

American Literature - Unit 8 - The Power of Your Story

Unit Focus

Students will be studying craft and story-telling as they analyze excerpts from *The House on Mango Street* by Sandra Cisneros. Using Cisneros' work as a mentor text and model, students will work to bring their own stories to life. As a note, the learning events in this curriculum are multi-day events. Students should be reading and **analyzing** (21st Century Capacity) *Mango Street*, then applying those strategies to their independent reading, which is then followed by independent practice in their own creative/narrative writing (21st Century Capacity: Product Creation).

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <p>Common Core <i>English Language Arts: 9-10</i> Reading Literature Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.9-10.1) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (CCSS.ELA-LITERACY.RL.9-10.4) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS.ELA-LITERACY.RL.9-10.5) By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RL.9-10.10) Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LITERACY.W.9-10.4)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Evaluate the author's message and purpose, citing text evidence to support conclusions.</p> <p>T2 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing.</p> <p>T3 Evaluate writing using a variety of tools and mentor writing to identify areas of strength and set goals for future development</p> <p>T4 Present information and ideas using appropriate grammar, spelling and vocabulary to convey the message.</p> <p>T5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>T6 Develop and revise a plan for writing to match their intended audience, purpose and message.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Authors look to mentors in order to inspire the writing process.</p> <p>U2 Authors engage their readers in a variety of ways.</p> <p>U3 The writing process is cyclical and requires planning, drafting, revising, and editing.</p> <p>U4 Authors pull from their experiences and lives, as well as their imaginations.</p> <p>U5 Writing exposes personal truths.</p> <p>U6 Authors make stylistic choices with intention and purpose.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How does an author's background influence their writing?</p> <p>Q2 How do authors use literary devices to engineer personal truth?</p> <p>Q3 How do authors make personal stylistic choices that advance a reader's understanding?</p> <p>Q4 How can language choices effectively convey my personal truth?</p> <p>Q5 How can I make personal stylistic choices that advance my reader's understanding?</p> <p>Q6 How can I make choices that engage my reader?</p>

Stage 1: Desired Results		
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA-LITERACY.W.9-10.5)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS.ELA-LITERACY.W.9-10.10)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS.ELA-LITERACY.W.9-10.3)</p> <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS.ELA-LITERACY.W.9-10.3.A)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS.ELA-LITERACY.W.9-10.3.B)</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS.ELA-LITERACY.W.9-10.3.C)</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA-LITERACY.W.9-10.3.D)</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS.ELA-LITERACY.W.9-10.3.E)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.W.9-10.9)</p> <p>Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS.ELA-LITERACY.W.9-10.9.A)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.9-10.1)</p> <p>Use parallel structure.* (CCSS.ELA-LITERACY.L.9-10.1.A)</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings</p>	Acquisition	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 The definition of various literary devices (tone, metaphor, imagery, symbolism.)</p> <p>K2 Writing vocabulary: purpose, stylistic choice, personal truth, drafting, planning, revising, editing</p> <p>K3 Mentor texts</p> <p>K4 Grammar terminology: phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute), clauses (independent, dependent; noun, relative, adverbial), semicolon, colon, parallelism.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Showing versus telling</p> <p>S2 Exploring and conveying emotions through writing and stylistic choices</p> <p>S3 Writing metaphors</p> <p>S4 Creating vivid imagery through specific word choice</p> <p>S5 Writing with a specific tone</p> <p>S6 Writing with a specific audience in mind</p> <p>S7 Revising and editing</p>

Stage 1: Desired Results

and add variety and interest to writing or presentations. *(CCSS.ELA-LITERACY.L.9-10.1.B)*

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.9-10.2)*

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. *(CCSS.ELA-LITERACY.L.9-10.2.A)*

Use a colon to introduce a list or quotation. *(CCSS.ELA-LITERACY.L.9-10.2.B)*

Spell correctly. *(CCSS.ELA-LITERACY.L.9-10.2.C)*

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.9-10.5)*

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. *(CCSS.ELA-LITERACY.L.9-10.5.A)*

Analyze nuances in the meaning of words with similar denotations. *(CCSS.ELA-LITERACY.L.9-10.5.B)*

Writing

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. *(CCSS.ELA-LITERACY.W.9-10.6)*

Other Goals

Student Growth and Development 21st Century Capacities Matrix

Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *(MM.1.2)*

Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *(MM.3.2)*