

Grade 10

Distance Learning Module 6: Week of: 5/11/2020-5/15/2020

American Literature - *Modified from Unit 8 - The Power of Your Story*

Targeted Goals from Stage 1: Desired Results

Content Knowledge: narrative writing, plot structure, grammar, message/rhetoric, mentor texts

Vocabulary: mentor texts, rhetoric, Parallelism and other rhetorical devices such as: anaphora, epistrophe, climax (within a sentence), epistrophe, and others at teacher discretion; phrases: noun, verb, adjectival, adverbial, participial, prepositional, absolute; clauses: independent, dependent; noun, relative, adverbial; and semicolon and colon.

Skills:

- SWBAT outline and plan a narrative using expert suggestions and mentor texts.
- SWBAT identify and evaluate the purpose of their writing.
- SWBAT make intentional writing/revision decisions about plot.
- SWBAT evaluate various types of narrative writing.
- SWBAT apply grammar strategies to their writing.
- SWBAT apply elements of rhetoric to their writing.

Expectation:

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Planning Strategies and Analyzing Mentor Texts	Read: Excerpt from Stephen King "On Writing" Students should outline their writing piece using a storyboard template. Here, they should identify the important scenes/actions/moments they will want to bring to life as they continue writing. Before students finalize their drafts, teachers should review the storyboard.	Create an outline for narrative writing or complete a storyboard OR create a vision board of their narrative through Padlet. Independent Reading Check-In (in lieu of summary/analysis journal doc while immersed in writing modules) Google form option linked above. Can also answer these questions via flipgrid and/or Google Questions - teacher preference.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Tuesday: Purpose for writing: Expose a personal truth</p>	<p>Strategies to help students explore life events and memories:</p> <ul style="list-style-type: none"> • Mind mapping • Memory List and Time Rope • Parent/Sibling interview (how are you perceived by others?) • Concentric Circles and other strategies to practice storytelling 	<p>Discussion post: What's a personal truth? Return to core text narratives - Gatsby/Nick modeled, students try Junior and their own personal truth based on narrative</p> <p>Personal Truth/Core Text Worksheet (adapt for discussion post(s) or live lesson as needed)</p> <p>Modified Version</p>
<p>Wednesday: Reviewing Narrative Structure</p>	<p>Reviewing Narrative Structure</p> <p>Choose two essays to read. Take notes using the mentor text worksheet provided. Be prepared to share thoughts as part of a live session on Friday:</p> <ul style="list-style-type: none"> • The Ashen Guy --examining use of dialogue to propel the narrative • The Kyoto Treat--examining imagery, details, figurative language • Orange Crush --examining tone and humor • The Sanctuary of School--examining openers 	<p>Continue to work on narrative writing</p> <p>Begin filling out: Analyzing Mentor Texts Worksheet</p> <p>(MODIFIED-practicing dialogue day 1)</p>
<p>Thursday: Analyzing Mentor Texts during writing</p>	<p>Continue work from yesterday. Read the second two essays and add to your note-taking sheet. Prepare for Friday's discussion:</p> <ul style="list-style-type: none"> • The Ashen Guy --examining use of dialogue to propel the narrative • The Kyoto Treat--examining imagery, details, figurative language • Orange Crush --examining tone and humor • The Sanctuary of School--examining openers 	<p>Activity:</p> <p>Continue to work on Analyzing Mentor Texts Worksheet</p> <p>(MODIFIED-practicing imagery→ day 2)</p>

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Friday:	<p>Live session discussion:</p> <p>Discuss essays.</p> <ul style="list-style-type: none"> • Which essays were effective? Why? • Which elements of narrative writing were effective? Why? • How does the writing connect to that of other authors we have encountered? • Which essay speaks to your writing style? Voice? 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Participate in live session/discussion based on the mentor texts. 2. Submit mentor texts worksheet. 3. Begin planning a narrative essay. What will you write about?

Week criteria for success (attach student checklists or rubrics):

Narrative Writing Rubric (students will be turning this in next week, but are working towards these goals)

Supportive resources and tutorials for the week (plans for re-teaching):