EL
EXPEDITIONARY
LEARNING

# Grade 8: Module 1: Unit 2: Lesson 11
**Close Reading:** Paragraphs 2 and 3 of "Refugee and Immigrant Children: A Comparison" and Introducing the NYS Expository Writing Rubric

**GRADE 8: MODULE 1: UNIT 2: LESSON 11**

**Close Reading:** Paragraphs 2 and 3 of
"Refugee and Immigrant Children: A Comparison"
and Introducing the NYS Expository Writing Rubric

| 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)<br>I can determine a theme or the central ideas of an informational text. (RI.8.2)<br>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)<br>I can read above-grade informational texts with scaffolding and support. (RI.8.10) |

| Supporting Learning Targets | Ongoing Assessment |
|---|---|
| • I can find the gist of Paragraphs 2 and 3 of "Refugee and Immigrant Children: A Comparison."<br><br>• I can analyze how specific words, phrases, and sentences help me understand what refugee and immigrant children need for successful adaptation.<br><br>• I can read a text closely in order to answer text-dependent questions. | • "Refugee and Immigrant Children: A Comparison": Paragraphs 2 and 3 Text-Dependent Questions, Part A |

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**NYS Common Core ELA Curriculum** • G8:M1:U2:L11 • June 2014
CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **1**

**GRADE 8: MODULE 1: UNIT 2: LESSON 11**
**Close Reading:** Paragraphs 2 and 3 of
"Refugee and Immigrant Children: A Comparison"
and Introducing the NYS Expository Writing Rubric

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>    A. Engaging the Reader: Pages 248–260 of *Inside Out & Back Again* (5 minutes)<br><br>    B. Unpacking Learning Targets (2 minutes)<br><br>2. Work Time<br><br>    A. Reading Aloud and Rereading for Gist: Paragraphs 2 and 3 of "Refugee and Immigrant Children: A Comparison" (8 minutes)<br><br>    B. Rereading and Text-Dependent Questions (15 minutes)<br><br>    C. Introducing NYS Grade 6–8 Expository Writing Evaluation Rubric, Row 1 (10 minutes)<br><br>3. Closing and Assessment<br><br>    A. Analyzing the Model Essay Using the Rubric (5 minutes)<br><br>4. Homework<br><br>    A. Complete the homework question at the bottom of the "Refugee and Immigrant Children: A Comparison": Paragraphs 2 and 3 Text-Dependent Questions, Part A. | • This lesson introduces students to the second and third paragraphs of "Refugee and Immigrant Children: A Comparison" in the informational text "Refugee Children in Canada: Searching for Identity," which describes factors that make adaptation successful for refugee and immigrant children.<br><br>• This lesson is similar in format to Lesson 9, in which students read the first paragraph of this section of text for gist and answered text-dependent questions to dig deeper into the vocabulary and content.<br><br>• In Advance: Review the second and third paragraphs of the "Refugee and Immigrant Children: A Comparison" section, as well as the note-catchers in both this lesson and Lesson and 12.<br><br>• Remind students that close reading is a challenge. They can all do it by working at it, and they will rise to the challenge.<br><br>• Consider arranging a session in advance during which struggling readers can preview the article and the rubric. This will support comprehension as they read each a second time, and eliminate any issue with the possibility that the time allotted for reading is not sufficient. Students can highlight or annotate information that they can use in preparation for the lesson.<br><br>• This lesson introduces students to the NYS Expository Writing Evaluation Rubric, which has a great deal of academic vocabulary. 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).<br><br>• Consider which students might benefit from having access to the alternate version of the NYS Expository Writing Evaluation Rubric, which has the words from the Writer's Glossary in bold face, making it easier for students to determine which words are defined for them. This can be provided before or after students have an opportunity to determine which words they do not recognize.<br><br>• Consider which students might need access to the Vocabulary Guide for this lesson to support their acquisition of text. 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).<br><br>• Post: Inside Out and Back Again anchor charts, learning targets. |

**GRADE 8: MODULE 1: UNIT 2: LESSON 11**
**Close Reading:** Paragraphs 2 and 3 of
"Refugee and Immigrant Children: A Comparison"
and Introducing the NYS Expository Writing Rubric

| Lesson Vocabulary | Materials |
|---|---|
| adaptation, at large, to a larger extent, persecution, prolonged stays, atrocities, content, extent, conveys, compelling, task, insightful, comprehension, logically/illogically, | • *Inside Out & Back Again* (book; one per student)<br>• Inside Out Anchor Chart and Back Again Anchor Chart (begun in Lesson 8)<br>• Sticky notes (one per student)<br>• "Refugee and Immigrant Children: A Comparison" (from Lesson 9)<br>• "Refugee and Immigrant Children: A Comparison": Paragraphs 2 and 3 Text-Dependent Questions, Part A (one per student and one to display)<br>• NYS Grade 6–8 Expository Writing Evaluation Rubric (one per student and one to display)<br>• Document camera<br>• Writer's Glossary for Row 1 of the NYS Writing Rubric (one per student)<br>• Model Essay: "How Ha's Mother Is Turned 'Inside Out'" (from Lesson 8; one per student and one to display)<br>**Optional Materials**<br>• Vocabulary Guide<br>• "Refugee and Immigrant Children: A Comparison." Text-Dependent Questions, Part A (Alternate Version) |

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**NYS Common Core ELA Curriculum** • G8:M1:U2:L11 • June 2014
CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **3**

# EXPEDITIONARY LEARNING

**GRADE 8: MODULE 1: UNIT 2: LESSON 11**

**Close Reading:** Paragraphs 2 and 3 of
"Refugee and Immigrant Children: A Comparison"
and Introducing the NYS Expository Writing Rubric

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Pages 248–260 of _Inside Out & Back Again_ (5 minutes)**<br>• Be sure students have their texts _Inside Out & Back Again_. Invite students to sit in Numbered Heads groups. Be sure the **Inside Out and Back Again anchor charts** are posted where students can see them.<br>• Give students **sticky notes**. Invite them to record the strongest piece of evidence they found from pages 248–260 that reveals an aspect of Ha's dynamic character. Ask:<br>  * "How is Ha changing?"<br>• Then probe:<br>  * "Does your evidence show Ha turning inside out or back again? Why?"<br>• Invite students to put their sticky note on the anchor chart to which their evidence is most relevant.<br>• Review three of the sticky notes with the whole group. As a class, discuss:<br>  * "Why is this strong evidence that reveals an aspect of Ha's dynamic character?"<br>  * "Do you think these three sticky notes have been placed on the appropriate anchor chart? Why or why not?" | • If time permits, students may benefit from having the instructions for this opening activity posted as "do now" when they arrive in class. |
| **B. Unpacking Learning Targets (2 minutes)**<br>• Focus students on the three learning targets, which are very similar to those from Lesson 9. Tell students that this lesson will be very much like what they did with the first paragraph several days ago. They will keep digging in to the next two paragraphs of the informational text. Ask the class to Think-Pair-Share:<br>  * "Why is focusing on specific words, phrases, or sentences important??"<br>• Listen for students to recognize that paying attention to specific vocabulary helps them not only make sense of the text as a whole, but also helps them really think about important concepts about the world.<br>• Ask:<br>  * "How might reading more of this informational text continue to help us understand Ha better?"<br>• 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."<br>• 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. | • Learning targets are a research-based strategy that helps all students, but helps challenged learners the most.<br>• Posting learning targets for students allows them 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. |

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**NYS Common Core ELA Curriculum • G8:M1:U2:L11 • June 2014**
CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **4**

GRADE 8: MODULE 1: UNIT 2: LESSON 11

**Close Reading:** Paragraphs 2 and 3 of
"Refugee and Immigrant Children: A Comparison"
and Introducing the NYS Expository Writing Rubric

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Reading Aloud and Rereading for Gist: Paragraphs 2 and 3 of "Refugee and Immigrant Children: A Comparison" (8 minutes)** <br> • Invite students to get into Numbered Heads groups with numbers 1 and 2 pairing up and numbers 3 and 4 pairing up. <br><br> • Display the second and third paragraphs of the section **"Refugee and Immigrant Children: A Comparison"** (pages 589 and 590) and invite students to refer to their own texts. 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 Lesson 9, they will have time to think, talk, and annotate for gist. <br><br> • Read Paragraph 2 in this section aloud as students read silently. <br><br> • Invite students to reread the paragraph silently. <br><br> • Ask students to Think-Pair-Share: <br><br>    * "So what is your initial sense of what Paragraph 2 is mostly about?" <br><br> • Invite students to annotate Paragraph 2 for the gist based on their pair discussion. <br><br> • Invite volunteers to share their gist with the whole group. Listen for: "The factors that make refugee and immigrant children adapt successfully." <br><br> • Read Paragraph 3 in this section aloud as students read silently. <br><br> • Invite students to reread the paragraph silently. <br><br> • Ask students to Think-Pair-Share: <br><br>    * "So what is your initial sense of what paragraph 3 is mostly about?" <br><br> • Invite students to annotate Paragraph 3 for the gist based on their pair discussion. <br><br> • Invite volunteers to share their gist with the whole group. Listen for: "The factors that affect the adaption of refugee children more than immigrant children." | • Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. <br><br> • 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. <br><br> • 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. |

**NYS Common Core ELA Curriculum • G8:M1:U2:L11 • June 2014**
CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **5**

**GRADE 8: MODULE 1: UNIT 2: LESSON 11**

**Close Reading:** Paragraphs 2 and 3 of
"Refugee and Immigrant Children: A Comparison"
and Introducing the NYS Expository Writing Rubric

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Rereading and Text-Dependent Questions (15 minutes)**<br>• Refocus the group. Display and distribute the **"Refugee and Immigrant Children: A Comparison": Paragraphs 2 and 3 Text-Dependent Questions, Part A.**<br>• Reread the first sentence of Paragraph 2 of this section of the text: "Successful adaptation can bring with it the opportunity for growth."<br>• Focus on the first text-dependent question:<br>  1.  Invite students to read the question with you.<br>  2.  Direct their attention to the part of the text that the vocabulary was taken from so they can read it in context.<br>  3.  Invite pairs to discuss what they think the answer might be.<br>  4.  Invite pairs to record their ideas on their text-dependent questions handout.<br>  5.  Select a Numbered Head to share his or her answer with the whole group and clarify what it means where necessary.<br>  6.  Invite students to revise their notes where they are incorrect.<br>• Ensure that students have a thorough understanding of what *adaptation* means before moving on, as understanding what this word means is crucial to understanding the two paragraphs. Explain that it means *changing so as to fit a new situation*.<br>• Repeat the same process for Questions 2–4.<br>• Reread these sentences from the third paragraph: "First, refugee children often have experienced the tragedy and trauma of war, including persecution, dangerous escapes, and prolonged stays in refugee camps. Some have witnessed killings, torture, and rape—including atrocities against family members."<br>• Ask students to Think-Pair-Share:<br>  \*  "What does *persecution* mean?"<br>• Students will not be able to figure this out from the context. Some may already know the meaning; if not, either tell them that it means *the act of treating someone in a cruel or harmful way*, or invite a student to look it up in a dictionary.<br>• Repeat the numbered questioning process above for the final text-dependent questions. | • Some students might benefit from having access to the **"Refugee and Immigrant Children: A Comparison": Paragraphs 2 and 3 Text-Dependent Questions, Part A (Alternate Version)** found in the supporting materials.<br><br>• 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.<br><br>• Some students may benefit from referring to the **Lesson Vocabulary Guide** for this lesson.<br><br>• Circulating teachers and aides should gently encourage struggling students to use their glossaries as needed throughout the lesson. |

**NYS Common Core ELA Curriculum • G8:M1:U2:L11 • June 2014**
CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **6**

**GRADE 8: MODULE 1: UNIT 2: LESSON 11**
**Close Reading:** Paragraphs 2 and 3 of
"Refugee and Immigrant Children: A Comparison"
and Introducing the NYS Expository Writing Rubric

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Introducing NYS Grade 6−8 Expository Writing Evaluation Rubric, Row 1 (10 minutes)**<br>• Distribute the **NYS Grade 6−8 Expository Writing Evaluation Rubric**. If possible, display a copy of the rubric on a **document camera** so that all students can see when you are circling vocabulary words and discussing the criteria. Tell students: "This is the rubric that New York State uses to look at student writing for sixth through eighth grades. This rubric tells what the state expects students your age to do when they write an essay. In the next few lessons, you are going to learn what is in this rubric. Then we will use it as you write your essay. By doing this, you will have inside information to become a great writer."<br><br>• Ask students to partner up with someone in their Numbered Heads group. Tell the pairs to read only the first row of the rubric and circle words they do not know or are unsure about.<br><br>• Call on several pairs to share the words they identified. Circle these words on your copy on the document camera. Expect that they will not know the meanings of these vocabulary words: *content, extent, conveys, compelling, task, insightful, comprehension, logically,* and its opposite, *illogically*. Do not define the words yet.<br><br>• Distribute the **Writer's Glossary for Row 1 of the NYS Writing Rubric**. If you are using the alternate version of the rubric, point out to students that certain vocabulary words are bolded and defined.<br><br>• Discuss and illustrate the definitions of the words already on the page and add any others that students contribute. (See Writer's Glossary page for Row 1 for definitions.) Students may know some of these words used in other ways, so be sure that they understand them as they are used to refer to writing in the rubric.<br><br>• Tell students that these are sophisticated words and concepts about writing, and that they will continue to work to understand what these mean throughout the year. Applying criteria to a model often helps make the criteria clear. That is what they will do next. | Consider which students might benefit from having access to the **NYS Expository Writing Evaluation Rubric (Alternate Version)** with glossed words in bold face. This can be used before or after students have identified words on their own. |

**NYS Common Core ELA Curriculum • G8:M1:U2:L11 • June 2014**
CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **7**

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**GRADE 8: MODULE 1: UNIT 2: LESSON 11**
**Close Reading:** Paragraphs 2 and 3 of
"Refugee and Immigrant Children: A Comparison"
and Introducing the NYS Expository Writing Rubric

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Analyzing the Model Essay Using the Rubric (5 minutes)**<br>• Tell the class: "Now we are going to use the model essay to understand what the rubric is saying writers should do." Explain that the first row across on the rubric describes how a writer introduces the topic of an essay. Say something like: "We need to look closely at how an essay would follow what the rubric describes so that you know what you have to do to write an effective essay. We are going to be using the model essay to do that."<br><br>• Tell students that the numbered boxes on the rubric describe how well an essay follows the criteria in the left-hand column (be sure students are clear that *columns* are the lines from left to right, and *rows* are the lines from top to bottom). Box 4 describes the best essay, so we will look at the model essay to see what this description means. Read aloud Level 4 and say: "This means that the essay should start by telling the reader what the topic will be, but saying it in a way that is interesting so the reader wants to read the rest."<br><br>• Display **Model Essay: "How Ha's Mother Is Turned 'Inside Out'"** (from Lesson 8) and invite students to refer to their own text. Ask:<br><br>   * "Does this paragraph introduce the topic in an interesting, compelling way? If so, what words or phrases spark the reader's interest?"<br><br>• Listen for: "Words like 'afraid,' 'fleeing,' and being 'turned inside out' make the essay sound like it is about scary experiences, which makes it sound interesting."<br><br>• Invite students to reread the rest of the essay to see if they think the writer knows the book well. How can they tell? With their partner, they should find three things in the essay that show the writer knows the book. Ask them to number these three items in the margin of their copies of the model essay.<br><br>• Once they have finished, cold call several pairs to see what they have selected. Then say: "So the model essay does follow the best description of the rubric. It tells the topic early in an interesting way, and it shows that the writer understood the book well. These are two things you want to do in your own essays."<br><br>• Remind students that they will work more with this model and rubric in future lessons; be sure they file away these key resources. | |

**NYS Common Core ELA Curriculum • G8:M1:U2:L11 • June 2014**
CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **8**

GRADE 8: MODULE 1: UNIT 2: LESSON 11

**Close Reading:** Paragraphs 2 and 3 of
"Refugee and Immigrant Children: A Comparison"
and Introducing the NYS Expository Writing Rubric

| Homework | Meeting Students' Needs |
|---|---|
| • We discussed what *adaptation* means in this lesson. Complete the homework question at the bottom of the "Refugee and Immigrant Children: A Comparison": Paragraphs 2 and 3 Text-Dependent Questions, Part A. | • Some students may benefit from a separate session in which they work on the homework question with teacher support. |

**NYS Common Core ELA Curriculum • G8:M1:U2:L11 • June 2014**
CCI Enhanced Module (Chenango Valley Central School District) June 2015   •  **9**

# Grade 8: Module 1: Unit 2: Lesson 11
## Supporting Materials

**Name:**

**Date:**

| Questions | Notes |
|---|---|
| The second paragraph begins with: "Successful adaptation can bring with it the opportunity for growth."<br><br>What does *adaptation* mean? | |
| The text says: "Settlement support services, schools, health and social services, and the community at large play a crucial role in assisting and supporting children to adjust and integrate into Canadian society."<br><br>What does *at large* mean here?<br>How do the words *at large* change the meaning of community? | |
| The text says: "Several key characteristics affect the adaptation of refugee children to a larger extent than immigrant children."<br><br>What does *to a larger extent* mean here? | |

**NYS Common Core ELA Curriculum** • G8:M1:U2:L11 • June 2014
CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **11**

**EXPEDITIONARY LEARNING**

| Questions | Notes |
|---|---|
| The text says: "First, refugee children often have experienced the tragedy and trauma of war, including persecution, dangerous escapes, and prolonged stays in refugee camps. Some have witnessed killings, torture, and rape—including atrocities against family members." <br><br> What does *prolonged stays* mean? | |
| What are *atrocities*? | |

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CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **12**

| CRITERIA | 4<br>Essays at this level: | 3<br>Essays at this level: | 2<br>Essays at this level: | 1<br>Essays at this level: | 0<br>Essays at this level: |
|---|---|---|---|---|---|
| CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts | • clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose<br>• demonstrate insightful analysis of the text(s) | • clearly introduce a topic in a manner that follows from the task and purpose<br>• demonstrate grade-appropriate analysis of the text(s) | • introduce a topic in a manner that follows generally from the task and purpose<br>• demonstrate a literal comprehension of the text(s) | • introduce a topic in a manner that does not logically follow from the task and purpose<br>• demonstrate little understanding of the text(s) | • demonstrate a lack of comprehension of the text(s) or task |
| COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection | • develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)<br>• sustain the use of varied, relevant evidence | • develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)<br>• sustain the use of relevant evidence, with some lack of variety | • partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant<br>• use relevant evidence inconsistently | • demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant | • provide no evidence or provide evidence that is completely irrelevant |

| CRITERIA | 4<br>Essays at this level: | 3<br>Essays at this level: | 2<br>Essays at this level: | 1<br>Essays at this level: | 0<br>Essays at this level: |
|---|---|---|---|---|---|
| • COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | • exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning<br>• establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice<br>• provide a concluding statement or section that is compelling and follows clearly from the topic and information presented | • exhibit clear organization, with the use of appropriate transitions to create a unified whole<br>• establish and maintain a formal style using precise language and domain-specific vocabulary<br>• provide a concluding statement or section that follows from the topic and information presented | • exhibit some attempt at organization, with inconsistent use of transitions<br>• establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary<br>• provide a concluding statement or section that follows generally from the topic and information presented | • exhibit little attempt at organization, or attempts to organize are irrelevant to the task<br>• lack a formal style, using language that is imprecise or inappropriate for the text(s) and task<br>• provide a concluding statement or section that is illogical or unrelated to the topic and information presented | • exhibit no evidence of organization<br>• use language that is predominantly incoherent or copied directly from the text(s)<br>• do not provide a concluding statement or section |
| • CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | • demonstrate grade-appropriate command of conventions, with few errors | • demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension | • demonstrate emerging command of conventions, with some errors that may hinder comprehension | • demonstrate a lack of command of conventions, with frequent errors that hinder comprehension | • are minimal, making assessment of conventions unreliable |

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**NYS Common Core ELA Curriculum** • G8:M1:U2:L11 • June 2014
CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **14**

# GRADE 8: MODULE 1: UNIT 2: LESSON 11
## Writer's Glossary for Row 1
## of the NYS Writing Rubric

EXPEDITIONARY
LEARNING

| Word/Phrase | Row Number | Definition |
|---|---|---|
| content | 1 | the ideas, facts, or opinions that are contained in a speech, piece of writing, film, program, etc. |
| extent | 1, 2, 3, 4 | used to say how true, large, important or serious something is<br>Ex: *The extent of his injuries was not clear immediately.* |
| conveys | 1 | to communicate or express something<br>Ex: *The TV ad conveys the message that thin is beautiful.* |
| compelling | 1 | very interesting or exciting, so that you have to pay attention<br>Ex: *The movie's story was very compelling.* |
| task | 1 | a piece of work that must be done<br>Ex: *I was given the task of building a fire.* |
| insightful | 1 | showing that you understand what a text, situation or person is really like<br>Ex: *Steve's comments about the story were very insightful.* |
| comprehension | 1 | understanding<br>Ex: *They don't have the least comprehension of what I'm trying to do.* |
| logically (opposite: illogically) | 1, 3 | seeming reasonable and sensible, ideas are in a clear order<br>Ex: *He could logically present his argument for desert to his mom.*<br>opposite: Not reasonable, sensible or clearly put together |
| Other new words you encountered: | 1 | |

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CCI Enhanced Module (Chenango Valley Central School District) June 2015 **• 15**

# GRADE 8: MODULE 1: UNIT 2: LESSON 11
# OPTIONAL MATERIALS

## Lesson Vocabulary Guide

| Word | Definition |
| --- | --- |
| adaptation (n) | the act of changing to fit in a new situation |
| at large | in general |
| to a larger extent | in a bigger way |
| persecution (n) | the act of treating someone in a cruel or harmful way |
| prolonged (adj) | for very long times |
| atrocities (n) | events that are savagely wicked, brutal or cruel |

*Words that will be important again in Common Core classes
  Additional words are defined in the Writer's Glossary for the NYS Rubric

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CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **16**

*Note to teacher:  The next pages include a scaffolded version of the text-dependent questions for this lesson, including sentence starters and hints. Before distributing it, adjust it to fit the needs of your students, including directions, content, and space needed to write. This tool is more useful if used in conjunction with the Vocabulary Guide. Students may need additional instruction to support their use of this tool.*

**"Refugee and Immigrant Children: A Comparison":**
Paragraphs 2 and 3 Text-Dependent Questions, Part A
(Alternate Version)

Name:

Date:

| Questions | Notes |
|---|---|
| The second paragraph begins with: "Successful adaptation can bring with it the opportunity for growth."<br><br>What does *adaptation* mean? | *Hint: You may have heard the word adapt, which means change*<br><br>The word "adaptation" means |
| The text says: "Settlement support services, schools, health and social services, and the community at large play a crucial role in assisting and supporting children to adjust and integrate into Canadian society."<br><br>What does *at large* mean here?<br>How do the words *at large* change the meaning of community? | *Hint: The word large means big. What might it mean to look at the community in a bigger way?*<br><br>The phrase "at large" means |
| The text says: "Several key characteristics affect the adaptation of refugee children to a larger extent than immigrant children."<br><br>What does *to a larger extent* mean here? | *Hint: The word extent is similar to extend which means to stretch out.*<br><br>The phrase "to a larger extent" means |

**NYS Common Core ELA Curriculum** • G8:M1:U2:L11 • June 2014
CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **18**

| Questions | Notes |
|---|---|
| The text says: "First, refugee children often have experienced the tragedy and trauma of war, including persecution, dangerous escapes, and prolonged stays in refugee camps. Some have witnessed killings, torture, and rape—including atrocities against family members." <br><br> What does *prolonged stays* mean? | *Hint: The word* prolonged *has the word root* long, *which helps you figure out its meaning.* <br><br> The phrase "prolonged stays" means |
| What are *atrocities*? | *Hint:  You may have heard the word atrocious, which means terrible.* <br><br> The word "atrocities" means |

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**NYS Common Core ELA Curriculum** • G8:M1:U2:L11 • June 2014
CCI Enhanced Module (Chenango Valley Central School District) June 2015 • **19**

EXPEDITIONARY
LEARNING

| CRITERIA | 4<br>Essays at this level: | 3<br>Essays at this level: | 2<br>Essays at this level: | 1<br>Essays at this level: | 0<br>Essays at this level: |
|---|---|---|---|---|---|
| **CONTENT** AND ANALYSIS: the **extent** to which the essay **conveys complex ideas** and information clearly and accurately in order to support claims in an analysis of topics or texts | • clearly introduce a topic in a manner that is **compelling** and follows **logically** from the **task** and purpose<br>• demonstrate **insightful** analysis of the text(s) | • clearly introduce a topic in a manner that follows from the **task** and purpose<br>• demonstrate grade-**appropriate** analysis of the text(s) | • introduce a topic in a manner that follows generally from the **task** and purpose<br>• demonstrate a literal **comprehension** of the text(s) | • introduce a topic in a manner that does not **logically** follow from the **task** and purpose<br>• demonstrate little understanding of the text(s) | • demonstrate a lack of **comprehension** of the text(s) or **task** |
| **COMMAND** OF EVIDENCE: the **extent** to which the essay presents evidence from the provided texts to support analysis and reflection | • develop the topic with **relevant**, well-chosen facts, definitions, **concrete details**, quotations, or other information and examples from the text(s)<br>• **sustain** the use of **varied**, **relevant** evidence | • develop the topic with **relevant** facts, definitions, details, quotations, or other information and examples from the text(s)<br>• **sustain** the use of **relevant** evidence, with some lack of variety | • **partially** develop the topic of the essay with the use of some **textual evidence**, some of which may be **irrelevant**<br>• use **relevant** evidence **inconsistently** | • demonstrate an attempt to use evidence, but only develop ideas with **minimal**, occasional evidence which is generally **invalid** or **irrelevant** | • provide no evidence or provide evidence that is completely **irrelevant** |

EXPEDITIONARY
LEARNING

| CRITERIA | 4<br>Essays at this level: | 3<br>Essays at this level: | 2<br>Essays at this level: | 1<br>Essays at this level: | 0<br>Essays at this level: |
|---|---|---|---|---|---|
| • **COHERENCE**, ORGANIZATION, AND **STYLE**: the extent to which the essay **logically** organizes **complex ideas**, **concepts**, and information using formal **style** and **precise** language | • **exhibit** clear organization, with the skillful use of **appropriate** and **varied transitions** to create a **unified** whole and **enhance** meaning<br>• establish and maintain a formal **style**, using grade-**appropriate**, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice<br>• provide a concluding statement or section that is **compelling** and follows clearly from the topic and information presented | • **exhibit** clear organization, with the use of **appropriate transitions** to create a **unified** whole<br>• establish and maintain a formal **style** using **precise** language and domain-specific vocabulary<br>• provide a concluding statement or section that follows from the topic and information presented | • **exhibit** some attempt at organization, with **inconsistent** use of **transitions**<br>• establish but fail to maintain a formal **style**, with **inconsistent** use of language and domain-specific vocabulary<br>• provide a concluding statement or section that follows generally from the topic and information presented | • **exhibit** little attempt at organization, or attempts to organize are **irrelevant** to the **task**<br>• lack a formal **style**, using language that is im**precise** or **inappropriate** for the text(s) and **task**<br>• provide a concluding statement or section that is illogical or unrelated to the topic and information presented | • **exhibit** no evidence of organization<br>• use language that is **predominantly** incoherent or copied directly from the text(s)<br>• do not provide a concluding statement or section |
| • CONTROL OF **CONVENTIONS**: the **extent** to which the essay demonstrates **command** of the **conventions** of **standard English grammar**, usage, capitalization, punctuation, and spelling | • demonstrate grade-**appropriate command** of **conventions**, with few errors | • demonstrate grade-**appropriate command** of **conventions**, with occasional errors that do not **hinder comprehension** | • demonstrate **emerging command** of **conventions**, with some errors that may **hinder comprehension** | • demonstrate a lack of **command** of **conventions**, with **frequent** errors that **hinder comprehension** | • are **minimal**, making assessment of **conventions** unreliable |