



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 1: Lesson 5

Mid-Unit Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha?



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

- 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)

Supporting Learning Targets

- 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.

Ongoing Assessment

- QuickWrite 2 (from homework)
- Mid-Unit Assessment: Getting to Know a Character:
What Details in the Text Help Us Understand Ha?



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Gallery Walk about “Who Is Ha?” (10 minutes)B. Review Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 1 Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha? (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (2 minutes)4. Homework<ol style="list-style-type: none">A. Read pages 22–41 and keep adding details about Ha to your notes | <ul style="list-style-type: none">• In the opening of this lesson, students revisit the “Who Is Ha?” Small Group Anchor Charts they created during Lesson 4. This helps prepare them for the upcoming assessment, by both activating their background knowledge and seeing models of how their peers are inferring about Ha based on evidence from the text.• In advance: post students’ “Who Is Ha?” Anchor Charts around the room.• Post learning targets on the board.• Review: Gallery Walk (Appendix 1). Consider adjusting the protocol and posting it, so that the expectations can be clearly presented to all students.• Consider using a visible timer for the Gallery Walk, based on the needs of your students.• This is an “open book” assessment: students will need their texts, and may use their journals, QuickWrites, and the anchor charts posted around the room.• The assessment in this lesson may require more time for students, especially if they struggle with writing. Consider your school schedule and the needs of your students and arrange for a time, if possible, when students can finish.• Consider which students might need access to the Vocabulary Guide for this lesson to support their acquisition of text. Because the homework for this lesson includes an independent first-read of text, there is also a separate glossary of Additional Words from Assigned Reading. The glossary can be provided during an additional support class in advance, with time to pre-teach the words, or modified to be used by students independently (see supporting materials).• Consider the assessment data collected from this first assessment as a “baseline” for your students’ capacity to use evidence from text to support their thinking (W.8.9).• For homework, students do a “first read” of pages 22-41, which they address in more depth during Lesson 8. |



| Lesson Vocabulary | Materials |
|---|---|
| historical fiction, evidence (review); do not preview vocabulary from the text for the assessment | <ul style="list-style-type: none"> Who Is Ha? Anchor Chart (from Lesson 4; student-created in their small groups) Sticky notes (three per student) Markers (four per group) <i>Inside Out & Back Again</i> (book; one per student) QuickWrite model (from Lesson 3) Mid-Unit 1 Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha? (one per student) Mid-Unit 1 Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha? (Answers for Teacher Reference) 2 point rubric: writing from sources/short response (for teacher reference to score students' assessments) Visible timer (as needed, see teacher notes) <p>Optional Materials</p> <ul style="list-style-type: none"> Vocabulary Guides |

| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Engaging the Reader: Gallery Walk about “Who Is Ha?” (10 minutes)</p> <p><i>Note: Post students' anchor charts around the classroom in advance.</i></p> <ul style="list-style-type: none"> Show students the Who Is Ha? Anchor Charts that they created in their small groups during Lesson 4. Briefly review the Gallery Walk protocol. Tell students that the purpose is to quickly see others' thinking. Post the purpose for student reference: <ul style="list-style-type: none"> * “What additional details did other groups gather about Ha and her situation?” Distribute sticky notes to each student. Tell students that they will look at the other charts and jot down, on their sticky notes, aspects of Ha's character, and the evidence the other groups have used. They will then get to add these sticky notes to their own small-group charts. Encourage group members to split into two pairs, and pair-up with their partners to look at as many different charts as possible. | <ul style="list-style-type: none"> Students may benefit from having the directions for this activity posted as “do now” when they arrive in class. Some students might benefit from having posted expectations for the Gallery Walk. |



- Review class norms as needed to ensure that students will be able to circulate to look at one another's charts in a quiet and respectful manner. Based on the needs of your students, you may want to use a visible timer to help students do this quickly.
- Begin the Gallery Walk: give students just 5 minutes to walk around, read other groups' charts, and jot their notes. Tell them that this thinking will help prepare them for their upcoming assessment.
- Then ask students to gather with their own small group next to their own anchor chart. Ask students to share the new details from their sticky notes.
- Give each group **markers**, and encourage them to add to their anchor chart. Specifically ask that each pair add one new piece of evidence from the text to their chart.
- As students work in their small groups, circulate to listen in and give support as needed. Praise students who are actively looking back in the novel for additional details. Remind them that close readers pay attention to details as they read and think about why those details are important. Commend students for finding specific evidence from the texts to support their thinking.
- Also listen for a few strong examples when students refer to specific details from the novel that reveal Ha's character. Prepare to share these strong examples during the review of learning targets, during Opening Part B.

- Consider pairing students heterogeneously to provide a collaborative and supportive structure for discussion.
- Circulating teachers and aides should gently encourage struggling students to use their glossaries as needed throughout the lesson.

B. Review Learning Targets (3 minutes)

- Have learning targets posted for review. Remind students that learning targets help students know the learning, thinking, and skills that will be the focus of the lesson, and that the learning targets will always be reviewed and checked at the end of the lesson.
- Invite a series of student volunteers to read aloud each of the first three targets, as the other students read along.
 - * 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.
- Students should recognize these targets. Share, either aloud or posted on the board, strong examples of details gathered during Opening Part A. Tell students that they will be able to use these details during today's assessment.
 - * I can participate in discussions about the text with a partner, small group, and the whole class.
- Students should recognize that this is a repeat from previous lessons.

- Consider providing nonlinguistic symbols (e.g., two people talking for discuss, a pen for record, a magnifying glass for details, a light bulb for main idea) to assist ELLs in making connections with vocabulary. (See supporting materials, Lesson 1, for examples).
- Some students may benefit from referring to the **Lesson Vocabulary Guide**.



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Mid-Unit 1 Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha? (30 minutes)</p> <ul style="list-style-type: none">For the assessment, consider rearranging seats so students are not in their groups. Be sure students have the following materials:<ul style="list-style-type: none">a pen or pencil<i>Inside Out & Back Again</i>the QuickWrite model (from Lesson 3)Distribute the Mid-Unit 1 Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha? Read the directions aloud as students read in their heads:Reassure students that they have been practicing reading the novel, and learning about Ha's character from the words and phrases the author uses. They will just be putting this learning into their own writing.Remind students of some of the reading and writing skills they have been learning that will help them on this assessment:<ul style="list-style-type: none">Read for the gist: what is your initial sense of what the text is mostly about?Think about the questions.Reread the text with the questions in mind. Look for details.Write your answers, using specific evidence from the text to support your thinking.If time permits, distribute or display the 2-Point Rubric for Writing From Sources/Short Response, and review the criteria for the assessment.Give students 25 minutes to complete the assessment.Students who finish early may reread earlier portions of the novel, revisit "The Vietnam Wars" article (if it was previewed during Lesson 4), or read in their independent reading books for this unit.Collect assessments from students. Tell them that they will keep practicing close reading and citing evidence in lessons to come. | <ul style="list-style-type: none">For this assessment, provide appropriate accommodations (i.e., extra time) for ELLs and students with special needs. |



| Closing and Assessment | Meeting Students' Needs |
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| <p>A. Debrief (2 minutes)</p> <ul style="list-style-type: none">• Preview the homework with students.• Review the learning targets with the class. Ask students how they thought they did in terms of understanding Ha's character and connecting details from the book to what they noticed. Students can respond with a Fist to Five. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Complete a first reading of pages 22–41, from “Unknown Father” through “Promises.” Keep noticing what the critical incidents and key details are helping us learn about Ha. Use your journal to record your notes. <p><i>Note: Review students' QuickWrite 2. Identify a strong example to show (at the start of Lesson 6) as an exemplar of supporting ideas with evidence from text. Seek the student's permission in advance to share his/her work. Be prepared to highlight how the author of the model uses specific details to support his or her ideas and the way this student has woven evidence into his or her paragraph.</i></p> <p><i>Review students' Mid-Unit Assessments. Provide specific feedback; time is allocated in Lesson 9 to share this feedback with students.</i></p> | <ul style="list-style-type: none">• Consider which students might need access to the Additional Words from the Assigned Reading in the Vocabulary Guide (see supporting materials).• If your school schedule allows it, consider arranging for separate support periods to provide additional assistance to struggling readers and writers for these assignments, appropriate to the needs of the students. |



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Grade 8: Module 1: Unit 1: Lesson 5

Supporting Materials



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Name:

.....
Date:

Directions:

Read “Birthday Wishes” (pages 30–31).

Think about the questions.

Reread the text with the questions in mind. Look for details.

Write your answers, using specific evidence from the text to support your thinking.

1. In the first line of the poem, Ha says, “Wishes I keep to myself.” What can you infer about Ha’s character based on this phrase?

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2. In the sixth stanza of the poem, Ha says,
“Wish Mother would stop
chiding me to stay calm,
which makes it worse.”

Part A: What do you think the word chiding means in this context?

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Part B: What evidence in the text helped you figure this out?

3. In stanza 8, Ha writes, “Wish Father would come home.” What two reasons does Ha give for this wish? Cite specific details from the text to support your answer.



4. Ha writes of seven wishes.

Part A: Based on these seven wishes, and other things you know about Ha, which of the following best describes her character?

- a. She selfishly wishes for things to make her happy.
- b. She is a complex character who wishes for both childlike and serious things.
- c. Her wishes show that she wants to please others.
- d. She is unrealistic and just wishes for impossible things.

Part B: Cite specific details from the text to support your answer in Question 4, Part A.



- Answer the prompt completely
- Provide relevant and complete evidence
- Paragraph includes the following:
 - * A focus statement
 - * At least three pieces of specific evidence from the text
 - * For each piece of evidence, an analysis or explanation: what does this evidence mean?
 - * A concluding sentence

[illegible]



Directions:

Read “Birthday Wishes” (pages 30–31).

Think about the questions.

Reread the text with the questions in mind. Look for details.

Write your answers, using specific evidence from the text to support your thinking.

1. In the first line of the poem, Ha says, “Wishes I keep to myself.” What can you infer about Ha’s character based on this phrase?

I infer that Ha likes to keep important thoughts and feelings to herself, and does not feel like she can share what is going on with her family. She says she keeps her “wishes” “to myself.” Later in the poem she says she wishes she could do “what boys do,” so she probably feels like she can’t talk to her brothers. And then she says she wants to let her hair grow, but “mother says” no.

2. In the sixth stanza of the poem, Ha says,
“Wish Mother would stop
chiding me to stay calm,
which makes it worse.”

Part A: What do you think the word chiding means in this context?

Telling me in a mean way, scolding.

Part B: What evidence in the text helped you figure this out?

Ha says, “I wish I could stay calm” when her brothers tease her, and then says that her mother “makes it worse,” which makes me think she feels hassled by her mother.

And she says her mother has a “permanent frown,” so I know chiding is probably something negative.



3. In stanza 8, Ha writes, “Wish Father would come home.” What two reasons does Ha give for this wish? Cite specific details from the text to support your answer.

(Note that there are several options for appropriate evidence in stanzas 8 and 9.)
The first reason she wants him to come home is so he can come to her class, and she can show him to her classmates. She says she wants “all her classmates to see.”

The second reason she wants him to come home is so her mom will be happy and stop worrying. She says she wants him to lift the “permanent frown” from her mom’s face.

4. Ha writes of seven wishes.
- Part A: Based on these seven wishes, and other things you know about Ha, which of the following best describes her character?
- a. She selfishly wishes for things to make her happy.
 - b. She is a complex character who wishes for both childlike and serious things.**
 - c. Her wishes show that she wants to please others.
 - d. She is unrealistic and just wishes for impossible things.

Part B: Cite specific details from the text to support your answer in Question 4, Part A.

(Note that there are several possible responses; a strong response would include and explain evidence for both childlike and serious.)

Ha wishes for somewhat fun things that kids want, like wanting to “jump rope” and “sew doll clothes.” But she also wishes she could have a sister, and wishes “father would come home,” which are much more serious wishes.



5. 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. You may use your journal, your book, QuickWrite 1, and the “Who Is Ha?” Anchor Charts posted in the room to support your answer. Be sure to indicate the title of the second poem (as well as any other poems you choose) in your response.
- Answer the prompt completely
 - Provide relevant and complete evidence
 - Paragraph includes the following:
 - * A focus statement
 - * At least three pieces of specific evidence from the text
 - * For each piece of evidence, an analysis or explanation: what does this evidence mean?
 - * A concluding sentence

Ha is a 10-year-old girl who wants to feel close to her family but instead feels very alone. She has three older brothers, but does not really play with them or feel close to them. In the poem “Kim Hà,” she says her brothers tease her, calling her names like “River Horse.” She says she “can’t make her brothers go live elsewhere,” which makes me think she wants to be separate from them. But then in “Birthday Wishes,” she says she “wishes she could do what boys do.” It’s like she wants to be close to them but at the same time she doesn’t, so she pushes them away. It’s the same with her mom. In “Kim Hà,” she says she still “loves being near her mother” and is always just “three steps away.” But then in “Birthday Wishes,” Ha says she wishes her mother wouldn’t “chide her,” and doesn’t talk about feeling close to her at all. I think she wants to be close to her family but doesn’t know how.



| | |
|-------------------------|---|
| 2-point Response | The features of a 2-point response are: |
| | <ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability |
| 1-point Response | The features of a 1-point response are: |
| | <ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets |
| 0-point Response | The features of a 0-point response are: |
| | <ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable |

¹From New York State Department of Education, October 6, 2012.



GRADE 8: MODULE 1: UNIT 1: LESSON 5 OPTIONAL MATERIALS

Lesson Vocabulary Guides

| Word | Definition |
|------------------------|--|
| historical fiction * # | a made-up, or imagined, story that is based on real events |
| evidence * + | words, phrases, and details from the text |

* Words that will be important again in Common Core classes

+ Repeated from earlier in the unit

Supporting activity available for this word at the end of lesson 6

Additional Words from Assigned Reading

| Word | Page | Definition |
|------------|------|---|
| justify | 25 | prove to be right |
| flaunts | 25 | shows off |
| conviction | 25 | strong belief |
| grid (v) | 30 | cross over |
| chiding | 30 | finding fault with, showing disapproval |
| extending | 31 | reaching out |
| cyclo | 32 | a three-wheeled bicycle taxi |
| crescent | 32 | the curved shape of a thin moon |
| podium | 34 | a platform on which a person might stand to be seen by others |
| wrung | 37 | squeezed |
| scold | 38 | find fault with, show disapproval |