Contents

Visual Analysis Tool Section 1 Lesson 1 1

Culminating Task Tool Section 1 Lesson 1 5

Perspective Understanding Tool Section 1 Lesson 2 21

Narrative Understanding Tool Section 1 Lesson 3 31

Section Diagnostic Checklist Section 1 Lesson 7 45

Reading Closely Tool Section 2 Lesson 1 49

Forming Claims Tool Section 2 Lesson 4 55

Section Diagnostic Checklist Section 2 Lesson 4 59

Reading Closely Tool Section 3 Lesson 5 61

Section Diagnostic Checklist Section 4 Lesson 5 65

Culminating Task Rubric Section 5 Lesson 1 67

Model Tool Section 5 Lesson 3 69

Text: _____

Establish understanding → **Deepen understanding** → **Extend understanding**

Establish understanding when you first view a text.

Action	Description
View the images.	Before viewing the text, make note of important information about the image, such as the title. Then view the text with the reading focus in mind.
React to the images.	Answer the questions about the images. **Questions:** 1. Who/what is this an image of? Describe the main subject of the image. 2. What elements or details seem important? 3. What information does the title add to the meaning of the image? 4. What is the meaning of the image as a whole? Summarize the message in one or two sentences.

Take notes, answer questions, and/or pose questions below to deepen your understanding.

Deepen understanding when you view a text again.

Action	Description
Attend to the details in the images.	Answer the questions about the details of the images. **Question/Questions:** 1. Where do you see elements of American and/ or Chinese culture in the images? 2. Describe the appearance and actions of men and boys in the images. 3. Describe the appearance and actions of women and girls in the images.
Determine and analyze the meaning, purpose, and perspective of the image.	Think deeply about your analysis and evaluation. What does the image mean? What is the purpose of the image? How do the details, information, and effects contribute to your understanding of the meaning of the image? Answer the questions about the meaning of the text. **Question/Questions:** 1. What do the images reveal about China? 2. What common themes emerge throughout the images?

Take notes, answer questions, and/or pose questions below to deepen your understanding.

Extend understanding as you read and/or view additional texts.

Action	Description
Compare and connect texts and ideas.	Compare texts and/or synthesize ideas to build knowledge. Answer the question to compare texts. **Question/Questions:** 1. How does each text contrast men and women? 2. How does each text contrast America and China? 3. How does this connect to possible central ideas of each text?

Take notes, answer questions, and/or pose questions below to deepen your understanding.

What do you understand about the image? Provide evidence to support your response.

Culminating Task Prompt
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. Be sure to: • Analyze how the narrator's perspective influenced the development of ideas in and understanding of your chosen chapter's themes. • Establish a context specific to your new chosen character's perspective and a narrative point of view. • Group and sequence sentences and paragraphs to create a coherent narrative. • Use descriptions, devices, and techniques to develop your narrative. • Develop and maintain an appropriate style.

Preview the Culminating Task Prompt

Read the culminating task prompt. Then answer the questions.

What is the focus of the culminating task? What do you already know about the focus?

_____

_____

What questions do you have about the culminating task?

_____

_____

What do you need to know to be successful when you complete the culminating task?

_____

_____

What skills do you need to build in the guidebook unit to be successful when you complete the culminating task?

_____

_____

What habits do you need to practice in the guidebook unit to be successful when you complete the culminating task?

_____

_____

Analyze the Culminating Task Prompt

Read the culminating task prompt. Then answer the questions.

What kind of prompt is this?

_____

What elements must be included in your work?

_____

_____

What are your goals for the task? For example: Demonstrate knowledge, establish and maintain an effective style, organize my ideas so my reader can clearly understand my ideas.

1. _____

2. _____

3. _____

4. _____

5. _____

Brainstorm

Read the culminating task prompt. Review the texts, notes, and tools you've worked with throughout the unit. Then answer the questions to determine a focus for your work.

Which chapter from the text would you like to rewrite? What is the theme of this chapter?

_____

_____

_____

_____

Which new character would you like to be the narrator of your rewritten chapter? How will you use this narrator to develop the theme?

_____

_____

_____

_____

What are the characteristics of your new narrator's writing style? How will you use words and phrases to develop this narrator's style in your writing?

How will the chapter change as a result of being written from the point of view of your chosen new narrator? What will stay the same?

Outlining

Outline your narrative by completing the storyboard below.

Establish Context and Narrative Point of View

Answer the questions with words or pictures to establish a context and narrative point of view for your narrative.

1. Where will the narrative take place? Describe the setting.
2. What is the time period of the narrative?
3. What time of year does the narrative take place?
4. Who is telling the story? Describe the narrator.
5. From what point of view will the narrative be told?
6. How knowledgeable is the narrator about the events of the narrative?
7. How trustworthy is the narrator?
8. What information does the reader need to know about the narrator?

Notes and Ideas

Outlining

Outline the structure of your narrative using the plot diagram or flowchart.

Exposition → Rising Action → Climax → Falling Action → Resolution

Skill and Habit Reflection

List the goals for the task from the analyze the culminating task prompt section. Review your partner's final product. Evaluate how well your partner accomplished each goal. Place an "X" under the description which best fits each goal.

Task Goals	My partner fully accomplished the goal.	My partner mostly accomplished the goal.	My partner partially accomplished the goal.	My partner did not accomplish the goal.

What are the strengths of your partner's essay?

_____

_____

Ask your partner: What most helped you create your essay?

_____

_____

Ask your partner: What was most difficult in creating your essay?

_____

_____

How can your partner improve the essay?

_____

_____

Set one or more goals for your next task.

_____

_____

Part One: Feathers from A Thousand Li Away
Analyze the relationships among the details of The Joy Luck Club to deepen your understanding of the characters. Use the chart to help you. Remember to use MLA format to cite quotations from texts.

Observation/Evidence that reveals information about character and/ or style.	How does this develop the character's perspective and style?	Narrator/ Chapter Title
EXAMPLE: "They look up and laugh at me, always tardy, a child still at thirty-six" (Tan 29).	EXAMPLE: Jing-Mei views herself realistically, but she also often puts herself down. This demonstrates her humility as a narrator.	EXAMPLE: Jing-Mei; "The Joy Luck Club"

Observation/Evidence that reveals information about character and/ or style.	How does this develop the character's perspective and style?	Narrator/ Chapter Title

Part Two: The Twenty-Six Malignant Gates
Analyze the relationships among the details of The Joy Luck Club to deepen your understanding of the characters. Use the chart to help you. Remember to use MLA format to cite quotations from texts.

Observation/Evidence that reveals information about character and/ or style.	How does this develop the character's perspective and style?	Narrator/ Chapter Title
EXAMPLE: "They look up and laugh at me, always tardy, a child still at thirty-six" (Tan 29).	EXAMPLE: Jing-Mei views herself realistically, but she also often puts herself down. This demonstrates her humility as a narrator.	EXAMPLE: Jing-Mei

Observation/Evidence that reveals information about character and/ or style.	How does this develop the character's perspective and style?	Narrator/ Chapter Title

Part Three: American Translation
Analyze the relationships among the details of The Joy Luck Club to deepen your understanding of the characters. Use the chart to help you. Remember to use MLA format to cite quotations from texts.

Observation/Evidence that reveals information about character and/ or style.	How does this develop the character's perspective and style? How does Tan use this narrative to develop a theme?	Narrator/ Chapter Title
EXAMPLE: "And then it occurs to me. They are frightened. In me, they see their own daughters, just as ignorant, just as unmindful of all the truths and hopes they have brought to America... They see daughters who will bear grandchildren born without any connecting hope passed from generation to generation." (Tan 31).	EXAMPLE: Jing-Mei continues to be very realistic in her observations and understanding of others. Just as she is honest about her perception of herself, she has a strong intuition of other's feelings. This observation develops the central idea that it is necessary to learn about a parent's life experiences in order to gain a deeper understanding of their character and life.	EXAMPLE: Jing-Mei; "The Joy Luck Club"

Observation/Evidence that reveals information about character and/ or style.	How does this develop the character's perspective and style? How does Tan use this narrative to develop a theme?	Narrator/ Chapter Title

Part Four: Queen Mother of the Western Skies
Analyze the relationships among the details of The Joy Luck Club to deepen your understanding of the characters. Use the chart to help you. Remember to use MLA format to cite quotations from texts.

Observation/Evidence that reveals information about character and/ or style.	How does this develop the character's perspective and style? How does Tan use this narrative to develop a theme?	Narrator/ Chapter Title
EXAMPLE: "And then it occurs to me. They are frightened. In me, they see their own daughters, just as ignorant, just as unmindful of all the truths and hopes they have brought to America... They see daughters who will bear grandchildren born without any connecting hope passed from generation to generation." (Tan 31).	EXAMPLE: Jing-Mei continues to be very realistic in her observations and understanding of others. Just as she is honest about her perception of herself, she has a strong intuition of other's feelings. This observation develops the central idea that it is necessary to learn about a parent's life experiences in order to gain a deeper understanding of their character and life.	EXAMPLE: Jing-Mei; "The Joy Luck Club"

Observation/Evidence that reveals information about character and/ or style.	How does this develop the character's perspective and style? How does Tan use this narrative to develop a theme?	Narrator/ Chapter Title

Draw a diagram depicting how the characters interact with and are connected to each mother in The Joy Luck Club. Use the example to get started.

An-mei Hsu
Feels disapproval over choice of husband.
Feels mother lost her faith.
Once believed everything her mother said.
mother
Bing Hsu
Drowned.
Blames herself for his death.
brother
Rose Hsu Jordan
husband
Feels disapproval over choice of husband.
Feels mother lost her faith.
Ted

Deepen your understanding of narrative writing. Take note of details about what makes a quality narrative or narrative writer. Remember to use MLA format to cite quotations from texts.

Preface to the 30th Anniversary Edition of *The Joy Luck Club*

Guiding Questions	Responses
• Tan writes, "Fiction is a portal to a deeper understanding of myself..." Explain this quote using evidence from your reading. • According to Tan, how are experiences linked to storytelling? • How does Tan use experiences to create stories? • How do others influence our stories?	

What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Quotation from text)	What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Explanation of Quotation)
[EXAMPLE:] “Fiction is a portal to a deeper understanding of myself…” (Tan xiii)	[EXAMPLE:] This quotation reveals that Amy Tan believes that writing can lead one to a deeper understanding of themselves. This reveals that narrative writing and storytelling should challenge an author to think deeply about their personal stories and lessons they can learn by sharing them.

What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Quotation from text)	What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Explanation of Quotation)

"I Stand Here Ironing"

Guiding Questions	Responses
• How does the author develop the character of Emily? • How does the author develop the character of the mother? • What is the author saying about motherhood?	

What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Quotation from text)	What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Explanation of Quotation)

What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Quotation from text)	What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Explanation of Quotation)

"What 'White Food' Meant to a First Generation Kid"

Guiding Questions	Responses
• What does "white food" come to symbolize for the narrator and her family? • How does the author create imagery of "white food" to reveal truths about America? • What themes does Ko develop throughout the text? • How does Ko develop a theme through the narrative text?	

What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Quotation from text)	What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Explanation of Quotation)

What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Quotation from text)	What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Explanation of Quotation)

Evoking and Measuring Identification with Narrative Characters

Guiding Questions	Responses
• What is “identification”? • How can identification with a narrative impact a reader? • What are different ways a writer can help engage and identify a reader?	

What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Quotation from text)	What information does this text provide about quality narrative writing and/or writers? What does this mean for narrative writing? (Explanation of Quotation)

Outline your narrative by completing the storyboard below.

Establish Context and Narrative Point of View

Answer the questions with words or pictures to establish a context and narrative point of view for your narrative.

1. Where will the narrative take place? Describe the setting.
2. Who is telling the story? Describe the narrator.
3. From what point of view will the narrative be told?
4. How knowledgeable is the narrator about the events of the narrative?
5. How trustworthy is the narrator?
6. What information does the reader need to know about the narrator?

Notes and Ideas

Exposition → Rising Action → Climax → Falling Action → Resolution

Section 1: Lesson 7
How does Tan use words and phrases to create a unique style for each narrator? How did the experiences of the mother in "I Stand Here Ironing" shape her daughter's life? How do the experiences of the mothers in *The Joy Luck Club* shape their daughter's lives (i.e. An-Mei's mother)? How do Tan's experiences shape her writing?

	Reading Look-Fors		**Discussion Look-Fors**	
	How well does the student analyze Tan's use of words and phrases to create unique narrative voices?	How well does the student analyze the influence of life events on a person's perspective?	How well does the student 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 does the student analyze relationships among the details of a text and how they develop a narrator's or speaker's point of view?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student analyze Tan's use of words and phrases to create unique narrative voices?	How well does the student analyze the influence of life events on a person's perspective?	How well does the student 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 does the student analyze relationships among the details of a text and how they develop a narrator's or speaker's point of view?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student analyze Tan's use of words and phrases to create unique narrative voices?	How well does the student analyze the influence of life events on a person's perspective?	How well does the student 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 does the student analyze relationships among the details of a text and how they develop a narrator's or speaker's point of view?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

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.

Text: Battle Hymn of the Tiger Mother: On Generational Decline

Establish understanding → **Deepen understanding** → **Extend understanding**

Establish understanding when you first read a text.

Action	Description
Approach the text.	Based on the title, what do you know about the text?
Read the text.	1. Before reading the text, make note of important information about the text. Then read the text with the reading focus in mind.
React to the text.	Summarize/paraphrase the text.

Take notes, answer questions, and/or pose questions below to deepen your understanding.

Deepen understanding when you reread a text.

Action	Description
Evaluate the information of the text.	Think deeply about your understanding and conclusions. Evaluate the accuracy, relevance, and credibility of information in the text, including the position of the author. Consider the argument, organization and structure, and evidence. Answer the questions to evaluate the information of the text. **Question/Questions:** On Generational Decline 1. What is Chua's claim concerning immigrants and their children/ grandchildren? 2. How does she use details and evidence throughout the chapter to support her claim?

Take notes, answer questions, and/or pose questions below to deepen your understanding.

Text: Battle Hymn of the Tiger Mother: The Chinese Mother

Establish understanding → **Deepen understanding** → **Extend understanding**

Establish understanding when you first read a text.

Action	Description
Read the text.	Before reading the text, make note of important information about the text. Then read the text with the reading focus in mind.
React to the text.	1. Summarize/paraphrase the text.

Take notes, answer questions, and/or pose questions below to deepen your understanding.

Deepen understanding when you reread a text.

Action	Description
Determine and analyze the meaning, purpose, and perspective of the text.	Think deeply about your analysis and evaluation. What do the author's choices reveal about the author's perspective? What does the text mean? Answer the questions about the perspective of the author and the meaning of the text. **Question/Questions:** 1. According to Chua, what is a "Chinese Mother"? 2. What factors do cultural differences play in the raising of children?

Take notes, answer questions, and/or pose questions below to deepen your understanding.

Extend understanding as you read additional texts.

Action	Description
Compare and connect texts and ideas.	Compare texts and/or synthesize ideas to build knowledge. Answer the questions to compare texts. **Questions:** 1. Do Waverly and Lindo Jong support Chua's claim in "On Generational Decline" about immigrants and their children and grandchildren? Support your response with evidence from the text. 2. Would Chua classify Ying Ying St. Clair or Lindo Jong as a "Chinese mother"? Why or why not? 3. Do Lena and Ying Ying St. Clair support Chua's claim in "On Generational Decline" about immigrants and their children and grandchildren? Support your response with evidence from the text. 4. Do Rose and An-Mei Hsu support Chua's claim in "On Generational Decline" about immigrants and their children and grandchildren? Support your response with evidence from the text. 5. Do Jing-Mei and Suyuan Woo Jong support Chua's claim in "On Generational Decline" about immigrants and their children and grandchildren? Support your response with evidence from the text. 6. Would Chua classify An-Mei Hsu or Suyuan Woo Jong as a "Chinese mother"? Why or why not?

Take notes, answer questions, and/or pose questions below to deepen your understanding.

What do you understand about the text? Provide evidence to support your response.

What is the prompt?

_____

_____

Texts:

_____

_____

Analyze the texts. Record your responses below.

List a detail or evidence related to the prompt. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the prompt?

List a detail or evidence related to the prompt. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the prompt?

What connections exist among your understandings and conclusions?

Form a claim in response to the prompt. Remember, a claim is an opinion or conclusion that is supported by evidence.

Name Date

Section 2: Lesson 4
Do the main characters in *The Joy Luck Club* accurately reflect Chua's beliefs about "generational decline" in the children of immigrants? Explain your answer using evidence from the texts.

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

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.

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Develop ideas: Develop ideas and reasoning; Analyze relationships: Development of ideas;Organize ideas: Narrative structure	Students use examples, evidence, descriptions, devices, techniques, visuals/graphics, and multimedia elements to develop arguments, analyses, explanations, narratives, and presentations.				
	Students analyze relationships among the details of a text and how they develop ideas..				
	Students group and sequence sentences and paragraphs to create a coherent narrative.				
Writing Score: _____ /9 Comments:					

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.

Establish understanding → **Deepen understanding** → **Extend understanding**

Establish understanding when you first read a text.

Action	Description
Read the text.	Before reading the text, make note of important information about the text. Then read the text with the reading focus in mind.
React to the text.	1. Summarize/paraphrase the text.

Take notes, answer questions, and/or pose questions below to deepen your understanding.

Deepen understanding when you reread a text.

Action	Description
Determine and analyze the meaning, purpose, and perspective of the text.	Think deeply about your analysis and evaluation. What do the author's choices reveal about the author's perspective? What does the text mean? What is its purpose? How do the details, elements, information, and effects contribute to your understanding of the text's meaning? Answer the questions about the meaning of the text. **Question/Questions:** 1. What does "white food" come to symbolize for the narrator and her family? 2. How does the author create imagery of "white food" to reveal truths about America? 3. How does Ko develop a theme through the narrative text?

Take notes, answer questions, and/or pose questions below to deepen your understanding.

What do you understand about the texts? Provide evidence to support your response.

Name Date

Section 4: Lesson 5
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 Four of *The Joy Luck Club* to use to support your response.

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student analyze the affect 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:				

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.

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Students analyze relationships among the details of a text and how they develop ideas.	Analyze relationships: Development of ideas				
	Organize ideas: Context and narrative point of view				
	Analyze perspective: Themes and central ideas				
Writing Score: _____ /9 Comments:					

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.

Name Date

Writing

Writing Score: _____ x2

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 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 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 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.

Conventions

Conventions Score: _____

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.

Total score: _____/9

Comments: _____

_____

_____

_____

_____

_____

_____

_____

EX: Read the model. What is the theme? How does the author develop a theme? As you read the rest of the piece, highlight the evidence of coherence (clarity, transitions, etc.) and development of the theme.>

As you read, ask yourself the following questions

- How does this model address the prompt?
- How does the writer develop a theme?
- What do you notice about the organization of the piece?
- How does the writer begin and end the piece?

After the meeting and the stocks, I move to prepare the food. I do not move as I did, as a young girl. I move slowly with the weight of the many years I've lived. As I fold wontons, Jing-Mei enters.
"Auntie An-Mei, why did the Joy Luck Club start investing in stocks?"
"We used to play mah jong, winner take all. But the same people were always winning, the same people always losing," I stuff the wontons with chopsticks as I explain, "You can't have luck when someone else has skill. So long time ago, we decided to invest in the stock market. There's no skill in that. Even your mother agreed."
As I make more wonton, Jing-Mei watches. I have made wonton so many times it is a mindless task. My mind wonders to Suyuan- the reason Jing-Mei is here. My heart races and I feel heat in my cheeks. I continue to talk about the stocks. Not even listening to my own words. I try to clear my head. I know that Lindo believes we must ask this of Jing-Mei, and so we must. For Suyuan.
I force a smile on my face.
"Time to eat."
Later as we sit at the mah-jong table, Jing-Mei looks lost. She often looks lost.
I spill the tiles on the green felt tabletop and explain, "Now we wash tiles.
The tiles feel familiar. The swirling motion is comforting. Lindo's voice is almost expected as she asks, "Do you like to win like your mother?"
"I only played a little in college with some Jewish friends," Jing-Mei explains.
Jewish mah jong is not the same as Chinese mah jong. Lindo is quick to tell Jing-Mei this. She tries to explain this to her. To tell her how the Chinese way requires strategy. Requires play "using your head." I look at Jing-Mei and I see a look I've seen before. There is no understanding of what Lindo is saying. There is no understanding of the Chinese way. I have seen the same look on my daughter's face many times. American girls do not understand.
We start taking tiles. Jing-Mei watches Ying, studying her actions, trying to keep up.
"Your mother was the best, like a pro," I assure her as I consider my tiles.
We begin to play. We talk about the things that make up our lives. Important and unimportant all at once. Lindo argues with a store clerk. Ying tells about a neighbor's arrest. This brings my son, arrested two years ago, to my head. I feel the tile in my hand, focus carefully, discard it. Lin brags about her family at home. In China. I concentrate harder on my tiles.
My daughter. Jing-Mei. They are American. They know America. I am not. But when I go home to China, all they want is my money. Everyone in my brother's family sticks they're hand out, but I am left with an empty palm.

Lin talks and talks about China. Then she asks Jing-Mei about school. Suyuan told us that JIng-Mei was going back to college. That she was no longer a college drop-off. But from Jing-Mei's answer, I can tell that this is not true.
Suyuan and Lin have compared their daughters since they were babies. But Jing-Mei, she does not want to be compared. So Suyuan must tell stories to keep up.
As Lin talks, Jing-Mei looks more and more uncomfortable. Her face colors and her frown falls down her face.
"It's getting late," she says as we finish the round. She starts to stand up, to leave. My heart beats harder. Lin pushes her back in the chair, "Stay, stay. We talk awhile, get to know you again."
"No, I really must go now, thank you, thank you," Jing-Mei is all politeness and pretense.
Ying and I glare at each other, faces covered with fear, "But you must stay! We have something important to tell you, from your mother."

The breath whooshes out of my lungs at Ying's proclamation. The secret is out now, sitting on the table between us all.

Jing-Mei sits, and I leave to grab a bowl of peanuts and a letter, written on thin paper, four lines of Chinese. When I enter the room, I shut the door. Lin, Ying, and I look at each other and JIng-Mei, we do not know how to do what we are about to do, but we must do this, for Suyuan.

Finally, Ying speaks in the broken English we know, "I think your mother die with an important thought in her mind."

Lin and I nod. This is not good for Suyuan to die with something so important left behind.

Ying continues, more calmly, in Chinese, "Your mother was a very strong woman, a good mother. She loved you very much, more than her own life. And that's why you can understand why a mother like this could never forget her other daughters. She knew they were alive, and before she died she wanted to find her daughters in China."

I see a light in JIng-Mei's eyes. She knows about Suyuan's babies. Her family.

"She had searched for years, written letters back and forth," Ying continues, "And last year she got an address. She was going to tell you father soon. Aii-ya, what a shame. A lifetime of waiting."

"So your aunties and I, we wrote to this address," I say, excited and nervous at what we have to share, "We say that a certain party, your mother, want to meet another certain party. And this party write back to us. They are your sisters, Jing-Mei."

Jing-Mei's eyes grow as wide as saucers, she is nervous and exited, too. "Sisters," she murmurs to herself. So we explain. She must go meet her sisters, for her mother. We have her money. She must go to China to tell her sisters about her mother. To give her sisters peace. Herself peace. Suyuan peace.

"See my sisters, tell them about my mother, " she says distractedly, "What will I say? What can I tell them about my mother?" I don't know anything. She was my mother."

I think of Rose, my daughter. I think of her husband. Her marriage. Her life without wood. Then a flash in my mind of my mother. A bowl of red, blood and flesh. A sacrifice greater than a life given.

"Not know your own mother?" I cry, "How can you say? Your mother is in your bones!"

"Tell them stories of your family here. How she became success," Lin adds.
"Tell them stories she told you, lessons she taught, what you know about her mind that has become her mind," Ying grows frantic, "You mother very smart lady."

"Her kindness."

"Her smartness."

"Her dutiful nature to family."

"Her hopes, things that matter to her."

"The excellent dishes she cooked."

"Imagine, a daughter not knowing her own mother," Lin voices our thoughts.

And, as I look at Jing-Mei's face, I know. I see Rose sitting before me, the same empty look on her face. The same confusion. She would not know me. She would not tell my story. She would not know why things can be different for her, and for me. Because of my mother.

But these things must be told. Must be shared. Rose must not look like Jing-Mei, promising to tell her sisters everything while she knows nothing. Rose must know how a daughter honors her mother. Deep in her bones. Deeper than the pain of the flesh. Rose must learn to shout, as I did on that day, when I lost my mother. She must shout as loud as peasants, scaring away magpies.