

American Literature - *Modified from Unit 8* - Using Mentor Texts to Develop Personal Narrative

Targeted Goals from Stage 1: Desired Results

Content Knowledge:

- Reading with purpose (style choices)
- “Toolbox” of figurative language and understanding of word choices to develop own writing

Vocabulary:

- Tone
- Style

Skills:

- Close Reading
- Narrative Writing

Expectation:

- Students will be able to identify and examine effective stylistic choices.
- Students will experiment with style choices using mentor texts for writing and personal experiences for content.
- Students will engage in Independent Reading “on the side” to further application of lessons.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday [Students should be reading and applying strategies to an independent reading book. Select chapters from <i>Mango</i> used as mentor texts.] Introduction of <i>House on Mango Street</i> as a mentor text.	House on Mango Street Mango Street Introduction	Answer the Questions for Consideration ● Questions/Ideas to consider-- <ul style="list-style-type: none">○ How is the American story told? In what ways is this one “American” according to our ongoing definitions of this?○ How do authors engage readers?

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<ul style="list-style-type: none"> ● Read Cisneros’s Introduction. ● Questions/Ideas to consider-- <ul style="list-style-type: none"> ○ How is the American story told? In what ways is this one “American” according to our ongoing definitions of this? ○ How do authors engage readers? ○ What are your expectations of Cisneros? How does she already speak to these two questions? 		<p>What are your expectations of Cisneros? How does she already speak to these two questions?</p>
<p>Tuesday</p> <p>Read A Rice Sandwich to examine showing versus telling. Try to imitate strategies to engage a reader.</p>	<p>Mini lesson Video - Show, don’t tell, “A Rice Sandwich”</p> <p>Mini lesson presentation</p>	<p>Journal: Describe how it feels to _____ (learn to drive, get your first C, eat lunch alone, etc).</p>
<p>Wednesday</p> <p>Using metaphor to convey experience</p> <ul style="list-style-type: none"> ● Read “Four Skinny Trees” ● Analyze how symbolism leads to the metaphorical message. 	<p>Mini LessonVideo: Review metaphor and extended metaphor.</p> <p>Mini Lesson Document: Include definitions and excerpt</p>	<p>Journal: Write a one paragraph short story or poem using a symbol to represent yourself.</p>
<p>Thursday</p> <p>Imagery</p> <ul style="list-style-type: none"> ● Read “Hairs” ● Note: Word choices, figurative language, unexpected comparisons, appealing to senses, noticing details 	<p>Review of figurative language</p> <p>And/Or this video</p>	<p>Journal: Use descriptive details, including figurative language, and sensory details to describe your home and/or family. Allow the word choices you use to convey emotion without explicitly expressing these emotions.</p>

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Friday Tone and audience <ul style="list-style-type: none"> ● Read “Those Who Don’t” 	Mini Lesson: Review Mini Lesson: Tone in The House on Mango Street Tone/Audience/Message	Journal: Think of a time when someone didn’t understand you. Tell that story. OR Tell someone something. Be aware of tone and audience.

Week criteria for success (attach student checklists or rubrics): General Feedback Rubric, exit slips, reading tracker.

Supportive resources and tutorials for the week (plans for re-teaching): As needed. All supportive docs will be available for review and/or use.