



Grade 10 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 *Mango Street*, then applying those strategies to their independent reading, which is then followed by independent practice in their own creative/narrative writing.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer
Common Core English Language Arts: 9-10 <ul style="list-style-type: none">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)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)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)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)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)	<i>Students will be able to independently use their learning to...</i> T1 Evaluate the author's message and purpose, citing text evidence to support conclusions. T2 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing. T3 Evaluate writing using a variety of tools and mentor writing to identify areas of strength and set goals for future development T4 Present information and ideas using appropriate grammar, spelling and vocabulary to convey the message. T5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. T6 Develop and revise a plan for writing to match their intended audience, purpose and message.
	Meaning
	Understanding(s)
	<i>Students will understand that...</i> U1 Authors look to mentors in order to inspire the writing process. U2 Authors engage their readers in a variety of ways. U3 The writing process is cyclical and requires planning, drafting, revising, and editing. U4 Authors pull from their experiences and lives, as well as their imaginations. U5 Writing exposes personal truths. U6 Authors make stylistic choices with intention and purpose.
	Essential Question(s)
	<i>Students will keep considering...</i> Q1 How does an author's background influence their writing? Q2 How do authors use literary devices to engineer personal truth? Q3 How do authors make personal stylistic choices that advance a reader's understanding? Q4 How can language choices effectively convey my personal truth? Q5 How can I make personal stylistic choices that advance my reader's understanding? Q6 How can I make choices that engage my reader?

Stage 1: Desired Results - Key Understandings

- 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)
- 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)
- 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)
- 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)
- 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)
- 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)
- Use parallel structure.* (CCSS.ELA-LITERACY.L. 9-10.1.A)
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS.ELA-LITERACY.L.9-10.1.B)
- 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)
- 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)

Madison Public Schools Profile of a Graduate

- Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG. 2.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 the definition of various literary devices (tone, metaphor, imagery, symbolism.)

K2 Writing vocabulary: purpose, stylistic choice, personal truth, drafting, planning, revising, editing

K3 mentor texts

K4 Grammar terminology: phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute), clauses (independent, dependent; noun, relative, adverbial), semicolon, colon, parallelism.

Skill(s)

Students will be skilled at...

S1 Showing versus telling

S2 exploring and conveying emotions through writing and stylistic choices

S3 writing metaphors

S4 Creating vivid imagery through specific word choice

S5 writing with a specific tone

S6 writing with a specific audience in mind

S7 revising and editing