



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 1: Unit 2: Lesson 13**

## **Close Reading: Paragraph 4 of “Refugee and Immigrant Children: A Comparison”**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)
- I can determine a theme or the central ideas of an informational text. (RI.8.2)
- 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). (RI.8.5)
- I can read above-grade informational texts with scaffolding and support. (RI.8.10)

**Supporting Learning Targets**

- I can find the gist of Paragraph 4 of “Refugee and Immigrant Children: A Comparison.”
- I can analyze how specific words, phrases, and sentences help me understand what refugee and immigrant children need for successful adaptation.
- I can read a text closely in order to answer text-dependent questions.

**Ongoing Assessment**

- “Refugee and Immigrant Children: A Comparison”:  
Paragraph 4 Text-Dependent Questions, Part A

**Agenda**

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 NYS Grade 6–8 Expository Writing Evaluation Rubric (10 minutes)
3. Closing and Assessment
  - A. Analyzing the Model Essay Using the Rubric (5 minutes)
4. Homework
  - A. We discussed what mourning means in this lesson. Complete the homework question at the bottom of the “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part A.

**Teaching Notes**

- This lesson introduces students to the fourth paragraph of “Refugee and Immigrant Children: A Comparison” in the informational text “Refugee Children in Canada: Searching for Identity,” which describes how refugees mourn what they leave behind.
- This lesson is similar in format to Lessons 9 and 11, in which students read the first three paragraphs of this section of text for gist and answered text-dependent questions to dig deeper into the vocabulary and content.
- In Advance: Review the fourth paragraph of the “Refugee and Immigrant Children: A Comparison” section, as well as the note-catchers in both this lesson and Lesson 14.
- This lesson introduces students to the second row of the NYS Expository Writing Evaluation Rubric, which has a great deal of academic vocabulary. As in Lesson 11, students are given a Writer’s Glossary (also used in seventh grade). If students have had seventh-grade Module 1, they will be more familiar with these terms and concepts. Make clear that these are words they will come back to throughout the year as they develop as writers; this lesson is just a preliminary exposure (or a review, if they learned the terms in seventh grade).
- Post: Inside Out and Back Again anchor charts, learning targets.



Lesson Vocabulary	Materials
<p>envision (the possibility), typically, at large, mourning</p> <p>Words from Row 2 of rubric: command, relevant/irrelevant, concrete details, sustain, varied (variety), partially, textual evidence, consistent/inconsistent, minimal, valid/invalid</p>	<ul style="list-style-type: none"> <li>• <i>Inside Out &amp; Back Again</i> (book; one per student)</li> <li>• Inside Out and Back Again anchor charts (begun in Lesson 8)</li> <li>• “Refugee and Immigrant Children: A Comparison” (from Lesson 9)</li> <li>• “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part A (one per student and one to display)</li> <li>• NYS Grade 6–8 Expository Writing Evaluation Rubric (from Lesson 11; one per student and one to display)</li> <li>• Writer’s Glossary for Row 2 of the NYS Writing Rubric (one per student)</li> <li>• Document camera</li> <li>• Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’” (from Lesson 8; one per student and one to display)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Sharing Evidence from Homework (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their novel <b>Inside Out &amp; Back Again</b>. Invite students to sit in Numbered Heads groups. Pair up number 1 with number 2 and number 3 with number 4.</li> <li>• Ask students to share the strongest evidence they found in pages 1–17 to answer the question:             <ul style="list-style-type: none"> <li>* “Who is Ha before she is forced to flee home?”</li> </ul> </li> <li>• Invite students to add any new evidence that their partner found to their own Homework Purpose for Reading: Who Was Ha before She Was Forced to Flee Her Home?.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students on the three learning targets, which are similar to those from Lessons 9 and 11.</li> <li>• Tell students that this lesson will be very much like what they have done with the first three paragraphs of text in previous lessons. They will keep digging in to the next paragraph of the informational text.</li> <li>• Ask the class to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “Why is reading a text closely in order to answer text-dependent questions a useful skill?”</li> </ul> </li> <li>• Listen for students to recognize that, in order to answer text-dependent questions, they have to dig deeply into a text and really understand the meaning, which is something that they will have to do at college and at work to thoroughly understand the texts they will encounter.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “How might reading more of this informational text continue to help us understand Ha better?”</li> </ul> </li> <li>• Listen for: “By reading this text, we are building knowledge about the universal refugee experience of turning ‘inside out’ and ‘back again.’ This is what Ha is going through.”</li> <li>• Remind students that this information helps them learn about the world and will be important when they write their end of unit assessment essay. Ha is just one unique (fictional) example of the universal refugee experience.</li> </ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Reading Aloud and Rereading for Gist: Paragraph 4 of “Refugee and Immigrant Children: A Comparison” (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to get into Numbered Heads groups, with numbers 1 and 4 pairing up and numbers 2 and 3 pairing up.</li> <li>• Display the fourth paragraph of the section “<b>Refugee and Immigrant Children: A Comparison</b>” (page 590) and invite students to refer to their own texts.</li> <li>• Remind them that when a text is challenging, it is often helpful to chunk it into smaller sections. Today, they will hear you read the next couple of paragraphs of this section of the text and, as they did in Lessons 9 and 11, they will have time to think, talk, and annotate for gist.</li> <li>• Read Paragraph 4 in this section aloud as students read silently.</li> <li>• Invite students to reread the paragraph silently.</li> <li>• Ask them to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “So what is this paragraph of the text mostly about?”</li> </ul> </li> <li>• Invite students to annotate Paragraph 4 for the gist based on their pair discussion.</li> <li>• Ask volunteers to share their gist with the whole group. Listen for: “Refugee children and their families mourn the things they leave behind, but children often don’t talk about it so it isn’t recognized.”</li> </ul>	<ul style="list-style-type: none"> <li>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Set clear expectations that students read along silently as you read the text aloud.</li> <li>• To further support ELLs, consider providing definitions of challenging vocabulary in students’ home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.</li> <li>• Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>B. Rereading and Text-Dependent Questions (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus the group. Display and distribute the “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part A.</li> <li>• Reread the first sentence of Paragraph 4 of this section of the text: “Typically, immigrants can, at least, envision the possibility of returning to their countries; most refugees cannot.”</li> <li>• Focus on the first text-dependent question:               <ol style="list-style-type: none"> <li>1. Invite students to read the question with you.</li> <li>2. Direct their attention to the part of the text that the vocabulary was taken from so they can read it in context.</li> <li>3. Invite pairs to discuss what they think the answer might be.</li> <li>4. Ask pairs to record their ideas on their text-dependent questions handout.</li> <li>5. Select a Numbered Head to share his or her answer with the whole group and clarify what it means where necessary.</li> <li>6. Invite students to revise their notes where they are incorrect.</li> </ol> </li> <li>• Repeat the same process for Questions 2–4.</li> <li>• Ensure that students have a thorough understanding of what <i>mourning</i> means before moving on, as understanding what this word means is crucial to understanding the two paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.</li> </ul>
<p><b>C. Introducing Row 2 of the NYS Grade 6–8 Expository Writing Evaluation Rubric (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their copy of the <b>NYS Grade 6–8 Expository Writing Rubric</b>. Ask students to read across Row 2 and circle any words they do not know or are unsure about.</li> <li>• Distribute the <b>Writer’s Glossary for Row 2 of the NYS Rubric</b>. Invite students to work with their partner to check the words there that they circled and to add any that are not already on the sheet.</li> <li>• Go through the vocabulary words on the Writer’s Glossary (<i>command, relevant and irrelevant, concrete details, sustain, varied (variety), partially, textual evidence, consistent and inconsistent, minimal, valid and invalid</i>) and any that students added. Give simple definitions that fit the context and/or ask students to contribute definitions for words they know. Be sure to explain the words that are matched with their opposite, such as <i>relevant</i> and <i>irrelevant</i>.</li> <li>• As you and students give definitions for the words, talk about what each of the levels (columns) of the Command of Evidence row means in terms of how a student writes. For example, you could take the Criteria box and say: “This row is about how well a writer proves his or her ideas with examples. These examples should come from other sources and provide logical support for the main message the writer wants the reader to understand.”</li> <li>• Once you have modeled how to do this, ask students to volunteer to take one of the level boxes and put the descriptors into their own words. If you think students need to work with a partner here, they can turn to a seat partner to talk about it before they volunteer an answer.</li> </ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Analyzing the Model Essay Using the Rubric (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell the class: “Now we are going to use the model essay to understand what the rubric is saying writers should do.” Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “So if we are going to look at the model against the second row of the rubric, what are we going to be focusing on in the model essay?”</li> </ul> </li> <li>• Listen for students to explain that they are going to be looking at the evidence the author has used in the model to support the claims made.</li> <li>• Remind students that Level 4 is a great piece of writing. Read aloud Level 4 of Row 2 of the rubric and say: “This means that the claims the author has made should be supported with a few different pieces of well-chosen evidence from the text and there should be evidence all the way through the model essay.”</li> <li>• Using a <b>document camera</b>, display <b>Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’”</b> (from Lesson 8) and invite students to refer to their own text.</li> <li>• Focus students on the second paragraph. Ask:             <ul style="list-style-type: none"> <li>* “Does this paragraph contain evidence?”</li> <li>* “Does the evidence support the claim the author has made?”</li> <li>* “Is there more than one piece of evidence to support the claim?”</li> <li>* “Does the cited evidence come from different texts?”</li> </ul> </li> <li>• Listen for students to confirm that the evidence contained in Paragraph 2 does support the claim the author has made and that there are multiple pieces of evidence from the novel and from the informational text.</li> <li>• Invite students to reread the rest of the essay one paragraph at a time and at the end of each paragraph to discuss with their Numbered Heads group whether the author has used well-chosen evidence from more than one piece of text to support the claims in the paragraph.</li> <li>• Explain that the opening and concluding paragraphs may not contain any evidence because those paragraphs are outlining the topic and purpose of the essay rather than getting into the details of the claims.</li> <li>• Once they have finished, cold call several pairs to determine whether the author of the model has used well-chosen evidence from more than one piece of text throughout the essay to support its claims. Then say: “So the model essay does follow the best description of the rubric. It uses well-chosen evidence from more than one piece of text throughout the essay to support the claims made. This is something I want you to do in your own essays.”</li> <li>• Remind students that they will work more with this model and rubric in future lessons; be sure they file away these key resources.</li> </ul>	



Homework	Meeting Students’ Needs
A. We discussed what <i>mourning</i> means in this lesson. Complete the homework question at the bottom of the handout “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part A.	



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## Supporting Materials



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Name:	
Date:	

Questions	Notes
<p>1. The first sentence of this paragraph of the text says: “Typically, immigrants can, at least, envision the possibility of returning to their countries; most refugees cannot.” What does <i>envision</i> mean? So what does <i>envision the possibility</i> mean?</p>	
<p>2. How do the words <i>typically</i> and <i>at least</i> change what the sentence means?</p>	
<p>3. The text says: “It is only natural that refugee children, along with their families, go through a process of mourning those losses.” What does <i>mourning</i> mean?</p>	
<p>4. The text says: “The grieving process in refugee children, however, is seldom recognized as such.” Explain this sentence in your own words. [Hint: Think about what <i>however</i> indicates.]</p>	

**Homework**

The text says: “It is only natural that refugee children, along with their families, go through a process of mourning those losses.”  
What do Ha and her family mourn the loss of? How do you know?

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**Words from NEW YORK STATE GRADE 6-8 EXPOSITORY WRITING EVALUATION RUBRIC**

<b>Word/Phrase</b>	<b>Row number</b>	<b>Definition</b>
command	2	control Ex.: <i>John had command of his emotions and never had an angry outburst.</i>
relevant (opposite: irrelevant)	2	directly relating to the subject or problem being discussed or considered Ex: <i>Every detail in Sally’s paper was relevant to the claim she made.</i> Opposite: not related to the subject being discussed
concrete details	2	definite and specific examples Ex: <i>Using quotes in an essay is giving concrete examples to support your claim.</i>
sustain	2	to make something continue to exist or happen for a period of time, maintain something Ex: <i>A writer must sustain the main idea through an essay.</i>
varied (noun: variety)	2	consisting of or including many different kinds of things or people, especially in a way that seems interesting (variety: a selection of different things, or different ways of doing something) Ex: <i>Use varied details in your essay to support your claim.</i>
partially	2	not completely Ex: <i>If you only give one detail you are only partially supporting your ideas.</i>
textual evidence	2	proof that comes from a written piece Ex: <i>Quotes from the novel count as textual evidence for your claim.</i>
consistently (opposite: inconsistently)	2, 3	the quality of always being the same, doing things in the same way throughout a piece of work Ex: <i>Jeff consistently used good vocabulary when he wrote.</i> Opposite: <i>changing ideas, claims or style in the middle of an essay.</i>
minimal	2, 4	very small in degree or amount, especially the smallest degree or amount possible Ex: <i>If you use a minimal number of details, your essay will not prove your ideas completely.</i>
valid (opposite: invalid)	2	a reason, argument etc that is based on what is reasonable or sensible Ex: <i>The idea that South Sudan is a dangerous place is valid.</i> Opposite: something that is not logical or reasonable
Other new words you encountered:		