



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 1: Unit 2: Lesson 17**

## **End of Unit 2 Assessment, Part One: First Draft of Analysis Essay**



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

I can cite text-based evidence that promotes 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 cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)  
I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.8.6a)  
I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.8.11)  
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)  
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)  
I can use evidence from literary texts to support analysis, reflection, and research. (W.8.9)

**Supporting Learning Targets**

- I can write an essay explaining the universal refugee experience of turning ‘inside out’ and ‘back again.’
- I can cite the strongest evidence from informational texts to support my claims about how refugees turn “inside out” and “back again.”
- I can cite the strongest evidence from the novel *Inside Out & Back Again* to support my claims about who Ha is before she flees, and how she is turned “inside out” and “back again.”
- I can cite where I found my evidence.

**Ongoing Assessment**

- End of Unit 2 Assessment, Part 1: First Draft of Analytical Essay



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (3 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Drafting the Essay (25 minutes)</li><li>B. Analyzing NYS Expository Writing Evaluation Rubric Row 3 and Self-Assessing Draft Essay (12 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Exit Ticket: Selecting a Refugee Experience for Further Research (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading in your independent reading book for this unit at home.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students pull together all of their graphic organizers and planning notes and draft their essay.</li><li>• Be sure students have all their materials from previous lessons: their novel, informational texts, structured notes, completed Forming Evidence-Based Claims Graphic Organizers, etc. Have on hand a few clean copies of the two articles (“Refugees: Who, Where, Why” and “Refugee Children in Canada”).</li><li>• If technology is available, provide computers for students to word-process their essays.</li><li>• Emphasize to students that their work today is a draft. They will receive teacher feedback and then will have time in Lesson 20 to revise their essay.</li><li>• At the end of this lesson, students choose which research team they would like to be on for their short research project on refugees from three specific times and places in history: Kurdistan, Bosnia, and Afghanistan (which begins in Lesson 18).</li><li>• 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).</li><li>• Consider providing a support period before this lesson to prepare students who might struggle to write the essay. Students could highlight and annotate materials, finish or improve graphic organizers, and organize their materials to make sure they are ready.</li><li>• Post: Learning targets, anchor charts (Who Is Ha? Small Group Anchor Charts; Inside Out Anchor Chart; Back Again Anchor Chart)</li></ul>



Lesson Vocabulary	Materials
coherence/incoherence, style, complex ideas, concepts, precise, appropriate/inappropriate, transitions, unified, enhance, exhibit, predominantly	<ul style="list-style-type: none"><li>• End of Unit 2 assessment prompt (introduced in Lesson 8; included again here one per student and one for display)</li><li>• <i>Inside Out &amp; Back Again</i> (book; one per student)</li><li>• Model Essay: “How Ha’s Mother is Turned ‘Inside Out’” (from Lesson 8)</li><li>• NYS Grade 6-8 Expository Writing Evaluation Rubric (from Lesson 11)</li><li>• “Refugees: Who, Where, Why” (from Lesson 4)</li><li>• “Refugee Children in Canada” (from Lesson 9)</li><li>• Who Is Ha? Small Group Anchor Chart (begun in Unit 1, Lesson 4)</li><li>• Inside Out Anchor Chart and Back Again Anchor Chart (begun in Lesson 8)</li><li>• Citing Books and Articles Anchor Chart (from Lesson 15)</li><li>• Writer’s Glossary for Row 3 of the NYS Writing Rubric (one per student and one to display)</li><li>• NYS Expository Writing Evaluation Rubric: Row 3 Self-Assessment (one per student and one for display)</li><li>• Document camera</li><li>• Half sheet of paper for exit ticket (one per student)</li></ul> <p><b>Optional Materials</b></p> <ul style="list-style-type: none"><li>• NYS Writing Rubric Row 3 - Conclusion (Alternate Version)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite the class to read the learning targets with you:<ul style="list-style-type: none"><li>* “I can write an essay explaining the universal refugee experience of turning ‘inside out’ and ‘back again.’”</li><li>* “I can cite the strongest evidence from informational texts to support my claims about how refugees turn ‘inside out’ and ‘back again.’”</li><li>* “I can cite the strongest evidence from the novel <i>Inside Out &amp; Back Again</i> to support my claims about who Ha is before she flees, and how she is turned ‘inside out’ and ‘back again.’”</li><li>* “I can cite where I found my evidence.”</li></ul></li><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “How do today’s targets help you know what specifically you will need to focus on as you draft your essay?”</li></ul></li><li>• Listen for students to explain that their essay needs to include the strongest evidence from both informational and literary texts to support their claims.</li></ul>	<ul style="list-style-type: none"><li>• Students may benefit from having the instructions for this activity posted as “do now” when they arrive in class. Consider adding directions to students to make sure they are ready with their materials from previous lesson that they will need to complete the writing today. This will prevent students from losing time while they collect their materials.</li><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Drafting the Essay (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>End of Unit 2 assessment prompt (introduced in Lesson 8)</b>. Tell students that they have had a lot of time over the past few lessons to think, talk, and take notes about what they want to write. Today their job is to do their best full draft on their own.</li> <li>• Emphasize to students that they have already gathered their evidence and planned their four paragraphs. Today is about pulling the information together in clear and coherent paragraphs. They will then get feedback from you and have a chance to revise in a few days.</li> <li>• Ask students to get their planning materials out: <ul style="list-style-type: none"> <li>– <b>Inside Out &amp; Back Again</b></li> <li>– Planning Your Essay Graphic Organizer (completed)</li> <li>– Three Forming Evidence-Based Claims Graphic Organizer s (completed in Lessons 15 and 16)</li> <li>– Structured notes</li> <li>– <b>Model essay</b></li> <li>– <b>NYS Grade 6-8 Expository Writing Evaluation Rubric</b></li> <li>– <b>“Refugees: Who, Where, Why”</b></li> <li>– <b>“Refugee Children in Canada”</b></li> </ul> </li> <li>• Draw students’ attention to the anchor charts posted around the room. <ul style="list-style-type: none"> <li>* <b>Who Is Ha? Small Group Anchor Charts</b></li> <li>* <b>Inside Out Anchor Chart</b></li> <li>* <b>Back Again Anchor Chart</b></li> </ul> </li> <li>• Explain that the anchor charts are also resources that they can use to help draft their essays. Refer to the <b>Citing Books and Articles Anchor Chart</b> to remind students to cite sources in their essay correctly and to create a Works Cited list at the end of their essays.</li> <li>• Let students know that they should raise their hand if they have questions, but otherwise set the expectation that this drafting should be done individually.</li> </ul>	<ul style="list-style-type: none"> <li>• Circulating teachers and aides should gently encourage struggling students to use their glossaries as needed throughout the lesson.</li> <li>• Consider arranging for a session to support students who struggle with drafting the essay.</li> <li>• For this assessment, provide appropriate accommodations (i.e., extra time) for ELLs and students with special needs.</li> <li>• Some students may benefit from having access to the <b>NYS Writing Rubric Row 3 - Conclusion (Alternate Version)</b> found in the supporting materials.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask students to begin. As the class works, circulate around the room to observe how well students are using their planning resources for their drafting. Guide them toward using their resources as needed.</li> <li>• If students finish early, encourage them to reread their essay in a whisper voice to check for the overall flow.</li> </ul>	
<p><b>B. Analyzing NYS Expository Writing Evaluation Rubric Row 3 and Self-Assessing Draft Essay (12 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to get out their copy of the NYS Grade 6-8 Expository Writing Evaluation Rubric. Tell them that they will be looking at the rubric criteria for coherence and organization, Row 3, in order to self-assess parts of their draft essays.</li> <li>• Remind them of the routine they built in previous lessons: Ask them to read through this row and circle any words they do not know.</li> <li>• Distribute the <b>Writer's Glossary for Row 3 of the NYS Grade 6–8 Expository Writing Evaluation Rubric</b> and compare the words they circled with the ones that are on the dictionary page: <i>coherence/incoherence, style, complex ideas, concepts, precise, appropriate/inappropriate, transitions, unified, enhance, exhibit, predominantly</i>. The glossary page should already have a simple definition for each of the words.</li> <li>• Have a student volunteer read the words and definitions that are on the dictionary page. Explain a word further if necessary. Be sure to point out the words that are matched with their opposite, i.e., <i>coherence/incoherence, appropriate/inappropriate</i>.</li> <li>• If students have other words they questioned, ask them to add those to their list and share with the class. See if they can tell what the words mean; if not, give a simple definition.</li> <li>• Distribute and display the <b>NYS Writing Rubric: Row 3 Self-Assessment</b> using the <b>document camera</b>. Ask students to focus on this third section of Row 3 of the rubric: “Provide a concluding statement or section that follows from the topic and information presented.”</li> <li>• Ask students to self-assess their conclusion against this part of the rubric. Invite them to highlight on the rubric where they think the conclusion of their draft essay fits and to justify why on the lines underneath by citing evidence from their essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from having access to the NYS Writing Rubric Row 3 Self-Assessment (Alternate Version) in the supporting materials.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Selecting a Refugee Experience for Further Research (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that in the next lesson, they will begin a short research project about real refugees from several different countries to find out more about life for refugees. Build excitement by explaining that in the next unit, students will have the chance to be creative by using their research to write some “inside out” and “back again” poems similar to those by Ha in the novel.</li><li>• Distribute <b>half sheets of paper</b> to students. Ask them to indicate their first and second choice:<ul style="list-style-type: none"><li>– “Out of the refugee experiences we have learned about, identify which one you would like to learn more about and write why.” The list includes Kurdish refugee, Bosnian refugee, or Afghani refugee.</li></ul></li><li>• Collect students’ exit tickets.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit at home.</li></ul> <p><i>Note: Before Lesson 20, review students’ draft essays and provide specific feedback. Focus feedback on strengths and next steps related to the top two rows of the NYS rubric. In Lesson 20, students have time to revise their essays.</i></p> <p><i>Lesson 18 and 19 involve research toward the Final Performance Task. Review students’ exit tickets to form Research Teams (heterogeneous groups of three to four students). Begin to prepare the research texts (see Lesson 18 Supporting Materials for this list of research texts). If your classroom includes support staff, consider groupings that might best allow your support staff to work with students, in class, and/or in support periods. For further guidance, Lexile levels are listed next to the titles of the articles in the Grade 8 Curriculum Map on EngageNY.</i></p>	





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# Grade 8: Module 1: Unit 2: Lesson 17

## Supporting Materials



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Consider the meaning of the novel's title, *Inside Out & Back Again*. How does this title relate to the universal refugee experience of fleeing and finding home, and in what ways is Ha's experience a specific example of this universal experience?



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

<b>Word/Phrase</b>	<b>Row number</b>	<b>Definition</b>
coherence (opposite: incoherence)	3	when something such as a piece of writing is easy to understand because its parts are connected in a clear and reasonable way Opposite: when something is hard to understand or does not make sense
style	3	a particular way of doing, designing, or producing something
complex ideas	3	consisting of many different parts
concepts	3	an idea of how something is, or how something should be done
precise	3	precise information, details etc are exact, clear, and correct
appropriate (opposite: inappropriate)	3	correct or suitable for a particular time, situation, or purpose  Opposite:
transitions	3	words or phrases that help a writer connect one idea to another so a reader can follow the writer's thinking
unified	3	when things are connected, joined
enhance	3	to improve something
exhibit	3	to clearly show a particular quality, emotion, or ability



<b>Word/Phrase</b>	<b>Row number</b>	<b>Definition</b>
predominantly	3	mostly or mainly
Other new words you encountered:		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions:

1. Read each column in the first row of the rubric.
2. Determine where you would score your poem and make a check mark in that box.
3. Justify your score by providing evidence from your poem on the lines underneath the rubric.
4. Repeat with the next row of the rubric.

Words in **bold** are defined in your Writer's Glossary for the New York State Writing Rubric

COHERENCE, ORGANIZATION, AND STYLE:	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
the <b>extent</b> to which the essay <b>logically</b> organizes <b>complex ideas</b> , <b>concepts</b> , and information using formal <b>style</b> and <b>precise</b> language	<ul style="list-style-type: none"> <li>provide a concluding statement or section that is <b>compelling</b> and follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>provide a concluding statement or section that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>provide a concluding statement or section that follows generally from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>provide a concluding statement or section that is <b>illogical</b> or unrelated to the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>do not provide a concluding statement or section</li> </ul>



Justify your score using evidence from your essay:

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## GRADE 8: MODULE 1: UNIT 2: LESSON 17 OPTIONAL MATERIALS

*Note to teacher: The next pages include a scaffolded version of the NYS Writing Rubric Row 3--Conclusion 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.*



**Name:**

**Date:**

**Directions:**

1. Read each column in the first row of the rubric.
2. Determine where you would score your poem and make a check mark in that box.
3. Justify your score by providing evidence from your poem on the lines underneath the rubric.
4. Repeat with the next row of the rubric.

Words in **bold** are defined in your Writer's Glossary for the New York State Writing Rubric

<b>COHERENCE, ORGANIZATION, AND STYLE:</b>	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
the extent to which the essay logically organizes <b>complex ideas, concepts</b> , and information using formal style and <b>precise</b> language	<ul style="list-style-type: none"> <li>provide a concluding statement or section that is <b>compelling</b> and follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>provide a concluding statement or section that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>provide a concluding statement or section that follows generally from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>provide a concluding statement or section that is <b>illogical</b> or unrelated to the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>do not provide a concluding statement or section</li> </ul>





Justify your score using evidence from your essay:

My essay deserves a score of \_\_\_\_\_ for coherence, organization, and style because

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An example of this from the text that I wrote is

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