

GRADE 8, MODULE 1: OVERVIEW

Finding Home: Refugees

In this module, students will develop their ability to read and understand complex text as they consider the challenges of fictional and real refugees. In the first unit, students will begin *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 ability to infer and analyze text, both in discussion and through writing. They then will read informational text to learn more about the history of war in Vietnam, and the specific historical context of Ha's family's struggle during the fall of Saigon. In Unit 2, students will build knowledge about refugees' search for a place to call home. They will read informational texts that

convey unifying themes of refugees' experiences across various times and cultures. As they continue to move through the novel, they will focus on how particular incidents move the story forward and reveal aspects of Ha's character. Unit 2 culminates in a formal literary analysis essay. 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 an individual research-based narrative that captures the story of a refugee in search of a home. Using the novel as a mentor text, students also will transform one moment from their research-based narrative into a free-verse narrative poem. **The research-based narrative performance task centers on NYSP12 ELA Standards RI.8.1, RI.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, and L.8.2.**

GUIDING QUESTIONS AND BIG IDEAS	<ul style="list-style-type: none"> • What is home? • How do critical incidents reveal character? • What common themes unify the refugee experience? • How can we tell powerful stories about people's experiences? • <i>Critical incidents reveal a character's dynamic nature.</i> • <i>Characters change over time in response to challenges.</i> • <i>Authors select a genre of writing to fully engage the reader.</i>
PERFORMANCE TASK	<p>Students will collaborate in their small groups to engage in structured research on the experiences of refugees of a specific culture. They then will draw upon the research to each craft a separate, individual research-based narrative. The narrative will include a first-person narrator, a setting appropriately matched to the research, the circumstances and context surrounding the character's refugee situation, the challenges and opportunities faced by the character, and the impact key moments had on the character. This performance task addresses NYSP12 CCSS RI.8.1, RI.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, and L.8.2.</p>

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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

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ENGLISH LANGUAGE ARTS OUTCOMES

CCS STANDARDS: READING—LITERATURE	LONG-TERM LEARNING TARGETS
<ul style="list-style-type: none"> RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for my analysis of literary text.
<ul style="list-style-type: none"> RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 	<ul style="list-style-type: none"> I can determine a theme or the central ideas of literary text. I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). I can objectively summarize literary text.
<ul style="list-style-type: none"> RL.8.3. 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. 	<ul style="list-style-type: none"> I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.
<ul style="list-style-type: none"> RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 	<ul style="list-style-type: none"> I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) I can analyze the impact of word choice on meaning and tone (analogies or allusions).
<ul style="list-style-type: none"> RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 	<ul style="list-style-type: none"> I can compare and contrast the structure of multiple texts. I can analyze how different structures impact meaning and style of a text.
<ul style="list-style-type: none"> RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 	<ul style="list-style-type: none"> I can analyze how difference in points of view between characters and audience create effects in writing.

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CCS STANDARDS: READING—INFORMATIONAL TEXT	LONG-TERM LEARNING TARGETS
<ul style="list-style-type: none"> RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of informational text.
<ul style="list-style-type: none"> RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 	<ul style="list-style-type: none"> I can determine a theme or the central ideas of an informational text. I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). I can objectively summarize informational text.
<ul style="list-style-type: none"> RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<ul style="list-style-type: none"> I can analyze the connections and distinctions between individuals, ideas or events in a text.
<ul style="list-style-type: none"> RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 	<ul style="list-style-type: none"> I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). I can analyze the impact of word choice on meaning and tone (analogies or allusions).
<ul style="list-style-type: none"> RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 	<ul style="list-style-type: none"> 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).
<ul style="list-style-type: none"> RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 	<ul style="list-style-type: none"> I can determine an author’s point of view or purpose in informational text. I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints.



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<ul style="list-style-type: none">W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ul style="list-style-type: none">a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<ul style="list-style-type: none">I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.



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STANDARDS: WRITING	LONG-TERM LEARNING TARGETS
<ul style="list-style-type: none">W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<ul style="list-style-type: none">a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships between experiences and events.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<ul style="list-style-type: none">I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense.
<ul style="list-style-type: none">W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none">I can produce clear and coherent writing that is appropriate to task, purpose and audience.
<ul style="list-style-type: none">W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<ul style="list-style-type: none">With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed.
<ul style="list-style-type: none">W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<ul style="list-style-type: none">I can use technology to produce and publish writing that presents relationships between information and ideas efficiently.I can use technology to collaborate with others while producing and publishing writing.

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STANDARDS: WRITING	LONG-TERM LEARNING TARGETS
<ul style="list-style-type: none"> W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 	<ul style="list-style-type: none"> I can conduct short research projects to answer a question (including a self-generated question). I can use several sources in my research. I can generate additional research questions for further exploration.
<ul style="list-style-type: none"> W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). 	<ul style="list-style-type: none"> I can use evidence from literary or informational texts to support analysis, reflection, and research.



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CCS STANDARDS: SPEAKING & LISTENING	LONG-TERM LEARNING TARGETS
<ul style="list-style-type: none">• SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on eighth-grade topics, texts, and issues, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none">a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<ul style="list-style-type: none">• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues.• I can express my own ideas clearly during discussions.• I can build on others' ideas during discussions.

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CCS STANDARDS: LANGUAGE	LONG-TERM LEARNING TARGETS
<ul style="list-style-type: none"> L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Form and use verbs in the active and passive voice. Recognize and correct inappropriate shifts in verb voice and mood.* 	<ul style="list-style-type: none"> I can use correct grammar and usage when writing or speaking.
<ul style="list-style-type: none"> L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Spell correctly. 	<ul style="list-style-type: none"> I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.
<ul style="list-style-type: none"> L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word, or determine or clarify its precise meaning, or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<ul style="list-style-type: none"> I can use a variety of strategies to determine the meaning of unknown words or phrases.



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CCS STANDARDS: LANGUAGE	LONG-TERM LEARNING TARGETS
<ul style="list-style-type: none">• L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ul style="list-style-type: none">a. Interpret figures of speech (e.g., verbal irony, puns) in context.b. Use the relationship between particular words to better understand each of the words.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).	<ul style="list-style-type: none">• I can analyze figurative language, word relationships, and nuances in word meanings.
<ul style="list-style-type: none">• L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none">• I can accurately use eighth-grade academic vocabulary to express my ideas.• I can use resources to build my vocabulary.

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CENTRAL TEXTS	1. Thanhha Lai, <i>Inside Out & Back Again</i> (New York: HarperCollins, 2011), ISBN: 978-0-061-96278-3.
	2. Tod Olson, “The Vietnam Wars,” <i>Scholastic</i> , February 24, 1995, 16–20.
	3. Joseph Shapiro and Sandra Bartlett, “Forgotten Ship: A Daring Rescue as Saigon Fell,” audio text, National Public Radio, August 31, 2010, as found at npr.org/templates/story/story.php?storyId=129484369 .
	4. “Forgotten Ship: A Daring Rescue as Saigon Fell.” Written transcript from: http://www.npr.org/templates/transcript/transcript.php?storyId=129484369 .
	5. Units 2 and 3 will include additional informational texts; see separate Unit Overviews for details.

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MODULE 1 WEEK AT A GLANCE

	INSTRUCTIONAL FOCUS	LONG-TERM LEARNING TARGETS	ASSESSMENTS
Unit 1: War Coming Close to Home			
Weeks 1–3	<ul style="list-style-type: none"> Launch novel study of <i>Inside Out & Back Again</i> Character analysis of the main character Building background knowledge about the history and culture of Vietnam 	<ul style="list-style-type: none"> 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 analyze how difference in points of view between characters and audience create effects in writing. (RL.8.6) I can use evidence from literary texts to support analysis, reflection, and research. (W.8.9) 	<ul style="list-style-type: none"> Mid-Unit 1: Getting to Know a Character: What Details in the Text Help Us Understand Ha? (RL.8.1, RL.8.3, RL.8.6, and W.8.9)
	<ul style="list-style-type: none"> Continue with Part 1 of novel Historical fiction compared to informational text: purpose and perspective Building background knowledge about the fall of Saigon 	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) 	
	<ul style="list-style-type: none"> Continue with Part 1 of novel The fall of Saigon: audio text and transcript Analyzing word choice, meaning, and tone 	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) I can analyze the impact of word choice on meaning and tone. (RL.8.4) (RI.8.4) I can use evidence from literature and informational texts to support analysis, reflection, and research. (W.8.9) 	<ul style="list-style-type: none"> End of Unit 1: How Word Choice Contributes to Meaning and Tone (RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9)

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MODULE 1 WEEK AT A GLANCE

WEEK	INSTRUCTIONAL FOCUS	LONG-TERM TARGETS	ASSESSMENTS
Unit 2: Why do people flee home?			
Weeks 4–6	<ul style="list-style-type: none"> Unifying themes of refugees' experiences Close reading and comparison of texts: continue with novel, paired with informational text regarding the refugee experience 	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for my analysis of informational text. (RI.8.1) I can determine a theme or the central ideas of an informational text. (RI.8.2) I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can objectively summarize informational text. (RI.8.2) I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.8.3) I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4) I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) 	<ul style="list-style-type: none"> Mid-Unit 2: Analyze an Informational Text about a Refugee Experience (RI.8.1, RI.8.2, RI.8.3, L.8.4, and W.8.9)
	<ul style="list-style-type: none"> Opportunities and challenges facing Ha and her family 	<ul style="list-style-type: none"> 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 analyze the impact of word choice on meaning and tone (RL.8.4) I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) 	
	<ul style="list-style-type: none"> Analysis of key incidents in the novel Drafting, revising, and editing literary essay 	<ul style="list-style-type: none"> 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 analyze the impact of word choice on meaning and tone (RL.8.4) I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) I can use evidence from literary texts to support analysis, reflection, and research. (W.8.9) 	<ul style="list-style-type: none"> End of Unit 2: Literary Analysis Essay: Explain the Significance of the Novel's Title and Its Relationship to Ha's Character (RL.8.1, RL.8.3, RL.8.4, W.8.2, W.8.4, and W.8.9)

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MODULE 1 WEEK AT A GLANCE

WEEK	INSTRUCTIONAL FOCUS	LONG-TERM TARGETS	ASSESSMENTS
Unit 3: Can someone find a new place to call home?			
Weeks 7–8	<ul style="list-style-type: none"> Structured research and planning for research-based narrative Close reading of critical incidents in novel related to aspects of the research-based narrative Mentor text writing: select a snapshot of the planned story to write a free verse, narrative poem using the novel as a mentor text 	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for my analysis of informational text. (RI.8.1) I can determine a theme or the central ideas of an informational text. (RI.8.2) I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can objectively summarize informational text. (RI.8.2) I can conduct short research projects to answer a question (including a self-generated question). (W.8.7) I can use several sources in my research. (W.8.7) I can generate additional research questions for further exploration. (W.8.7) 	<ul style="list-style-type: none"> Mid-Unit 3: Pseudo-Research Collection: Selecting Relevant Details in Response to a Research Task (RI.1, RI.2, W.8.7)
	<ul style="list-style-type: none"> Drafting, revising, and editing of research-based narrative 	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) I can objectively summarize informational text. (RI.8.2) I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) 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 (including a self-generated 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 use correct grammar and usage when writing or speaking. (L.8.1) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2) 	<ul style="list-style-type: none"> End of Unit 3: Best Independent Draft of Research-based Narrative (RI.8.1, RI.8.2, W.8.3, W.8.4, W.8.7, and W.8.9) Final Performance Task: Research-Based Narrative (RI.8.1, RI.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, and L.8.2)

GRADE 8, MODULE 1: ASSESSMENTS

DRAFT January 2013

Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

FINAL PERFORMANCE TASK:	<p><i>Research-based Narrative</i></p> <p>Students will collaborate in their small groups to engage in structured research on the experiences of refugees of a specific culture. They then will draw upon the research to each craft a separate, individual research-based narrative. The narrative will include a first-person narrator, a setting appropriately matched to the research, the circumstances and context surrounding the character's refugee situation, the challenges and opportunities faced by the character, and the impact key moments had on the character. This performance task addresses NYSP12 CCSS RI.8.1, RI.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, and L.8.2.</p>
MID-UNIT 1 ASSESSMENT:	<p><i>Getting to Know a Character: What Details in the Text Help Us Understand Ha?</i></p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.8.1, RL.8.3, RL.8.6, and W.8.9. 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."</p>
END OF UNIT 1 ASSESSMENT:	<p><i>How Word Choice Contributes to Meaning and Tone</i></p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.8.1, RI.8.1, RL.8.4, RI.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 those texts (one paragraph for each text). 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."</p>

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MID-UNIT 2 ASSESSMENT:	<p><i>Mid-Unit 2: Analyze an Informational Text about a Refugee Experience</i></p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.1, RI.8.2, RI.8.3, RI.8.4, and W.8.9. In this on-demand assessment, students will read an unfamiliar informational text about a refugee experience (to come) and answer literal and inferential text-dependent questions, as well as questions that assess students’ ability to determine word meaning based on context clues. Students also will answer at least one constructed response question that requires evidence from the text to support their answer.</p>
END OF UNIT 2 ASSESSMENT:	<p><i>Literary Analysis Essay: Explain the Significance of the Novel’s Title and Its Relationship to Ha’s Character</i></p> <p>This assessment centers on NYSP12ELA CCLS RL.8.1, RL.8.3, RL.8.4, W.8.2, W.8.4, and W.8.9. For this writing assessment, students will analyze the novel’s title, <i>Inside Out & Back Again</i>, its significance to details in the story, and its relationship to the development of Ha’s character over the course of the novel. Students will support their explanation and analysis using specific details from the text.</p>
MID-UNIT 3 ASSESSMENT:	<p><i>Pseudo-Research Collection: Selecting Relevant Details in Response to a Research Task</i></p> <p>This research assessment centers on NYSP12ELA CCLS RI.1, RI.2, RI.4, and W.8.7. Students will be given a new research task and a related text to read. Students will then select relevant details and information from the text to answer the research task provided. This Mid-Unit Assessment will serve as a check of the research skills required of students throughout Unit 3 and for the final performance task.</p>
END OF UNIT 3 ASSESSMENT:	<p><i>Best Independent Draft of Research-based Narrative</i></p> <p>This writing and research assessment centers on NYSP12ELA CCLS RI.8.1, RI.8.2, W.8.3, W.8.4, W.8.7, and W.8.9. Students will reread critical incidents from the novel, while also working in research groups to study the experiences of refugees from one of several cultures. Students will use this knowledge to individually write a research-based narrative that captures the story of a refugee in search of a home. This End of Unit Assessment will reflect each student’s best independent writing draft.</p>



GRADE 8, MODULE 1: PERFORMANCE TASK

Research-Based Narrative

SUMMARY OF TASK	<ul style="list-style-type: none">Students will collaborate in their small groups to engage in structured research on the experiences of refugees of a specific culture. They then will draw upon the research to each craft a separate, individual research-based narrative. The narrative will include a first-person narrator, a setting appropriately matched to the research, the circumstances and context surrounding the character's refugee situation, the challenges and opportunities faced by the character, and the impact key moments had on the character. This performance task addresses NYSP12 CCSS RI.8.1, RI.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, and L.8.2.
FORMAT	A well-constructed, research-infused narrative essay (3–4 pages, typed, one-sided, on 8.5" x 11" paper).

STANDARDS ASSESSED THROUGH THIS TASK	<ul style="list-style-type: none">RI.8.1. I can cite text-based evidence that provides the strongest support for an analysis of informational text.RI.8.2. I can objectively summarize informational text.W.8.3. I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense.W.8.4. I can produce clear and coherent writing that is appropriate to task, purpose, and audience.W.8.5. With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed.W.8.7. I can conduct short research projects to answer a question (including a self-generated question).W.8.7. I can use several sources in my research.W.8.9. I can use evidence from informational texts to support analysis, reflection, and research.L.8.1. I can use correct grammar and usage when writing or speaking.L.8.2. I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.
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GRADE 8, MODULE 1: PERFORMANCE TASK

Research-Based Narrative

STUDENT-FRIENDLY WRITING INVITATION/TASK DESCRIPTION

- You are a refugee who has been forced to flee your country for your safety. Use resources provided by the teacher to research a country where people have been forced to flee because of war, religious beliefs, political beliefs, or a natural disaster. Also, consider the texts you have read about the experiences of several refugees. Use all of this information to base a story on your experience. Be sure to include accurate details as you describe the situation that caused you to flee and why you made this decision. What hardships did you face in your country? What was it like for you after you fled? Where did you go? Where did you find help? Where did you make your new home? How have you adjusted to your new country?

KEY CRITERIA FOR SUCCESS (ALIGNED WITH NYSP12 ELA CCLS)

Below are key criteria students must address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

Your essay will:

- Develop the narrative elements of the story with a strong lead, logical progression of ideas in the story, and a satisfying conclusion to the story
- Include sensory details and descriptive words and phrases that reveal tone
- Make explicit reference to research-based historical details and information that add to the authenticity of the story
- Adhere to the conventions of standard written English



GRADE 8, MODULE 1: PERFORMANCE TASK

Research-Based Narrative

OPTIONS FOR STUDENTS

- Students will learn about dangerous conditions (political, religious, or natural) that would cause a person to make the difficult decision to leave home for an uncertain future. Students will develop narrative writing skills by paying close attention to details, word choice, organization, and conventions.
- Students may be regrouped into countries of similar interest or assigned a country to research. Students may be provided research tasks to support the overall collection of complete information gathering for the narrative.
- Consider preselecting countries of interest, allowing fewer research texts to explore, providing texts of various structures or Lexile ranges, and/or isolating information in texts for students with IEPs or ELLs.

OPTIONS FOR TEACHERS

- Teachers may differentiate research options for students depending on their experience with the research process.
- Teachers may scaffold the writing process in stages as needed for student success. Keep in mind that the students' best independent draft of the narrative will be used as the End of Unit Assessment in Unit 3.
- Consider research texts for students that offer a range of Lexile measures and structures to offer a rich variety of texts with which students may engage.
- Students may share their stories with the class, display them in the school library, or publish them on the school's Web site.