



EXPEDITIONARY  
LEARNING

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

## **Development of the Plot: Impending Danger and Turmoil**



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

I can analyze the development central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)

I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)

Supporting Learning Targets

- I can make inferences to deepen my understanding of *Inside Out & Back Again*.
- 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*.
- I can cite evidence from the text to analyze how various sections of the novel reveal aspects of Ha's character.
- I can participate in discussions about the text with a partner, small group, and the whole class.

Ongoing Assessment

- QuickWrite 3 (from homework)
- Oral responses to text-dependent questions
- Double Arrow graphic organizer
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader and Review Learning Targets: Examining the Increasing Danger Right Before the Fall of Saigon (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Rereading “TV News” and “Closed Too Soon”: Using the Text to Understand the Crisis in Ha’s Home (20 minutes)</li> <li>B. Rereading “Two More Papayas” and “Promises”: What Matters to Ha? (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief: Exit Ticket (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read pages 42–47 and complete QuickWrite 4</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students again focus on Ha’s experience of and perspective about the events going on around her—in this case, the impending fall of Saigon. Review pages 22–41 in the novel. Be prepared to help students bridge from “The Vietnam Wars” article they have been reading—which provides big-picture context about Vietnam—to the sense of escalating violence as described in the novel. The background knowledge students began to build in Lessons 6 and 7 prepares students to better understand Ha’s experiences in this portion of the novel.</li> <li>• Continue to help students distinguish between historical fiction (in this case told from the subjective perspective of Ha) and informational text (in this case told from the objective perspective of a journalist trying to present the ideas, opinions, and perspectives of different groups). (Review Lesson 6 Teaching Notes and Opening, Part B.) In this lesson, emphasize to students that Ha is a fictional character, experiencing and describing actual historical events from her particular subjective perspective. The events are described in her voice and through her eyes. She is not presenting an “objective” account of historical events.</li> <li>• In Lessons 9 and 10, students will return to that informational text, focusing on Section 5 of the article “The Vietnam Wars” in order to continue to learn (from a more objective perspective) about this complex and multi-layered conflict. It is important that students realize that many people, both within Vietnam and the United States, believe that the war was mishandled.</li> <li>• In this lesson, students examine two poems about the escalating violence in Saigon and two poems about the papaya tree. The lesson is intentionally structured as one session so students note patterns and contrasts. They write about two of these poems again for homework. Given your student needs or school schedule, consider extending this lesson into a double session.</li> <li>• This lesson includes a brief definition of the term Communism. Students return to this in more detail during Lesson 9. In advance: Build your own background knowledge about communism. Consider collaborating with a Social Studies teacher to help students explore this complex historical concept in much more detail.</li> <li>• Students also work with a very complex quote from the text in this lesson (see Work Time Part A). Key vocabulary words are defined for students because they are hard to determine from the context. Do not worry, however, if students do not fully understand this quote during today’s lesson; they will return to it during Lesson 9. Continue to reinforce how rereading helps students layer meaning; each time they revisit a poem, article excerpt, or specific quote, they can understand more of the nuance and significance.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Throughout this lesson, reinforce the importance of effective collaboration (linked to SL.1). Name specific behaviors students are doing that are helping their groups think and learn together (e.g., paraphrasing peers' comments, inviting quieter students into the discussion).</li><li>• Review Numbered Heads Together (from Lesson 2).</li><li>• Consider which students might need access to the Vocabulary Guide for these lessons 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 glossaries 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).</li></ul>

Lesson Vocabulary	Materials
central idea, historical fiction, perspective, point of view, subjective, plot, stanza, symbolize; Communists/communism, flaunt, blind conviction (25)	<ul style="list-style-type: none"><li>• <i>Inside Out &amp; Back Again</i> (book; one per student)</li><li>• Double Arrow graphic organizer (one per student)</li><li>• Lesson 8 Text-Dependent Questions (one to display)</li><li>• QuickWrite 4 (one per student; for homework)</li><li>• 3" by 5" index cards, or half sheets of paper (one per student)</li></ul> <p><b>Optional Materials</b></p> <ul style="list-style-type: none"><li>• Vocabulary Guides</li><li>• QuickWrite 4 Paragraph Frame</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Review Learning Targets: Examining the Increasing Danger Right Before the Fall of Saigon (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Students will be wondering about their Mid-Unit Assessments, of course! Share with them that you are looking over the answers and will return to them soon.</li> <li>Remind students that for the past two lessons, they have been reading informational text about the history of wars in Vietnam. Last night, for homework, they wrote QuickWrite 3 (homework) to begin to connect this information back to the novel. Collect students' QuickWrite 3.</li> <li>Be sure students have their texts <i>Inside Out &amp; Back Again</i>. Invite students to partner up and briefly refresh their memory, skimming pages 22–41 of the novel. <ul style="list-style-type: none"> <li>* “What has been going on in the story?”</li> <li>* “What specific details do they notice that show signs of war?”</li> </ul> </li> <li>Cold call a few students to share specific details their partner noticed that show the signs of war and increasing danger in Ha’s country. As students share, remind them to help orient the class to what page and stanza they are referring to. Model as needed.</li> <li>Emphasize for students that one thing close readers do is cite textual evidence, and that by orienting others to specific passages and portions of text, they can have more of a shared conversation about the text. Tell them that when they write about text, they also need to tell readers where they found their evidence, so doing this in conversation is great practice.</li> <li>Have learning targets posted for review. Ask a student to read the first learning target aloud for the class: <ul style="list-style-type: none"> <li>* “I can make inferences to deepen my understanding of <i>Inside Out &amp; Back Again</i>.”</li> </ul> </li> <li>Students should recognize this target from many previous lessons.</li> <li>Ask a student to read the first learning target aloud for the class: <ul style="list-style-type: none"> <li>* “I can cite evidence from the text to explain how the central idea develops over the course of the plot.”</li> </ul> </li> <li>Ask students to recall that in previous lessons they have read to find the central idea of a text. Give students a moment to think, then call on volunteers. (Ideally, students will refer to Lessons 6 and 7 and the article “The Vietnam Wars.”)</li> </ul>	<ul style="list-style-type: none"> <li>Students may benefit from having instructions to “skim pages 22–41 of the novel silently” posted as a “do now” activity when they arrive in class.</li> <li>Many students will benefit from seeing questions posted on an interactive whiteboard or via a document camera. But reveal questions one at a time to keep students focused on the question at hand.</li> <li>Some students may benefit from referring to the <b>Lesson Vocabulary Guide</b>.</li> <li>Circulating teachers and aides should gently encourage struggling students to use their glossaries as needed throughout the lesson.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Remind students that <i>Inside Out &amp; Back Again</i> is historical fiction: a made-up story based on a real time and place in history. Today they will be reading about historical events from Ha's particular <i>perspective</i>, or <i>point of view</i>. Ha's point of view is <i>subjective</i>: the events are described in her voice and through her eyes. She is telling us her experience, not just "the facts."</li><li>• Focus on the word plot: Ask students to briefly turn and talk about what this word means. Cold call for answers to the question. Reinforce to students that the plot refers to the events that make up a story: it is a word typically used when describing a piece of fiction.</li><li>• Cold call another student to read aloud the third learning target:<ul style="list-style-type: none"><li>* "I can cite evidence from the text to analyze how various sections of the novel reveal aspects of Ha's character."</li></ul></li><li>• Remind them that they have seen a similar target before. As they keep reading, they will learn more about Ha: the challenges she faces and how she grows as a character. We will continue to understand her more as we keep reading closely and paying attention to details in the text.</li><li>• Focus on the word plot: Ask students to briefly turn and talk about what this word means. Cold call for answers to the question. Reinforce to students that the plot refers to the events that make up a story: it is a word typically used when describing a piece of fiction.</li><li>• Cold call another student to read aloud the third learning target:<ul style="list-style-type: none"><li>* "I can cite evidence from the text to analyze how various sections of the novel reveal aspects of Ha's character."</li></ul></li><li>• Remind them that they have seen a similar target before. As they keep reading, they will learn more about Ha: the challenges she faces and how she grows as a character. We will continue to understand her more as we keep reading closely and paying attention to details in the text.</li><li>• Cold call another student to read the final target:<ul style="list-style-type: none"><li>* "I can participate in discussions about the text with a partner, small group, and the whole class."</li></ul></li><li>• Provide specific positive feedback for behaviors you have noticed in the last few lessons that are helping students meet this target (ex: "I noticed that many of you are asking good specific questions to members of your small group" or "I heard so-and-so invite a quieter student into the discussion yesterday").</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Modified Jigsaw, Part I: Key Vocabulary and Questions (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to gather with their small heterogeneous “numbered heads” groups. Tell them that they are going to reread and dig into two poems from their Lesson 5 homework to get a clearer picture of the increasing danger Ha is experiencing.</li> <li>• Distribute the <b>Double Arrow graphic organizer</b> for students to record their thinking and take notes on. Read aloud the directions on the graphic organizer. Tell students that they will work with the second (bottom) part of their graphic organizer first.</li> <li>• Orient students to two poems in the text: “TV News” (pages 24–25) and “Closed Too Soon” (pages 38–40). Ask students to take 3 minutes to reread both poems silently, thinking about increasing conflict in Ha’s country. Tell them that it is most important that they just pay attention to details as they reread. It is fine if they want to begin to jot notes on the second, bottom arrow of their graphic organizer; but after they read, they will have to talk with a partner and write more.</li> <li>• Circulate to observe students reading and to support individual students as needed.</li> <li>• Ask students to first talk just with one partner to share the notes they already jotted and add to their graphic organizers. Remind them how this talking about text with others helps readers deepen their understanding of text.</li> <li>• Encourage students to expand their conversation to their full small group. Reinforce groups that are working well together, naming specific behaviors that are helping them collaborate effectively. Circulate and redirect as necessary to ensure that all students are prepared to share.</li> <li>• After about 10 minutes, focus students whole group. Post the <b>Lesson 8 Text-Dependent Questions</b> (with a document camera, on an interactive whiteboard, or on chart paper), and prepare to reveal them one at a time.</li> <li>• Ask, <ul style="list-style-type: none"> <li>* “What are some details from the text that describe the danger in Ha’s country?”</li> </ul> </li> <li>• Call a specific “numbered head” to share details and commend him/her for gathering specific evidence. Listen for details about the pilot bombing the presidential palace, the president leaving Vietnam, and other valid text details.</li> <li>• Focus students on page 38. Ask, <ul style="list-style-type: none"> <li>* “What does the title ‘Closed Too Soon’ mean?” What is closing? Why does Ha say it is ‘too soon’?”</li> </ul> </li> <li>• Again call on a “numbered head.” (Note that this question is a basic check for understanding: be sure students realize that school was closed early as a result of the escalating danger.)</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers provide the necessary scaffolding especially critical for learners with lower levels of language proficiency and/or learning, and they engage students more actively.</li> <li>• For students needing additional supports, you may want to provide a partially filled-in graphic organizer.</li> <li>• When reviewing the graphic organizer, consider using a document camera to visually display the graphic organizer for students who struggle with auditory processing.</li> <li>• This activity is an opportunity to give a struggling students an opportunity to build confidence through participation in class. Because students have collaborated, and you have supervised their work, the majority of students should be able to share effectively.</li> <li>• If students can write in their books, instructing them to number the stanzas will assist them in discussing these poems with others.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students,<ul style="list-style-type: none"><li>* “Who are the <i>Communists</i> Ha is referring to?”</li></ul></li><li>• Students should be making connections to Section 4 in the article “The Vietnam Wars,” which they read in Lessons 6 and 7. Clarify as needed, reminding students that at this time in Vietnam, the Communists were the people from the North led by Ho Chi Minh.</li><li>• Tell them that it is fine and even good if they have some questions about all this: the history is complicated. Define communism for students: it is a system of government based on the idea that the community or state should hold the property, so everyone shares equally. Point out the word root “com,” which means “together.”</li><li>• Tell students that they will continue to learn more about communism in Lessons 9 and 10, when they read the last section of “The Vietnam Wars” article. (They also can go much more in depth with this complicated concept in Social Studies.)</li><li>• Prompt students to turn to page 25. Focus them on one crucial sentence in the first stanza (clarify that a stanza is lines in a poem that are grouped together). Ask students to read in their heads as you read aloud: “Brother Quang says, One cannot justify war unless each side flaunts its own blind conviction.”</li><li>• Since these words are difficult to define from context, provide students with simple definitions (consider posting where all students can see):<ul style="list-style-type: none"><li>* Flaunt means “to show off.” (Some students may have heard the phrase “When you’ve got it, flaunt it,” which is typically used regarding physical traits.)</li><li>* Conviction means a strong belief or opinion. (Students may have heard the phrase “stand up for your convictions,” which means to stand up for what you believe is right.)</li></ul></li><li>• Reread the phrase from the text, emphasizing the defined terms. Then probe,<ul style="list-style-type: none"><li>* “Given these definitions, what do you think Brother Quang means?”</li></ul></li></ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Ask students to think, then talk with their groups, about this question. Call on a “numbered head” to answer.</li> <li><i>Note: The last text-dependent requires inference and synthesis. Move through the other two questions fairly quickly in order to have enough time for this. Call on a different “numbered head” to answer each question in turn.</i></li> <li>Probe deeper into the term <i>blind conviction</i> with students. <ul style="list-style-type: none"> <li>* “If <i>conviction</i> is a strong belief or opinion, what might a <i>blind conviction</i> be?”</li> </ul> </li> <li>Ask students again to discuss with their small group. Call on a different “numbered head” to answer. Listen for students to understand that blind conviction means unquestioning belief in something. If students do not determine the figurative use of blind on their own, clarify: in this context, the word blind does not mean literally “without sight”; rather, it is a figurative meaning (e.g., unquestioning, so confident you have no doubt).</li> <li>Ask students to think about how they might put Brother Quang’s statement in their own words. Invite a volunteer to share. Listen for students to realize that Brother Quang is saying that both sides in war boast about how they believe in their own cause without a doubt: they are showing off how sure they are that they are right.</li> <li>Ask students to add any specific details to the bottom arrow based on their discussion or what they heard from the numbered heads.</li> </ul>	
<p><b>B. Rereading “Two More Papayas” and “Promises”: What Matters to Ha? (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that they now will think about what is going on around Ha and what she cares about, specifically the papaya tree. In order to do this, they will reread “Two More Papayas” (page 21) and “Promises” (page 41) and complete the top arrow in the graphic organizer by citing details from the poems.</li> <li>Ask students to take 3 minutes to reread both of these very short poems silently, thinking about a papaya tree and why the author chooses to spend so much time describing and referring to it. Tell them that as they did in Part A of Work Time, they can begin to jot notes on their graphic organizer, but that they will have time to talk with their group and write more after they read. Reinforce that reading, thinking, talking, and writing tend to go in a cycle: they all help us understand a text more deeply.</li> <li>Invite students to collaborate with a partner to share the notes they already jotted and add to their graphic organizers. Reinforce pairs that are working well together, naming specific behaviors that are helping them collaborate effectively (this relates directly to SL.8.1).</li> <li>After about 10 minutes, focus students whole group. Ask the final text-dependent questions, one at a time. After each</li> </ul>	<ul style="list-style-type: none"> <li>Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.</li> </ul>



question, give students time to think. Then select specific “numbered heads” to answer:

- \* “How is Ha’s papaya tree doing? How do you know?”
- \* “Is the papaya tree healthy or not? What is your evidence?”
- Listen for students to say that they know the papaya tree is growing well because of positive words in the two poems such as “middle sweet,” “soft,” and “promising.”
- Tell students that they have just closely read poems from two different parts of the novel: first about the events (plot) and then about the papaya tree. Ask students,
  - \* “What do you notice about how these two parts of the novel compare to each other? What is the relationship between the events in the novel and the papaya tree?”
- Invite students to look at their notes and independently think about what they have described on both sides of the arrow. Then invite students to share their initial thoughts with each other in small groups.
- Circulate and listen in. Continue to probe, pushing students back into the text to support their thinking (e.g., “What details do you notice in this poem ‘TV News’? How does that compare to the specific words the author uses to describe the papaya tree?”) Listen for students to begin to make the connection that as Ha’s society becomes more dangerous and deteriorates, the papaya tree flourishes and continues to grow and bear fruit. Note a few students who are starting to make this connection, and ask them if they would be willing to share their thinking with the group in a moment.
  - \* “What does the papaya tree symbolize for Ha? Read the last stanza of the poem ‘Promises’ for a clue.”
- If needed, remind students that they are making inferences based on the text. The text is not going to say direction, “The papaya tree is a symbol because...”
- Give students time to reread, think, and then talk in small groups. As groups discuss, circulate and listen for them to recognize that the papaya tree symbolizes hope. Do not give this away; rather, probe. (For example, consider asking, “Why does the papaya tree stand out in such a dangerous place? With danger all around, what feeling does the healthy papaya tree bring to Ha?”)

Ask for a thumbs-up when groups are ready to share their thinking. Invite a few students to share.



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"><li>Post the question below (with a document camera, on an interactive whiteboard, or on chart paper), and ask students to take two minutes to write their answers on an <b>index card</b> or <b>half sheet of paper</b>:<ul style="list-style-type: none"><li>* “What are you learning about the importance of using specific evidence from the text to explain your thinking? How are you growing as a reader?”</li></ul></li><li>Ask students to show with a fist to five how well they are doing with citing evidence from the text. As time permits, provide specific positive feedback to students based on observations of their work today: give examples of comments you heard analyzing important events and reading closely to see how different parts of the novel are related to one another.</li><li>Preview the homework.</li></ul>	<ul style="list-style-type: none"><li>Consider having students who are struggling talk with their partners before they respond in writing to the questions.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Read pages 42–47 and complete <b>QuickWrite 4</b>.</li></ul> <p><i>Note: Review students' Mid-Unit Assessments. Provide specific feedback; time is allocated in Lesson 9 to share this feedback with students.</i></p> <p><i>Select an exemplary student response for the last question on the Mid-Unit Assessment. Type this paragraph up (without the student's name) and prepare copies to share during Lesson 9. Be sure to approach the student in advance to seek his/her permission to share his/her good work. Depending on your class culture, determine whether or not to share which student wrote the model paragraph.</i></p>	<ul style="list-style-type: none"><li>Consider which students might need access to the <b>Additional Words from the Assigned Reading</b> in the Vocabulary Guide (see supporting materials).</li><li>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.</li><li>Some students may benefit from having the <b>QuickWrite 4 Paragraph Frame</b> as a scaffold for the homework (see supporting materials).</li></ul>



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# Grade 8: Module 1: Unit 1: Lesson 8

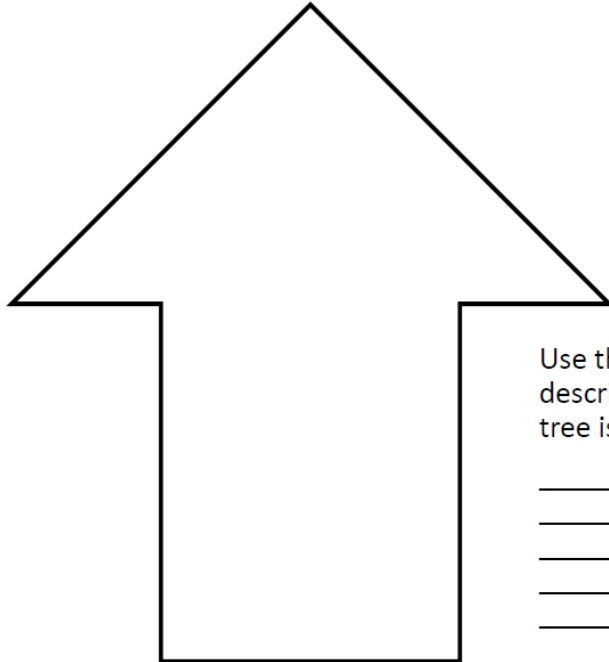
## Supporting Materials



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Directions: Reread “Two More Papayas”(pg. 21) and “Promises”(pg. 41). Describe from the text how the papaya tree is growing.



Use these details to  
describe how the papaya  
tree is growing.

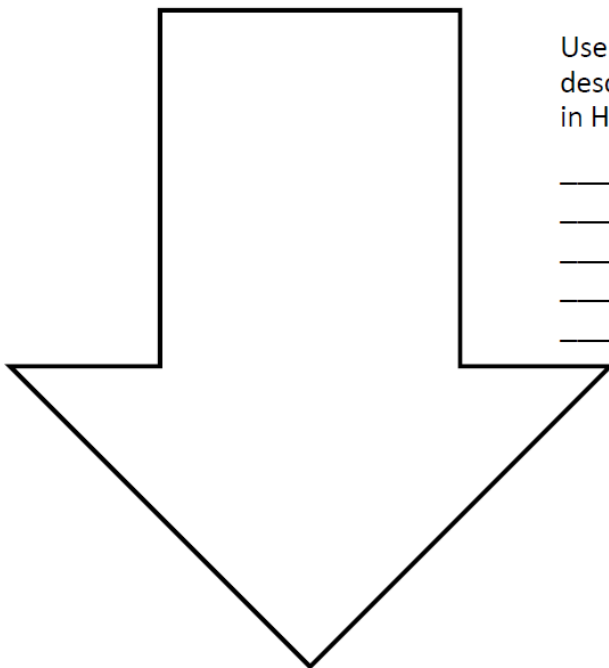
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Use these details to  
describe the war situation  
in Ha's country.

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Directions: Reread “TV News”(pg. 24-25) and “Closed Too Soon”(pg. 38-39) Inside the arrow, write down key incidents that show how the war in Vietnam is getting worse and increasingly dangerous for Ha and her family.



What are some details from the text that describe the danger in Ha's country?

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What does the title "Closed Too Soon" mean? What is closing? Why does Ha say it is "too soon"?

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Who are the *Communists* Ha is referring to?

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Brother Quang says, “One cannot justify war unless each side *flaunts* its own *blind conviction*.”

*Flaunt* means to show off

*Conviction* means a strong belief or opinion

\* Given these definitions, what do you think Brother Quang means?

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If *conviction* is a strong belief or opinion, what might a *blind conviction* be?

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- How is Ha's papaya tree doing? How do you know?
- Is the papaya tree healthy or not? What is your evidence?

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What is the Decision Ha's Family is Trying to Make?

Based on the poems on pages 42–47, what is the decision Ha's family is trying to make? Is this decision challenging for them?

Why or why not? Write a complete paragraph in which you explain your answer using specific details from the text.

You may use your text and the notes you collected in your journal or note-catchers to help you write this paragraph. A complete paragraph will meet all criteria:

- 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

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

### Lesson Vocabulary Guide

Word	Definition
central idea *+	important idea
historical fiction *+#	a made-up, or imagined, story that is based on real events
perspective (n) *+	point of view, or way of looking at things
point of view *	perspective, or way of looking at things
subjective (adj) *	through the eyes of a specific person or character
plot (n) *	the events that make up a story
stanza (n) *+	a group of lines that form the smaller chunks of a poem
symbolize (v) *	represent something else more important
communism (n)	a system of government in which the state plans and controls the economy, and a single political party holds power
flaunt (v)	to show off
blind conviction	unquestioning belief in something

\* Words that will be important again in Common Core classes

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

+ Repeated from earlier in the unit

### Additional Words from Assigned Reading

Word	Page	Definition
rickety (adj)	42	poorly made and likely to collapse
abandon (v)	43	leave, stop supporting



*Note to teacher: The next page includes a scaffolded version of the QuickWrite for this lesson, including sentence starters. Before distributing it, adjust it to fit the needs of your students, including directions, content, and space needed to write. Students may need additional instruction to support their use of this tool.*



Ha's family is trying to make a decision about \_\_\_\_\_

This is/is not a challenging decision because \_\_\_\_\_

This is shown in the text when \_\_\_\_\_

This evidence means that \_\_\_\_\_

This is also shown in the text when \_\_\_\_\_

This evidence means that \_\_\_\_\_

This is shown again in the text when \_\_\_\_\_

This evidence means that \_\_\_\_\_

Overall, \_\_\_\_\_