



EXPEDITIONARY  
LEARNING

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

## **Collecting Details: The Challenges Ha Faces and Ha as a Dynamic Character**



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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 my analysis of literary text. (RL.8.1)
- I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)
- I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)

**Supporting Learning Targets**

- I can review and add to my strategies of things close readers do.
- I can identify key details that help me understand Ha.
- I can explain how key details in the novel reveal the challenges Ha faces and her dynamic character.

**Ongoing Assessment**

- Structured Notes (classwork)
- Think-Write-Pair-Share



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Things Close Readers Do (10 minutes)</p> <p>B. Review Learning Targets: Introducing the Concept of a Dynamic Character (5 minutes)</p> <p>2. Work Time</p> <p>A. Introduce and Model Structured Notes Graphic Organizer: Pages 73–78 (10 minutes)</p> <p>B. Independent Reading and Structured Notes: Focusing on Details from Pages 79–82 (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief Learning Targets and Preview Homework (5 minutes)</p> <p>4. Homework</p> <p>A. Complete a first read of pages 83–90. Take notes (in your journals) using the Structured Notes graphic organizer.</p>	<ul style="list-style-type: none"> <li>• During this unit, students will continue to engage in small group and partner discussions. Consider seating arrangements that will allow for these ongoing collaborative opportunities. Since students will use the Who Is Ha? Anchor Charts as one support for the writing of the end of unit essay, you may wish to keep the student groups the same as in Unit 1.</li> <li>• Numbered Heads will continue to be used as a total participation strategy.</li> <li>• Part A of the Opening welcomes students to Unit 2. Students will be wondering about their End of Unit 1 Assessments. Let them know you are working on the assessments and will return them soon. Lesson 5 includes time to return and review the assessments.</li> <li>• Reading Homework: Unit 2 follows a different homework routine from that of Unit 1. In Unit 2, Lessons 1–10, students read a portion of the novel and take notes in their journals using a Structured Notes graphic organizer. Students collect key details and refine their note-taking to record the strongest evidence about the challenges Ha faces as she flees and finds home, as well as how these challenges reveal her dynamic character. The structured notes are designed to scaffold to support the end of Unit 2 literary analysis. Each night, students are given guiding questions to direct their note-taking. If students are not using journals, make copies of the Structured Notes in the supporting materials of this lesson when students are assigned Structured Notes for homework.</li> <li>• Each night as students read for homework, they will gather key details from the novel to answer a note-taking question. Then in the opening of class, the emphasis is on selecting the strongest evidence from these details. Throughout the unit, students will be prompted to gather the strongest evidence more independently. Emphasize to students how important it is not just to notice details, but also to begin to choose the best or strongest evidence to analyze literature. This relates to RL.1; review this standard in advance to notice how it increases in rigor from the seventh-grade version.</li> <li>• The best close-reading work involves a balance of text-dependent questions and student-initiated responses (e.g., “notices and wonders,” important points, clarifying or probing questions, gist notes). This lesson focuses on the new structured notes routine to support students with the latter, more open-ended independent work with a text. Future lessons in this unit also include specific text-dependent questions, which are powerful scaffolds to focus students on particularly challenging or important excerpts of the text.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• This lesson introduces the Odell Education resource Reading Closely: Guiding Questions handout (provided here in supporting materials and also available as a stand-alone document on EngageNY.org and odelleducation.com/resources). Students will refer to this document regularly as a way of understanding and connecting their learning targets. Preview the document in advance, thinking in particular about how it relates to the Things Close Readers Do Anchor Chart that students created during Unit 1.</li><li>• Part B of the Opening introduces students to the concept of a dynamic character and includes a general example of how people are complicated and change over time. Consider replacing this generic example with a more specific one that would be relevant to your students. Additional supporting activities for this concept are available in the supporting materials.</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><li>• Review: Give One to Get One (Appendix 1). Consider adjusting the protocol and posting it, so that the expectations can be clearly presented to all students.</li><li>• In advance: Post learning targets.</li></ul>



Lesson Vocabulary	Materials
dynamic character, key details, aspects, symbol/symbolize; rations (77), pouches, rounds, wedges, stranded (81)	<ul style="list-style-type: none"><li>• <i>Inside Out &amp; Back Again</i> (book; one per student)</li><li>• Things Close Readers Do Anchor Chart (from Unit 1)</li><li>• Reading Closely: Guiding Questions handout (one per student and one to display) (from Odell Education; also see stand-alone document on EngageNY.org and odelleducation.com/resources)</li><li>• Highlighters (one per student)</li><li>• Document camera, overhead projector, or whiteboard</li><li>• Student journals (one per student; begun in Unit 1, Lesson 2)</li><li>• Structured Notes graphic organizer (one to display)</li><li>• Structured Notes graphic organizer (for Teacher Reference; see example in Supporting Materials)</li></ul> <p><b>Optional Materials</b></p> <ul style="list-style-type: none"><li>• Vocabulary Guides</li><li>• Vocabulary Enrichment Activity: Dynamic Character</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Things Close Readers Do (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Welcome students and signal the start of Unit 2. Tell them that for the next few weeks, they will continue to read the novel <i>Inside Out &amp; Back Again</i>. They also will focus on Ha's character and how it changes over the course of the novel. Let students know you are reading their End of Unit 1 Assessment and will return them soon.</li> <li>• Display the <b>Things Close Readers Do Anchor Chart</b>. Share with students that during Unit 1, they collected lots of great things close readers do. If students are keeping a copy in their notes, remind them to refer to it.</li> <li>• Tell students they will review these points in a modified Give One to Get One activity. Post the directions below and read them aloud to students:             <ol style="list-style-type: none"> <li>1. Work with a partner.</li> <li>2. One person goes first. Choose one bullet/thing from the anchor chart to give to your partner, with an explanation or example of how this thing helps readers.</li> <li>3. Then the second person goes. Choose a different bullet/thing to explain or give an example of how the thing helps readers.</li> </ol> </li> <li>• Pair students up. Give them about 5 minutes for this activity.</li> <li>• Refocus students to the whole class and distribute the <b>Reading Closely: Guiding Questions</b> handout. Tell students that this handout gives them even more information about many of the things close readers do. Point out that during Unit 1, students figured out a lot of these things on their own.</li> <li>• Tell students that they are going to be looking for similarities between their Things Close Readers Do Anchor Chart and the Reading Closely: Guiding Questions handout.</li> <li>• Orient students to the layout of the handout and direct them to notice the three sections: Approaching Texts, Questioning Texts, and Analyzing Details.</li> <li>• Invite them to look for aspects of the document that relate to what they have been learning and practicing as close readers. For example, direct students to the first section, Approaching Texts, and ask:             <ul style="list-style-type: none"> <li>* "What do you notice in this section that relates to the special type of novel we are reading?" Ideally, students will notice that the structure, language, and type of text is special in this novel because it is in verse.</li> </ul> </li> <li>• Distribute <b>highlighters</b> and invite students to take about 3 minutes to work with a partner to highlight other items on the Reading Closely: Guiding Questions handout that relate to what they already know close readers do, as well as the text they are reading and the details they have been noticing.</li> </ul>	<ul style="list-style-type: none"> <li>• Students may benefit from having portions of the opening activity posted as "do now" when they arrive in class.</li> <li>• Some students might benefit from having posted expectations for the Give One to Get One activity.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• As the class works, circulate to listen in and support as needed. Be sure students are able to connect this new handout with what they've learned: the Things Close Readers Do Anchor Chart and their experience reading the text during Unit 1. For example, as students work, probe by asking them these sorts of questions from the Reading Closely: Guiding Questions handout:               <ul style="list-style-type: none"> <li>* "This handout mentions 'perspective.' Whose perspective are we reading in the novel? Who is writing the diary entries in the novel? How might the single perspective of Ha influence meaning?"</li> <li>* "This handout mentions 'language and structure.' How is the language and structure in these diary entries different from typical diary entries?"</li> <li>* "This handout emphasizes noticing and connecting details. What sorts of details have we collected while reading the novel? How do these details connect in terms of revealing Ha's character?"</li> </ul> </li> <li>• After about 3 minutes, refocus students whole group. Cold call student pairs to share similarities they noticed. Using the <b>document camera</b> (or overhead), highlight the related items on the Reading Closely: Guiding Questions handout. If time permits, invite student pairs to share the other characteristics they think will be important as they read the rest of the novel. Tell the class to hold on to the Reading Closely: Guiding Questions handout, since it will be revisited throughout the year. It will help them continue to notice and name the many "things close readers do" that they will practice this year.</li> </ul>	<ul style="list-style-type: none"> <li>• Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.</li> </ul>
<p><b>B. Review Learning Targets: Introducing the Concept of a Dynamic Character (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning targets and remind them that they just reviewed the strategies that close readers use and were able to read about more strategies on the Reading Closely: Guiding Questions handout. Cold call a student to read aloud the next learning target:               <ul style="list-style-type: none"> <li>* "I can identify key details that help me understand Ha."</li> </ul> </li> <li>• Share with them that just as they collected details throughout Unit 1, they will continue to collect these details as they read the novel in this unit.</li> <li>• Remind students that they are looking for key details—those that are important or significant—about Ha's character. Emphasize that now that they are eighth-graders, they are learning how to find not just details, or many details, but the details that best support their analysis.</li> </ul>	<ul style="list-style-type: none"> <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>



<ul style="list-style-type: none"> <li>• Cold call another student to read aloud the last learning target:             <ul style="list-style-type: none"> <li>* “I can explain how key details in the novel reveal the challenges Ha faces and her dynamic character.”</li> </ul> </li> <li>• Provide brief direct instruction on the concept of a dynamic character. Point out that just like real people, fictional characters sometimes have complicated personalities. Often characters are dynamic, which means they can grow or change over time. For example, in the real world, people are dynamic. The students themselves have changed over time. Explain that they may have had a favorite toy or interest when they were younger, but now it’s not as important to them. Share with students that they may not have intended to change their interests, but because of time and growing up, it just happened. So as students continue to read the novel, they will be noticing aspects of Ha’s character, or different sides of her personality.</li> <li>• Invite students to paraphrase and apply this concept of a dynamic character. Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What is a dynamic character?”</li> <li>* In what ways are YOU a dynamic character?”</li> </ul> </li> <li>• Invite students to make a prediction:             <ul style="list-style-type: none"> <li>* “How do you think Ha will grow and change? Why?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider which students may benefit from additional support with the concept of a dynamic character. The supporting materials include a <b>Vocabulary Enrichment Activity: Dynamic Character</b>, that can be adjusted to the needs of your students.</li> </ul>
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Work Time	Meeting Students’ Needs
<p><b>A. Introduce and Model Structured Notes Graphic Organizer: Pages 73–78 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they have learned a lot about paying attention to every word, and how and why it matters. Now they are going to do that to help them become detectives and figure out everything they can about Ha. Share with students that as they begin Part 2 of the novel, they will be using a graphic organizer to collect the key details they notice about the different aspects of Ha’s character. They will also be reading about challenges Ha faces as she and her family flee their home. Explain that since Ha is a dynamic character, these challenges will reveal more of her character but will also change her character. Invite students to get out their <b>student journal</b> in which they have been recording their notes.</li> <li>• Display the <b>Structured Notes graphic organizer</b> on a document camera. Model for students how they will organize each page to collect notes Refer to <b>Structured Notes graphic organizer (for Teacher Reference)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• If students are not using a journal for notes, the Structured Notes graphic organizer in the supporting materials section at the end of this lesson may be provided for students’ use.</li> <li>• If no document camera is available, you may use an overhead transparency of the Structured Notes organizer, or create a three-column Structured Notes organizer on the chalkboard, whiteboard, or an interactive white board.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Have students create four columns on a clean page of their journal. Instruct them to set it up as you model the same.               <ol style="list-style-type: none"> <li>1. Label the far left column: Key Detail. (Explain that this key detail may be a quote or a description of a scene.)</li> <li>2. Label the second left column: Page #.</li> <li>3. Label the third column: What challenges does Ha face fleeing home? How do the challenges reveal her dynamic character?</li> <li>4. Label the far right column: Vocabulary and Word Choice. Remind students that they have been looking closely at words and phrases to help them understand Ha. Now they will focus on words that help them understand what Ha is experiencing as she and her family flee Vietnam. Tell students that they will be keeping track of these sorts of words in their notes.</li> </ol> </li> <li>• Tell students that as they read the novel for homework, they will be collecting details and notes on this organizer. For each homework assignment, they should collect at least three details, though more than one detail could support the same character trait.</li> <li>• Tell students that they will practice taking structured notes in class. Model for students what this structured note-taking will look like. Ask students to turn to page 73 in the novel and to read along silently as you read aloud.</li> <li>• While reading the poem “S-l-o-w-l-y” on page 75, draw students’ attention to the author’s word choice. Ha writes that she <i>nibbles</i> on rice, but others <i>chew</i>. Remind students of the work they did in Unit 1 analyzing how word choice contributes to meaning and tone. Ask:               <ul style="list-style-type: none"> <li>* “What is the difference in meaning and tone of these two words? How are they similar?”</li> </ul> </li> <li>• Ideally students will note that the nibbling Ha does reveals the small amount of food she has and her perception that others have enough food to actually chew it.</li> <li>• Continue to read the next poem, “Rations.” Explain that a <i>ration</i> is a portion or an allowance of food or supplies. Read through page 78, to the end of the poem “Rations.”</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. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</li> <li>• Providing models of expected work supports all learners, but especially challenged learners.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• On the document camera, think aloud to model for the class how to use the key details in what you read to help analyze Ha’s character and the challenges she is facing. Say: “I notice that Ha is really suffering in these entries. She’s very uncomfortable with either thirst, having to use the bathroom, or hunger. I also noticed that when Ha eats the hot, fresh rice, she thinks about the papaya.” Ask:               <ul style="list-style-type: none"> <li>* “Do you remember when we talked about the papaya as a symbol? What does the papaya symbolize to Ha?”</li> </ul> </li> <li>• Invite a student to share what the papaya symbolizes. Ideally, students will remember that the papaya is a symbol of hope. Say: “This makes me think that even though Ha is suffering, she wants to be hopeful. As soon as she experiences a small comfort, her mind goes right to the papaya ... even though, as Ha says, rice and papaya have nothing to do with each other.”</li> <li>• Model how to fill in the Structured Notes graphic organizer.               <ol style="list-style-type: none"> <li>1. In the far left column (Key Detail), write: “The first hot bite of freshly cooked rice, plump and nutty, makes me imagine the taste of ripe papaya although one has nothing to do with the other.”</li> <li>2. In the second column, write: Page #78.</li> <li>3. In the third column, write: “Ha is suffering from thirst and hunger, but she wants to be hopeful. As soon as she experiences a small comfort, her mind goes right to the papaya ... even though rice and papaya have nothing to do with each other, like she says.”</li> <li>4. In the far right column, write: “rations.” Point out that Ha is focused on food. The word “rations” helps us understand what Ha is experiencing. Note that this word happens to be the title of the poem, but it doesn’t have to be. This column is for adding words from the text that seem really important to capture what Ha is experiencing: She doesn’t have enough food.</li> </ol> </li> <li>• Remind students that Ha is a character who is complicated, just like real people. She may change over the course of the novel.</li> <li>• Ask students to turn and talk with a partner:               <ul style="list-style-type: none"> <li>* “What did you notice as I modeled this type of thinking for you?”</li> <li>* “What questions do you have about how to use this graphic organizer?”</li> </ul> </li> <li>• Call on a few volunteers to share with the class. Clarify as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• When reviewing the graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.</li> <li>• For ELLs and other students needing additional supports, consider providing smaller chunks of text, sometimes just a few sentences, for a close read. Check in on students’ thinking as they speak about their text.</li> <li>• Use of protocols like Think-Pair-Share allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Independent Reading and Structured Notes: Focusing on Details from Pages 79–82 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to independently and silently read pages 79–82 in class while they keep their journals open to the structured notes page.</li> <li>• When they finish reading, invite them to participate in a Think-Write-Pair-Share. Post the following question for student reference, and then read it aloud:             <ul style="list-style-type: none"> <li>* “Think about Ha’s character and the section you just read. What is a key detail that helps you understand an aspect of Ha’s dynamic character?”</li> </ul> </li> <li>• Cold call student pairs to share the page number, quote, and explanation, and record this for the class to see. Students may respond with details such as these:             <ul style="list-style-type: none"> <li>* Ha doesn’t want to be treated like a baby (page 80).</li> <li>* She’s obsessed with food (page 81).</li> </ul> </li> <li>• Push students to dig deeper for details that are less obvious, such as: Ha comes to see the simple things of her old life as luxuries (page 82).</li> <li>• Continue to emphasize focusing on vocabulary. Point out words such as <i>pouches</i>, <i>rounds</i>, and <i>wedges</i> (page 81), all of which students likely know or could figure out from context. Note how these words further help show Ha’s obsession with food.</li> <li>• Be sure students notice the word <i>stranded</i>. Ask:             <ul style="list-style-type: none"> <li>* “What does it mean to be stranded?” Listen for students to realize it means being stuck somewhere, often for a long time, with no help. This is a challenge Ha is facing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.</li> <li>• Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions.</li> <li>• Circulating teachers and aides should gently encourage struggling students to use their glossaries as needed throughout the lesson.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief Learning Targets and Preview Homework (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning targets and remind students that rereading, looking for details, and explaining how those details reveal aspects of Ha's character are things they have been practicing and are among the things close readers do.</li> <li>Preview the homework. Tell students they will read pages 83–90 in the novel and will take notes on their Structured Notes graphic organizer (in their journals). Tell them they will need to have at least three details from the reading in their notes. It is fine if several of the details show the same character trait.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Complete a first read of pages 83–90. Practice taking structured notes (in your journal), using the same graphic organizer we used during class. Focus on key details that reveal the challenges Ha is facing and her dynamic character, plus new or important vocabulary that helps you understand the specific challenges she faces as she flees Vietnam (for example, words such as <i>rations</i> that we talked about in class).</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary can be a source of difficulty for readers who struggle. Provide a brief list with explanations of the challenging vocabulary words from the reading homework. Do this only for students who need it. Because this homework assignment includes an independent first-read of text, a separate glossary of <b>Additional Words from Assigned Reading</b> is also provided (see supporting materials).</li> <li>If your school schedule allows it, consider arranging for separate support periods to provide additional assistance to struggling readers for this assignment, appropriate to the needs of the students.</li> </ul>



EXPEDITIONARY  
LEARNING

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

## Supporting Materials



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**Guiding Questions 1**

**I. Approaching the text**

Reading closely begins by considering my specific purposes for reading and important information about a text.

**I am aware of my purpose(s) for reading:**

- Why am I reading this text?
- In my reading, should I focus on:
- The content and information about the topic?
- The structure and language of the text?
- The author's view?

**I take note of information about the text:**

- Who is the author?
- What is the title?
- What type of text is it?
- Who published the text?
- When was the text published?

From Odell Education's "Reading Closely for Details: Guiding Questions" handout. Used by permission.



**Guiding Questions 1**

<p>II. Questioning Texts Reading closely involves: 1) initially questioning a text to focus my attention on its structure, ideas, language, and perspective, then 2) questioning further as I read to sharpen my focus on the specific details in the text</p>	<p>I begin my reading with questions to help me understand the text.</p> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• How is the text organized?</li> <li>• How do the text’s structure and features influence my reading?</li> </ul> <p><b>Topic, Information, and Ideas:</b></p> <ul style="list-style-type: none"> <li>• What is this text mainly about?</li> <li>• What information or ideas does the text present?</li> <li>• What details stand out to me as I read?</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• What key words or phrases do I notice as I read?</li> <li>• What words or phrases are critical for my understanding of the text?</li> <li>• What words and phrases are repeated?</li> </ul> <p><b>Perspective:</b></p> <ul style="list-style-type: none"> <li>• What is the author thinking and saying about the topic or theme?</li> <li>• Who is the intended audience of the text?</li> </ul>	<p>I pose new questions while reading that help me deepen my understanding.</p> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Why has the author structured the sentences and paragraphs this way?</li> </ul> <p><b>Topic, Information, and Ideas:</b></p> <ul style="list-style-type: none"> <li>• What information/ideas are presented at the beginning of the text?</li> <li>• What information/ideas are described in detail?</li> <li>• What do I learn about the topic as I read?</li> <li>• How do the ideas relate to what I already know?</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• What words and phrases are powerful or unique?</li> <li>• What do the author’s words cause me to see or feel?</li> <li>• What words do I need to know to better understand the text?</li> </ul>
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From Odell Education’s “Reading Closely for Details: Guiding Questions” handout. Used by permission.



**Guiding Questions 1**

**III. Analyzing Details**

Reading closely involves thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text.

I analyze the details I find through my questioning.

**Patterns across the text:**

What details, information, and ideas are repeated throughout the text?  
How do details, information, or ideas change across the text?

**Meaning of Language:**

Why has the author chosen specific words or phrases?

**Importance:**

Which details are most important to help me understand the text?  
Which sections are most challenging and require closer reading?  
Relationships among details:  
How are the details I find related in ways that build ideas and themes?  
What does the text leave uncertain or unstated? Why?

Analyzing and connecting details leads me to pose further text-based questions that cause me to reread more deeply.

From Odell Education’s “Reading Closely for Details: Guiding Questions” handout. Used by permission.





Key Detail	Page #	What challenges does Ha face fleeing home? How do the challenges reveal her dynamic character?	Vocabulary and Word Choice



Key Detail	Page #	What challenges does Ha face fleeing home? How do the challenges reveal her dynamic character?	Vocabulary and Word Choice
“The first hot bite of freshly cooked rice, plump and nutty, makes me imagine the taste of ripe papaya although one has nothing to do with the other.”	Pg. # 78	Ha is suffering from thirst and hunger, but she <u>wants to be hopeful</u> . As soon as she experiences a small comfort, her mind goes right to the papaya ... even though rice and papaya have nothing to do with each other, like she says.	Rations

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

Lesson Vocabulary Guide

Word	Definition
dynamic character * #	a person in a story who grows and changes over time
key details *	important or significant words or phrases that help the reader understand the central idea
aspects (n)	characteristics or features
symbol/symbolize * +	a person, place, or object that represents something else, to represent something else more important
ration (n)	an amount allowed to each person during a time of shortage
pouches (n)	small bags or sacks used to carry things
round (n)	a thing that is shaped like a ball
wedge (n)	a thing that is shaped like a wedge, or triangle
stranded (adj)	being stuck somewhere, often for a long time, with no help

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

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

+ Repeated from earlier in the module

Additional Words from Assigned Reading

Word	Page	Definition
stews (v)	83	soaks in heat
stench (n)	83	a horrible smell
putrid (adj)	83	disgusting in appearance, taste or smell, rotten
fermented (adj)	83	chemically changed
regret (v)	86	feel sorry or disappointed about something that has happened
ration (n)	88	an amount allowed to each person during a time of shortage



**Teacher Directions:** Consider some or all of the following activities to help students who need more support with the concept of a dynamic character. Before distributing it, consider which students may need it, and adjust it to fit their needs, including directions and content.

- Post the definition of a dynamic character and have students copy and/or read it. Ask them to discuss what it means with a partner.
- Give the students an example of a dynamic character in a book or movie with which they are all familiar. Describe what makes that character dynamic.
- Read a short story that is at or below students' reading level containing a dynamic character. Discuss or record the details that make that character dynamic in a chart like the one below.
- Instruct students to brainstorm and choose another dynamic character, and record details that make that character dynamic in a chart like the one below.
- Students can draw pictures to illustrate the characters and the way they change.



**Character Name:**

What the character is like in the beginning	What the character is like in the middle	What the character is like in the end
In what ways is this character dynamic?		