Guidance for Learning at Home

How to Provide Feedback

- Feedback might be provided in two possible ways:
    - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using Teacher Talk Moves and guiding questions to help students refine answers.
    - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or organizational frames.
- Lesson look-fors will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

Unit Overview

By the end of this unit, your student will have read *The Joy Luck Club* by Amy Tan and a series of related literary and informational texts to explore the following question: How does a greater understanding of a person's life experiences change our perception of them? Students will express their understanding through a narrative essay.

The main text they will read in this unit is *The Joy Luck Club* by Amy Tan which explores all the dangers that could come upon a child and a mother's desire to protect her children against dangers they face. Throughout this unit students will analyze the varying perspectives of the main characters. At the end of the unit, students will be asked to write a narrative essay that explores how characters' perceptions of each other in the *The Joy Luck Club* influence their identity.

Text Access

In order to complete this unit at home, your student will need access to the following texts:

- Texts schools need to provide:
    - *The Joy Luck Club*, by Amy Tan
    - *The Joy Luck Club* ELA Guidebook Unit Reader

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. See the support suggestions in the teaching notes for the unit. Some support options are also available in the Distance Learning Guidebook Companion Feedback Guide.

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, your student will read these words in multiple texts and learn the meaning of them. Your student should use these words in their conversations and written responses. As often as you can, you should try to work these words into your

conversations with your student.

- perspective, perceive
- assimilation, assimilated
- immigrate, immigration, migrate, immigrant
- culture, cultured, cultural
- influence, influencer, influential, influenced

Support for Reading

A downloadable audio recording of *Joy Luck Club* is available at: https://www.audible.com/pd/The-Joy-Luck-Club-Audiobook/B002UZHS8A?qid=1596745563&sr=1-1&ref=a_search_c3_lProduct_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=D96H3R9X994R93PSK76Y.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist[1] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[2] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[3] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[4] and choice boards to reinforce expectations and support communication.

Support for Writing

If your student struggles to write, you should

- consider using tools such as transitions, grades 9-12, evidence sentence starters, grades 7-12, and organizational frames. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

[1] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[2] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[3] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[4] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

Week 1

Support for Background Knowledge
Your student may need support with understanding the conflicts that create the setting for Suyuan's story in chapter 1. In order to understand more about the tumultuous history between Japan and China, direct your student to read text five in *The Joy Luck Club* Knowledge Packet. This packet can be found on the ELA Guidebooks Overview page: https://www.louisianabelieves.com/academics/ela-guidebooks.

Support for Meaning
Your student may need support with understanding the terms "diction" and "dialogue." Consider providing the following definitions of these two terms.

- **diction**: how an author uses words and phrases in a text to develop the tone and reveal the author's perspective and/or attitude toward the subject being described or explained
- **dialogue**: the words that characters say within a text; usually set off in quotation marks; often used to develop the characters within a text

Lesson Look-Fors:

- Can students understand how Tan uses words and phrases to create Jing-Mei's perspective?
- Can students understand how Tan's experiences shaped her writing of fiction?
- Can students provide evidence such as details and examples from the images and their reading to support their responses?
- Can students develop a claim about the relationship between experiences and storytelling?

Week 2

Support for Background Knowledge
Your student might need extra support with understanding some of the superstitions mentioned in chapter three. Prior to reading chapter three, direct your student to view this video on Chinese superstitions: https://www.youtube.com/watch?v=mD1YEV5mN5Y.

To support your student in understanding the concept of arranged marriages, direct your student to read text six in *The Joy Luck Club* Knowledge Packet prior to reading chapter three. This packet can be found on the ELA Guidebooks Overview page: https://www.louisianabelieves.com/academics/ela-guidebooks.

Support for Meaning:
Your student might need extra support completing the **Perspective Understanding Tool**. Guiding questions are provided within each lesson to support your student in completing the chart.

Support for Writing
Your student might need extra support when forming a claim for the prompt in Lesson 5. Consider providing your student with sentence frames.

- Though the women perceive themselves as _____, they are perceived as _____by others.
- The women perceive themselves _____, while/however/and/but others perceive them _____.

Lesson Look-Fors:

- Can students explain how the author develops the characters within the first four chapters?
- Can students identify how the characters perceive themselves and contrast this with the way that others perceive them?
- Can students locate evidence to support a description of a character?
- Can students write a response that forms a claim and supports that claim?

Week 3

Support for Meaning
Your student may need extra support in understanding and identifying the elements of an effective narrative. Prior to reading "I Stand Here Ironing," provide students with the following information on narratives:

Narrative writing is used in many text forms: in fictional storytelling (short stories and novels), in personal narratives and memoirs, in recounting historical events or people (historical narratives), in scientific accounts of how phenomena occur, and in personal reflections on life and learning (reflective narratives).

What is common across all these narrative forms is that they are almost always organized chronologically. That is, they report and describe events and occurrences in the order in which they happened.

Narratives also are unique in that they have a "narrative voice." The narrative voice is the point of view and perspective from which the story is told. It has a particular tone and style that may differ from the author. Informative/explanatory works and arguments use the point of view, perspective, style, and tone of the author or speaker.

Some elements of an effective narrative:

- **Word choice/diction**: An author/speaker uses words and phrases in a text to develop the tone and reveal the author's/narrator's/speaker's perspective and/or attitude toward the subject being described or explained.

- **Sentence structure/syntax**: An author/speaker uses the structure of individual sentences as well as a variety, rhythm, or flow of sentences across an entire work to create a style. The structure of a sentence can emphasize a particular idea or create a particular effect. Including a variety of sentence structures within work can create reader interest. Using repetition of sentence types or a series of shorter sentences can alter the pacing of the work, creating emphasis and reader interest.

- **Devices and techniques**: An author/speaker draws on different established ways of using and structuring words, phrases, and sentences to create an effect and/or develop the aesthetics of work.

- **Voice**: In narrative writing particularly, voice is determined by the author's style and narrative point of view. It is the "personality" of the writing, and it is typically distinct or different from the author's perspective and point of view. In arguments and analyses, an author's/speaker's "voice" and style are reflective of the author's/speaker's perspective and point of view. Voice may also include establishing a dialect for your narrator and characters (if necessary) when you craft dialogue. Dialogue can also be used to create dramatic or comedic interest.

Support for Writing
Your student may need support writing a claim in response to the section diagnostic prompt. As needed, provide your student with the following guiding questions while forming a claim in response to the prompt.

- Did each mother have a positive or negative impact on their daughter's life?
- How did Suyuan's experiences in China affect Jing-Mei's life?

- How did An-Mei's mother's experiences affect An-Mei's life?
- How did Lindo's mother affect her life? How did her mother's expectations affect Lindo?

Support for Writing
Your student may need support writing a claim in response to the section diagnostic prompt. As needed, provide your student with a sentence frame for their claim. A possible sentence frame for the section diagnostic is:

- In *The Joy Luck Club* and "I Stand Here Ironing," the mothers' experiences (CHOOSE: negatively/positively) shape their daughters' lives.

Lesson Look-Fors:

- Can students determine how the author develops the characters in "I Stand Here Ironing"?
- Can students determine how the author develops themes about motherhood within "I Stand Here Ironing"?
- Can students explain how the experiences of the mothers in "I Stand Here Ironing" and *The Joy Luck Club* impact their daughters?
- Can students write a response that includes details from multiple texts to support a claim?
- Can students integrate quotations and cite them effectively into their response?

Section Diagnostic

Students write a response to the following prompt: How do the experiences of the mothers in *The Joy Luck Club* and "I Stand Here Ironing" shape their daughters' lives? Use evidence from both *The Joy Luck Club* and "I Stand Here Ironing" to support your answer.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student identify how the mothers' experiences impact their daughters' lives?				
How well can a student use evidence to explain how the mothers' experiences impact their daughters' lives?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Form Claims: Analytical	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?				
Develop ideas: integrate quotations	How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?				
Use Conventions to Produce Clear Writing: Usage	How well can students use words and phrases correctly to clearly communicate ideas?				
Writing Score: _____ /9 Comments:					

Week 4

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading "On Generational Decline," direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review "On Generational Decline," and mark the words in the text.

- empirical
- longitudinal
- intergenerational
- rabidly
- thrifty
- frugal
- cultivated

Consider creating an audio file in which you read the words below aloud. Before reading "Chinese Mother," direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review "Chinese Mother," and mark the words in the text.

- stereotypically
- prodigy
- lax
- squeamishness

Support for meaning

Your student may need support describing Ling-Ling and her parenting style in Lesson 3. As needed, provide your student with the following quotations from the text and ask your student to explain what each quotation reveals about Ling Ling and/or her parenting style.

- ". . . only then did my mother tell me about the bad man who lived in the basement and why I should never open the door again. He had lived there for thousands of years, she said, and was so evil and hungry that had my mother not rescued me so quickly, this bad man would have planted five babies in me and then eaten us all in a six-course meal, tossing out bones on the dirty floor" (105-106).
- "I knew my mother made up anything to warn me, to help me avoid some unknown danger. My mother saw danger in everything, even other Chinese people" (108).
- "But I also made up lies to prevent bad things from happening in the future. I often lied when I had to translate for her" (109).
- ". . . my mother trembled. She clutched my hand so tightly it hurt" (111).
- "See how narrow this doorway is, like a neck that has been strangled. And the kitchen faces this toilet room, so all your worth is flushed away" (112).

- "After the baby died, my mother fell apart, not all at once, but piece by piece, like plates falling off a shelf one by one. I never knew when it would happen, so I became nervous all the time, waiting" (117).

Lesson Look-Fors:

- Can students determine claims made by Amy Chua about Chinese immigrants and their children in the excerpts from *Battle Hymn of the Tiger Mother*?
- Can students identify the parenting style of Lindo, Ling Ling, and An-Mei and how that style affects their daughters?
- Can students support a claim using appropriate evidence from the text?
- Can students connect ideas across multiple texts?

Week 5

Support for Writing
Your student may need support writing a claim in response to the section diagnostic prompt. As needed, provide your student with the following guiding questions while forming a claim in response to the prompt.

- According to Chua, what are characteristics of the immigrant generation? Their children?
- Do the main characters in *The Joy Luck Club* share these characteristics?
- If so, which ones? If not, what does that mean about Chua's claim?

Support for Writing
Your student may need support writing a claim in response to the section diagnostic prompt. As needed, provide your student with a sentence frame for their claim. A possible sentence frame for the section diagnostic is:

- In *Battle Hymn of the Tiger Mother*, Chua makes the claim that immigrants _____ and children of immigrants _____; this claim is supported by the characters of _____ and refuted by the characters of _____ in *The Joy Luck Club*.

Lesson Look-Fors:

- Can students identify Suyuan's parenting style and determine how that parenting style affects Jing-Mei?
- Can students determine whether Chua's claims about immigrants and their children are accurately or inaccurately depicted in *The Joy Luck CLub*?
- Can students write a response that includes details from multiple texts to support a claim?
- Can students integrate quotations and cite them effectively into their response?

Section Diagnostic

Students write a response to the following prompt: How do the main characters in *The Joy Luck Club* accurately or inaccurately reflect Chua's beliefs about "generational decline" in the children of immigrants? Discuss each of the four mother/daughter pairs in your answer.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student analyze Chua's claims about the children of immigrants in *The Battle Hymn of the Tiger Mother*?				
How well does the student analyze the characters and motivations of the four pairs of mothers and daughters in *The Joy Luck Club*?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Develop ideas: Develop ideas and reasoning	How well can students use examples, evidence, and descriptions to develop analyses?				
Analyze relationships: Development of ideas	How well can students analyze relationships among the details of a text and how they develop ideas?				
Organize ideas	How well can students group and sequence sentences and paragraphs to create a coherent response?				
Writing Score: _____ /9 Comments:					

Week 6

Support for Language
Consider creating an audio file in which you read the words below aloud. Before reading "Like Mother, Like Daughter—The Science Says So, Too," direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review "Like Mother, Like Daughter—The Science Says So, Too," and mark the words in the text.

- hybrid
- amygdala
- anterior cingulate cortex
- ventromedial prefrontal cortex
- hippocampus
- corticolimbic
- intergenerational

Support for Language
Your student may need support understanding some of the scientific terms in the article, "Like Mother, Like Daughter—The Science Says So, Too." Prior to reading the article, provide student-friendly definitions for the following scientific terms:

- prenatal
- postnatal
- genetics
- hereditary

Support for Meaning
Many activities during this week's lessons require students to determine how an author develops a theme within the text. Your student may need support in understanding how an author develops theme within a text. Provide your student with the following information about theme:

A theme in a literary text is the implied meaning. It is the underlying message or "big idea" about life and the human experience. A theme is what a text communicates about the focus or topic of the text. Themes are usually not directly stated; rather, they are developed and suggested through the language, details, elements, structure, and effects of a text. Themes are often universal in that many texts across many cultures and experiences share common themes.

Understanding the themes of a text helps you understand the text's meaning or significance. Comparing themes can also help you see relationships among various works, authors, and artistic forms.

How to determine the theme of a text:
- Review the text to deepen your understanding of the text's implied meaning.
    - How have the main characters changed or not? What are the outcomes of either? Are those outcomes positive or negative? Did the main characters learn any lessons as a result?

    - What is the main conflict in the text? What are the key events in the text?
    - What does the author focus on or emphasize? Are ideas, elements, or devices repeated?
- Determine a general focus or topic of a text. See the thematic ideas list.
- Review the text with this thematic idea in mind. Think about the relationships among the language, details, elements, structure, and effects of the text.
    - What events in the text are connected to the thematic idea?
    - How do the characters relate to or what do they think about the thematic idea? What are the narrator's views on the thematic idea?
    - How does the structure of the text connect to the thematic idea?
    - Do the events and/or the characters in the text convey a positive or negative view of the thematic idea?
    - What does the text or author seem to be saying about the thematic idea?
    - Is this thematic idea fully supported by evidence from the text?
- Write a thematic statement based on your answers to these questions: What theme is being communicated through the text?
- Determine how the author uses language (e.g., word choice, tone), details, elements (e.g., characters, setting), structure, and creates effects (e.g., mood, motifs, symbolism, irony) to develop the theme.

Thematic Ideas:

- Love
- Anger or hate
- Indifference, apathy, or disconnectedness
- Friendship
- Acceptance, tolerance, empathy
- Belonging
- Not fitting in, alienation, or loneliness
- Conflict
- Growing up or stages of life
- Power or corruption
- Control, oppression, or subjection
- Pride or hubris
- Jealousy
- Conformity and the lack of individuality
- Search for self
- Self-awareness or self-respect
- Individuality
- Freedom
- Rebellion or subversion
- Fairness or justice

Lesson Look-Fors:

- Can students identify how the mothers in *The Joy Luck Club* influence their daughter's perspectives?
- Can students determine how Tan develops themes in *The Joy Luck CLub*?

- Can students form a claim?
- Can students locate evidence that illustrates how a theme is developed in a text?

Week 7

Support for Language
Your student may need support understanding some of the terms in the text, "What 'White' Food Meant to a First Generation Kid." Prior to reading the text, provide student-friendly definitions for the following terms:

- assimilation
- overcompensated
- austerity
- genetics
- hereditary
- consumption
- disparate
- repercussions

Support for Language

Your student may need support understanding some of the terms in the text, "Evoking and Measuring Identification with Narrative Characters—A Linguistic Cues Framework." Prior to reading the text, provide student-friendly definitions for the following terms:

- linguistic
- evoking
- protagonist
- spatial
- temporal
- demarcated

Support for Meaning
Your student may need support identifying elements of an effective narrator as mentioned in "Evoking and Measuring Identification with Narrative Characters—A Linguistic Cues Framework." Consider providing the following quotations from the text and asking your student to explain what it reveals about what makes narrative writing effective.

- "There is abundant evidence, both anecdotal and scientific, that identification with a narrative character can have various and important effects on the reading experience. Additionally, identifying with a character can have important effects on the audience's beliefs and attitudes in real life" (paragraph 1).
- "The intensity of these emotions depends on the extent to which the readers identified with the character; the more they care about a character, the more they will rejoice at the character's successes or mourn its failures" (paragraph 3).
- "These findings show that the representation of a character's point of view can have readers identify with a certain character even in the presence of a more similar character" (paragraph 4).
- "These results indicate that in the construction of a mental representation of a story, readers align their viewpoints with the viewpoints of characters that play a part in it" (paragraph 6).

- "...emotional identification is characterized by the adoption of the feelings of another. For example, when a character is sad, the reader might feel sympathetic (signaling affective empathy) or sad (signaling emotional identification)" (paragraph 10).

Support for Meaning:
Your student may need support answering question four in Lesson 2. As needed, provide students with a sample answer for "spatiotemporal Identification." The sample answer is below:

Spatiotemporal Identification

This type of identification refers to a reader identifying with a character's place in time and space. An author could create this type of identification by including details about the character's movements and actions.

Lesson Look-Fors:

- Can students understand the various ways an author can create an effective narrative?
- Can students identify effective elements of a narrative within a text?
- Can students make a claim about what makes an effective narrative?
- Can students support a claim using evidence from a text?

Week 8

Lesson Look-Fors:

- Can students identify how point of view influences a narrative?
- Can students determine how a theme can be developed through a character's thoughts, actions, and words?
- Can students rewrite a scene from a narrative from a different character's point of view?
- Can students correctly use features of narrative writing?

Section Diagnostic

Students write a response to the following prompt: Rewrite the conversation between the families at the crab dinner party from the point of view of Suyuan Woo. Be sure to include the dialogue from the text as well as details about how Suyuan's feelings and concerns about what is being said develop the theme of the chapter.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student analyze Tan's use of point of view to create a theme?				
How well does the student analyze how experiences influence our perspectives?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)

Develop ideas: Develop ideas and reasoning	How well can students analyze relationships among the details of a text and how they develop a narrator's or speaker's point of view?				
Analyze relationships: Development of ideas	How well can students analyze relationships among the details of a text and how they develop ideas.				
Organize ideas	How well can students analyze how a narrator's/author's perspective influences the development of ideas in, and their understanding of, a text's themes or central ideas?				
	How well can students group and sequence sentences and paragraphs to create a coherent narrative?				
Writing Score: _____ /9 Comments:					

Week 9

Support for Meaning
Your student may need support adding details to the Perspective Understanding Tool. As needed, provide the following guiding questions as this tool is completed.

Lesson 1--Part IV, chapter one:
- Who are the major characters who interact with An-Mei?
- Which characters had the most influence on An-Mei's character? How?
- How does An-Mei feel about these characters?
- How do these characters feel about An-Mei?
- How did learning about An-Mei's life events alter your understanding of her character?
- How would you describe An-Mei now?
- How does this compare to your description of her in part one?
- What events from the chapter deepened your understanding of An-Mei's character?

Lesson 2--Part IV, chapter two:
- Who are the major characters who interact with Ying-ying?
- Which characters had the most influence on Ying-ying's character? How?
- How does Ying-ying feel about these characters?
- How do these characters feel about Ying-ying?
- How did learning about Ying-ying's life events alter your understanding of her character?
- How would you describe Ying-ying now?
- How does this compare to your description of her in part one?
- What events from the chapter deepened your understanding of Ying-ying's character?

Lesson 3--Part IV, chapter three:
- Who are the major characters who interact with Lindo?
- Which characters had the most influence on Lindo's character? How?
- How does Lindo feel about these characters?
- How do these characters feel about Lindo?
- How did learning about Lindo's life events alter your understanding of her character?
- How would you describe Lindo now?
- How does this compare to your description of her in Part one?
- What events from the chapter deepened your understanding of Lindo's character?

Lesson 4-Part IV, chapter four
- Who are the major characters who interact with Jing-Mei?
- Which characters had the most influence on Jing-Mei's character? How?
- How does An-Mei feel about these characters?
- How do these characters feel about Jing-Mei?
- How did learning about Suyuan's life events alter your understanding of her character?
- How would you describe Suyuan now?
- How does this compare to your description of her in part one?

- What events from the chapter deepened your understanding of Suyuan's character?

Lesson Look-Fors:

- Can students identify how the stories told in part IV reveal new characteristics in each of the four mothers?
- Can students determine how the characterizations of the mothers in The Joy Luck Club change and develop throughout the text?
- Can students explain how details in a text develop characters?
- Can students write a response that forms and develops a claim?

Week 10

Support for Meaning
Your student may need support forming a claim to the section diagnostic question. Consider providing these guiding questions to assist your student in forming a claim in response to the question.

- What type of question is this?
- What are the parts to this question?
- What elements must be included in a response for this question?
- Which mother/daughter pair will you be using to support your claim?
- What is the perspective of the daughter about her mother at the beginning of the book? What evidence supports this answer?
- What stories does the mother share about her past? What do these stories reveal about the mother? How do these stories affect the daughter's perspective of her mother?

Lesson Look-Fors:

- Can students explain how learning about the past allows the mothers and daughters to alter their perceptions of one another?
- Can students determine how stories are used to alter perceptions in *The Joy Luck Club*?
- Can students use and correctly cite evidence to support a claim?
- Can students explain how evidence used within a response supports a claim?

Section Diagnostic

Students write a response to the question: How does learning about the past in *The Joy Luck Club* allow the mothers and daughters to alter their perceptions of one another? Choose one mother and daughter's experiences from part IV of *The Joy Luck Club* to use to support your response.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student analyze the effect learning about the past has on the daughters of *The Joy Luck Club*?				
How well does the student analyze how Tan uses words and phrases to create perspective in *The Joy Luck Club*?				
Reading Score: _____ /6 Comments:				

		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Analyze relationships: Development of ideas	How well can students analyze relationships among the details of a text and how they develop ideas?				
Organize ideas: Context and narrative point of view	How well can students understand how an author establishes a context and a narrative point of view in narratives?				
Form claims: analytical	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?				
Develop ideas: cite evidence	How well can students accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?				
Writing Score: _____ /12 Comments:					

Week 11

Support for Writing
Your student may need support when brainstorming for the culminating task. Consider providing your student these guiding questions to assist with the brainstorm process:

- Which characters' stories resonated the most with you in the novel? Why?
- Of those stories that most resonated with you, would you be able to tell that character's story from a different point of view?
- Which would most easily be able to be told from a different point of view?

Support for Writing
Your student may need support creating dialogue for the culminating task. Consider providing your student with a few basic sentence frames for dialogue. In addition to these frames, encourage your student to use the dialogue within *The Joy Luck Club* as a model.

"_____," (verb) (character's name).

"_____," (verb) (character's name), "_____."

(character name)(verb)(adverb),"_____."

Support for Writing
Your student may need support developing style in their culminating task narrative. Consider providing the following information about developing style in the narrative.

Creating a consistent and engaging style helps you strongly convey your purpose and meaning in a text.

Word Choice/Diction

1. Decide upon a general tone for your work. Start with "negative" or "positive," and then narrow it down to a more specific tone. For example, a "negative tone" is general while an "accusatory tone" is more specific. See the tone reference guide for a list of tone words.
2. As you compose your work, use words that convey that tone. For example, if the tone is accusatory, the words "guilty," "negligent," and "monster" would convey the tone.
3. Decide on how formal or informal you want your work. Use words that convey your level of formality.
4. During the revision process, replace non-specific words with words that more clearly convey the tone and formality of the work.

Sentence Structure/Syntax

1. As you compose your work, pay attention to the sentence structures you use, and structure your sentences to create a rhythm or flow across your work. Vary sentence structures to create reader interest and effect and to emphasize particular ideas or moments.

2. Expand or combine sentences, break sentences apart, and use different syntax techniques to create variety and different effects. Use the transitions reference guide and conventions reference guide to help you craft various sentences.

Devices and techniques
Incorporate specific techniques into your writing to strengthen your expression and build interest. For example, you might use vivid description and imagery to describe settings and characters. You might use a personal anecdote as an example in developing an argument. In a narrative, you might sequence your events using flashback in order to emphasize certain parts of the plot or to create suspense.

Voice
Creating your voice involves combining all your stylistic elements into a clear "personality." In narrative writing, that includes establishing a distinct narrative point of view and ensuring the tone matches the narrative point of view. This may include establishing a dialect for your narrator and characters (if necessary) when you craft dialogue. Dialogue can also be used to create dramatic or comedic interest.

Lesson Look-Fors:

- Can students determine how a story from *The Joy Luck Club* would be different if told from a different perspective?
- Can students determine how Tan creates style and voice within *The Joy Luck Club*?
- Can students use information about characters to create a unique voice in their narrative?
- Can students write dialogue that develops their narrative?
- Can students include vivid language and details in their narrative?

Culminating Task

Students write a response to the following question: How does gaining a deeper awareness of others' experiences allow characters in *The Joy Luck Club* to change their perceptions?

Write a narrative essay in which you choose a story from one chapter of The Joy Luck Club to tell from a different character's perspective. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your narrative.

Culminating Task Rubric

Writing

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates success establishing a context and a narrative point of view. **Student demonstrates success** organizing writing so that it has a well-structured and coherent sequence of events. **Student demonstrates success** using narrative techniques, language, description, and structural elements to develop the writing. **Student demonstrates success** establishing and maintaining an effective style.	**Student demonstrates some success** establishing a context and a narrative point of view. **Student demonstrates some success** organizing writing so that it has a well-structured and coherent sequence of events. **Student demonstrates some success** using narrative techniques, language, description, and structural elements to develop the writing. **Student demonstrates some success** establishing and maintaining an effective style.	**Student demonstrates minimal success** establishing a context and a narrative point of view. **Student demonstrates minimal success** organizing writing so that it has a well-structured and coherent sequence of events. **Student demonstrates minimal success** using narrative techniques, language, description, and structural elements to develop the writing. **Student demonstrates minimal success** establishing and maintaining an effective style.	No attempt made or not enough to evaluate.

Reading and Writing Score: _____ x2

Conventions

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates success using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	**Student demonstrates some success** using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	**Student demonstrates minimal success** using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	No attempt made or not enough to evaluate.

Conventions score: _____ **Total score: _____/9**