



EXPEDITIONARY  
LEARNING

## **Grade 8: Module 1: Unit 1: Lesson 3**

**Inferring about Character:** Close Reading of the Poem “Inside Out” and Introducing QuickWrites



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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 use a variety of strategies to determine the meaning of unknown words or phrases (L.8.4)  
I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

Supporting Learning Targets

- I can make inferences to deepen my understanding of *Inside Out & Back Again*.
- I can cite evidence from the novel to explain how incidents reveal aspects of Ha’s character.
- I can use context clues to figure out word meanings.
- I can participate in discussions about the text with a partner, small group, and the whole class.

Ongoing Assessment

- Answers to text-dependent questions



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: The Gist Mix and Share (5 minutes)</li> <li>B. Review Learning Targets and Add to the Things Close Readers Do Anchor Chart (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Close Reading: Poem, “Inside Out” (15 minutes)</li> <li>B. Guided Practice: QuickWrite (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Reread pages 4–9 and complete QuickWrite 1</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson introduces a protocol that will be used throughout the modules to promote student engagement, collaboration, and self-assessment. Review the Think-Pair-Share protocol (Appendix). For this lesson, pair students of mixed abilities.</li> <li>• Share small-group and partnering norms to increase the efficacy of group work and working in pairs. In developmentally appropriate ways, give students specific praise when they are listening and contributing (e.g., “props to this group over here, who I heard really pushing each other to give evidence”).</li> <li>• This lesson introduces students to the routine of QuickWrites (see Work Time, Part B). In advance, prepare the QuickWrite anchor chart (see supporting materials). Note the use of the term “focus statement,” which is a more specific way of describing a topic sentence that focuses directly on the question being asked in a writing prompt.</li> <li>• Throughout this module, students write routinely using QuickWrites—sometimes during class, and often as a part of their homework. Based on the needs of your class, determine whether to have students do this writing in their notebooks (either as a separate section or chronologically after their various class notes), or to have students do this writing on separate sheets of paper. Review the Unit 1 overview, Unit-at-a-Glance chart, ongoing assessment column to see when and how the QuickWrites are used. (You may choose to eliminate one, but understand how this impacts the lesson openings and unit assessments. And in Unit 2, you may choose to design similar text-dependent questions to serve as QuickWrites, in order to reinforce this skill of writing strong analytical paragraphs). If you need scoring guidance in addition to the criteria on the QuickWrite anchor chart, consider using the NYS 2-point rubric to score students’ QuickWrites.</li> <li>• The teacher models writing a QuickWrite in front of the class. To save time, copy the model prompt in advance.</li> <li>• It is important for students to see this writing done “in real time,” rather than just seeing a finished model. However, students will also benefit from having a hard copy to refer to later. A basic QuickWrite model is provided (see supporting materials). If possible, type up the authentic teacher model that you do during class, and distribute it to students as well.</li> <li>• Post the learning targets where all students can see them.</li> </ul>



Lesson Vocabulary	Materials
infer; predict, fate, smeared (4), foretell (1)	<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 Lesson 2)—today’s focus: using details to make inferences, using context clues, and talking with others</li> <li>• “Inside Out” text-dependent questions (one per student)</li> <li>• QuickWrite anchor chart (new; teacher-created; see example in supporting materials)</li> <li>• Document camera</li> <li>• Teacher journal (for modeling of a QuickWrite)</li> <li>• QuickWrite model (one per student and one for display; alternately, type up the “authentic” model that took place during class and distribute that)</li> <li>• QuickWrite 1 (one per student; for homework)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: The Gist Mix and Share (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that the reading homework is important for the thinking they will do in class in the next lesson. For homework they completed a “first read” of pages 4–9 and were reading for the gist. Invite students to open their books and quickly scan pages 4–9 to refresh their thinking.</li> <li>• Next, tell students they are going to stand up and find another student. With this partner, they each will share the gist of the reading homework. Continue to reinforce that “gist” is just one’s initial sense of what a text is mostly about; it’s fine if it’s tentative, incomplete, or inaccurate. These poems may not seem so complex, but it’s helpful to practice getting the gist.</li> <li>• Give students 2 minutes to share. Use a visible timer to help students do this quickly.</li> <li>• Then ask students to return to their seats for a quick debrief. Ask students, <ul style="list-style-type: none"> <li>* Was your idea of the gist the same as your partner’s? Did you remember something else as you shared and listened?”</li> </ul> </li> <li>• Cold call on students to offer their insights, and explain that talking about what they are reading is an important way to deepen their understanding of a text. It is a “thing close readers do.”</li> </ul>	



Opening (continued)	Meeting Students’ Needs
<p><b>B. Review Learning Targets and Add to the Things Close Readers Do Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Have learning targets and the Things Close Readers Do anchor chart posted (perhaps on your SmartBoard or document camera) for review. Remind students that learning targets allow them to know the learning, thinking, and skills that will be the focus of the lesson. Review the learning targets for the day and check in at the end of the lesson to assess students and to help students assess themselves.</li><li>• Call on students to read the learning targets.<ul style="list-style-type: none"><li>* “I can make inferences to deepen my understanding of Inside Out &amp; Back Again.”</li></ul></li><li>• Review inferences (from Lessons 1 and 2): readers determine meaning based on things not directly stated in the text. When we infer, we use details or “clues” in the text and combine them with our background knowledge to help us understand incidents, characters, themes, etc. The text Inside Out &amp; Back Again is deceptively simple: it leaves many things not directly stated and will require many inferences. Tell students they will continue to practice inferring in today’s lesson.<ul style="list-style-type: none"><li>* “I can cite evidence from the novel to explain how incidents reveal aspects of Ha’s character.”</li></ul></li><li>• Remind students that close readers cite evidence, which means prove what they believe the novel is saying by referring directly to words, phrases, and details from the novel.</li><li>• Read the last two learning targets aloud:<ul style="list-style-type: none"><li>* “I can use context clues to figure out word meanings”</li><li>* “I can participate in discussions about the text with a partner, small group, and the whole class.”</li></ul></li><li>• Students should recognize that these are repeats from Lesson 2.</li><li>• Remind students that close reading of complex text includes citing evidence, focusing on word meanings. Talking with others often helps us understand a text more deeply. Add to the anchor chart:<ul style="list-style-type: none"><li>* Use details from the text to make inferences</li><li>* Use context clues to figure out word meanings</li><li>* Talk with others about the text</li></ul></li><li>• Tell students that today, they will pair up for Think-Pair-Share moments. Remind students to be respectful of others by listening to what others have to say, asking questions to clarify understanding, and participating in the discussions by offering thoughtful ideas and questions.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Close Reading: Poem, “Inside Out” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Pair up students of mixed abilities to work together for this lesson.</li> <li>• Tell students that just as they took their time reading one poem yesterday, they are going to do something similar today, reading the poem “Inside Out” closely. Distribute <b>“Inside Out” text-dependent questions</b>. Tell students that they will use a Think-Pair-Share protocol to answer these questions. Explain the process if it is unfamiliar to the class. This is a very simple protocol students will use often in which you will pose a question or prompt, and they will do the following:             <ol style="list-style-type: none"> <li>1. Take a few seconds to think about the question or prompt and reread the text as necessary. Students may also write down their thinking on the handout.</li> <li>2. Pair up with their partner, and take turns sharing their thinking about the question or prompt. Students may revise what they have written on the handout.</li> <li>3. Share with the whole class any thoughts they had, conclusions they came to, questions they still have, etc.</li> </ol> </li> <li>• Invite students to begin by rereading on their own page 4, “Inside Out.”</li> <li>• Ask them to then turn and talk to their partner to share the gist:             <ul style="list-style-type: none"> <li>* “What is this poem mostly about?”</li> </ul> </li> <li>• Then, read the poem aloud as students look at the text and read silently in their heads. Ask them to focus on whether their initial understanding of the gist is confirmed, or whether they need to revise their thinking. Cold call a student to share the gist: briefly clarify understanding for all (i.e., “Ha says war is coming”). Tell students that it is fine if they just have a very basic understanding of the poem at this point. Part of reading closely involves rereading to deepen understanding.</li> <li>• Focus students on the first text-dependent question:             <ol style="list-style-type: none"> <li>1. “How do the events in this poem connect to the first poem we read, ‘1975: Year of the Cat,’ and the title of the novel, <i>Inside Out &amp; Back Again</i>?”</li> </ol> </li> <li>• Remind them to first reread and think on their own.</li> <li>• Then ask them to share their thinking with their partner. Listen for students to make the connection that both the first two poems are about predicting good or bad luck for the rest of the year. Students may wonder if Ha brought bad luck on the family by being the first to rise on Tet instead of her older brother.</li> </ul>	<ul style="list-style-type: none"> <li>• Heterogeneous pairing of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts and close reading of the text. This also provides more talk-time per student when the processing and thinking requires more support and collaboration. Consider pairing students within existing small groups for ease in flexing students from pairs to small groups, and vice versa.</li> <li>• Some students may benefit from using a ruler or piece of paper to underline the lines as they are read aloud.</li> <li>• Some students may benefit from having sentence starters provided during Think-Pair-Share.</li> <li>• Many students will benefit from seeing questions posted on Smartboards or via your document camera, but reveal questions one at a time to keep students focused on the question at hand.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Listen for students to refer to page 4, the first stanza(reinforce this habit of citing page number and stanza): “he predicts our lives will twist inside out.” Focus students on key words that help to link the two poems: <i>predicts</i> and <i>foretells</i>. Point out the prefix “pre,” which means “before.” And “dict” means “to say or declare.” So <i>predict</i> means to tell beforehand. Help students see the direct connection between <i>predict</i> in this poem and the synonym <i>foretell</i> (from page 1, “1975: Year of the Cat”).</li> <li>• Students also should notice that the poem “Inside Out” is the first of the novel’s title. Tell them that this is one way an author signals importance; they will revisit this poem later in the module.</li> <li>• Tell students that you will repeat this Think-Pair-Share routine with additional questions. Encourage students to return to the text to find specific evidence to help them answer each question.               <ol style="list-style-type: none"> <li>2. “What specifically does the fortune-teller <i>predict</i> about the family’s future?”</li> </ol> </li> <li>• Listen for students to refer to the first stanza, “our lives will twist inside out.” If students don’t mention it, identify the word <i>fate</i> as meaning <i>destiny</i>. The fortune-teller is predicting the family’s destiny. Point out that “fate” and “destiny” have very related meanings: both mean basically events outside of a person’s control.               <ol style="list-style-type: none"> <li>3. “Ha lives in a war-torn country. How does she hope her life will be turned inside out?”</li> </ol> </li> <li>• Listen for students to refer to the second stanza: she hopes that soldiers will no longer patrol the neighborhood, she can jump rope after dark, and she will not have to hide from danger.               <ol style="list-style-type: none"> <li>4. “Ha knows that ‘inside out’ probably means something different. What will probably happen?”</li> </ol> </li> <li>• Listen for students to refer to the very last lines on page 4: “The war is coming closer to home.”</li> <li>• Give specific examples of students you observed rereading and citing textual evidence. Continue to reinforce these reading practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Student seating may be arranged in pairs, since they will be practicing paired sharing in this lesson. Students will be reading, thinking, and discussing the book in pairs or small groups throughout the unit.</li> <li>• Some students may benefit from having access to “hint cards,” small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, “check back in the second stanza on page 7.”</li> <li>• Some students may benefit from having paragraph frames as a scaffold for QuickWrites.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Guided Practice: QuickWrite (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that in order to help them keep track of their thinking, or think more carefully about specific sections of the text, they will often complete a QuickWrite: a short piece of written analysis about the text. Sometimes they will do this in class, and sometimes for homework. This QuickWrite also will be a good way for their teacher to know how well each student understands the novel and can connect details from the reading to a writing prompt.</li><li>• Post the <b>QuickWrite anchor chart</b> (or use your Smartboard), which will serve as a reminder to students of the criteria for answering the QuickWrite prompts. Review the chart:<ul style="list-style-type: none"><li>* Have I answered the prompt completely?</li></ul></li><li>• Share with students that often prompts have more than one step. They need to read the prompt carefully to understand everything they are being asked to think about.<ul style="list-style-type: none"><li>* Does my paragraph include the following?<ul style="list-style-type: none"><li>* A focus statement</li><li>* At least three pieces of specific evidence from the text</li><li>* For each piece of evidence, an analysis or explanation: what does this evidence mean?</li><li>* A concluding sentence</li></ul></li></ul></li><li>• Tell students that most QuickWrite prompts will be a paragraph in length, and a well-constructed paragraph includes the sentences described above. Any time they do a QuickWrite, they will be able to use the novel, graphic organizers, note-catchers, question handout, and notes to help them.</li><li>• Tell students that to help them know what a strong QuickWrite looks like, you will model for them using the document camera. In your <b>teacher journal</b>, date the top of the page and write: “QuickWrite Model”<ul style="list-style-type: none"><li>* “Based on what you have read so far in the novel, what can you infer about what will happen to Ha and her family? Be sure to use details from the text to support your answer.”</li></ul></li><li>• Refer students to the anchor chart to review what they must include in the QuickWrite. Students will notice that they must answer the question completely. Underline or highlight “infer about what will happen to Ha and her family” as the question they must answer. Probe to see if students can rephrase the word <i>infer</i>. Listen for students to remember that to <i>infer</i> means to use their own thinking plus clues in the text to understand the character or incidents.</li></ul>	





Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Invite students to Think-Pair-Share in response to this QuickWrite question. Probe students to use clues in the text by asking them, “Will Ha’s actions affect the family’s future?” (such as Ha’s act of disobedience to her mother on Tet, which may bring bad luck); “What might Ha’s mother’s visit to the fortune-teller have to do with the family’s future?” (the fortune-teller’s prediction of bad luck); “What does Ha’s comment that ‘the war is coming closer to home’ mean?”; and “What does the phrase ‘inside out’ usually mean? Based on what you see in the text, and what you already know about that phrase, what do you infer?”</li><li>• Select the best details offered and model writing the focus statement, citing a key detail from the text and explaining the meaning and/or the importance of that detail. Repeat with two more details, again citing evidence and showing students how to explain the evidence. End with a concluding statement.</li><li>• Point out that the concluding sentence just basically sums things up, saying the main points of the paragraph in a new way. Tell students that they will work more on formal conclusions when they begin to write full essays (in Unit 2).</li><li>• Distribute hard copies of this QuickWrite model for students to refer to when they write their own QuickWrite response to a different question for homework.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Preview the homework for students (see below). Remind students that each night for homework they will have a portion of reading from the novel or their own independent book.</li><li>• Review the day’s learning targets with students. Explain that when they returned to the book to answer text-dependent questions, they were citing evidence and learning more about Ha as a character.</li><li>• Use the Fist to Five protocol to have students rate how they did attending to the first learning target. This self-assessment helps students rate themselves on a continuum from 0 (fist), meaning far from the target, to 5 (five fingers), having solidly met the target. Ask students to indicate with their fist if they did not use the text to cite evidence, or five fingers if they consistently used the text to prove their thinking. They can choose to show one to four fingers to indicate whether their use of the text was somewhere in between.</li><li>• If time permits, call on a few students to provide evidence for the rating they gave themselves.</li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread pages 4–9 of <i>Inside Out &amp; Back Again</i> (from “Inside Out” through “Papaya Tree”).</li><li>• <b>QuickWrite 1:</b> What kind of person is Ha? Use specific evidence from the text to write a paragraph in which you discuss one of Ha’s personality traits. A complete paragraph will include a focus statement, several pieces of textual evidence, explanations about what each piece of evidence shows us about Ha, and a concluding sentence. Use the notes you collected in your journal to help you write this paragraph.</li></ul>	<ul style="list-style-type: none"><li>• The teacher may use a different structure or resource other than a journal for collecting student writing.</li></ul>



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## Supporting Materials



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- Get the gist – get your initial sense of what the text is mostly about
- Reread
- Cite evidence
- Use details from the text to make inferences
- Use context clues to figure out word meanings
- Talk with others about the text



1. How do the events in this poem connect to the first poem we read, “1975: Year of the Cat,” and the title of the novel, *Inside Out & Back Again*?
2. What does the fortune-teller foretell about the family’s future?
3. Ha lives in a war-torn country. How does she hope her life will be turned inside out?
4. Ha knows that ‘inside out’ probably means something different. What will probably happen?



- Have I answered the prompt completely?
- Is the evidence I provided relevant and complete?
- Does my paragraph include 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



Based on what you have read so far in the novel, what can you infer about what will happen to Ha and her family? Be sure to use details from the text to support your answer.

**I think that Ha's family will have to deal with serious problems because of the war. She says that the fortune-teller "predicts our lives will twist inside out." This means something big is going to change for them, probably not in a good way. She says "Maybe soldiers will no longer patrol our neighborhood," but then in stanza three she says that something on the playground will be "smeared with blood." These details about soldiers and blood make it sound really scary, like things are getting dangerous. And she says "the war is coming." I think they are in danger.**



Reread pages 4–9 of *Inside Out & Back Again*, from “Inside Out” through “Papaya Tree.”

What kind of person is Ha? Use specific evidence from the text to write a paragraph in which you discuss one of Ha’s personality traits.

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