choice to add tone and meaning to my "inside out" poem.	• Mid-Unit 3 Assessment: Best First Draft of "Inside Out" poem	• Peer Critique protocol • What Makes an Effective Poem?
4 • End of Unit Assessment: Writing Best First Draft of "Back Again" Poem	• I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • I can produce text (print or non-print) that explores a variety of cultures and perspectives. (W.8.4a) • With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5) • I can effectively engage in discussions with diverse	• I can write a poem describing how the narrator, a refugee, turns "back again" as he or she adapts to life in a new country. • I can create meaning in my "back again" poem by using figurative and descriptive language as well as purposeful word choice to convey a certain tone.	• Mid-Unit 3 Assessment: Best First Draft of "Back Again" poem	• What Makes an Effective Poem?

	partners about eighth grade topics, texts, and issues. (SL.8.1)			
5 Peer Critique of "Inside Out" and "Back Again" Poems	• I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5) • I can conduct short research projects to answer a question. (W.8.7) • I can use several sources in my research. (W.8.7) • I can use evidence from informational 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 use the "Inside Out" and "Back Again" Poetry Rubric to provide kind, specific, and helpful feedback to my peers. • I can create meaning in my "inside out" and "back again" poems by using figurative and descriptive language and purposeful word choice to convey a certain tone. • I can revise use peer feedback to revise my "Inside Out" and "Back Again" poem.	• Revised "Inside Out" and "Back Again" poems • Stars and Steps for "Inside Out" and "Back Again" poems	
6 Revision: Best Draft of "Inside Out" and "Back Again" Poems (Final Performance Task)	• I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5) • I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) • I can use correct grammar and usage when writing or	• I can write a final draft of two poems describing how the narrator, a refugee, turns "inside out" and "back again" as he or she flees home and adapts to life in a new country. • I can create meaning in my "inside out" and "back again" poems by using figurative and descriptive language and purposeful word choice to convey a certain tone. • I can use correct grammar and punctuation in my "inside out" and "back again" poems.	• Best draft of "Inside Out" and "Back Again" poems "Children of War" • Evidence Sort	• What Makes an Effective Poem?

	speaking. (L.8.1) • I can use correct capitalization, punctuation and spelling to send a clear message to my reader. (L.8.2)			

Academic and Reading Vocabulary:
culturally appropriate, fictional, character profile, figurative language, purposeful word choice, free verse, narrative, tone, stanza, scene, narrative, peer critique, align

Central Texts:
1. Inside Out & Back Again, Thanhha Lai, HarperCollins, 2011, ISBN-10 0061962783.
2. Research Texts: See Unit 2, Lesson 18 supporting materials for a complete list of texts students continue to work with as a part of their short research project.