



7TH GRADE ELA

Student Materials

Unit 4

Finding Home: *The House on Mango Street*





Daily Lesson Materials

Name: _____ Date: _____

Anticipation Guide

Directions: For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: An individual's sense of belonging can be impacted by society's acceptance of aspects of one's identity, such as gender, race, and sexuality.					
<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: Individuals should feel comfortable expressing who they are and should be accepted for who they are, regardless of others' perceptions of them.					
<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: Understanding and appreciating diversity strengthens our ability to build a sense of belonging within and across communities.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 4: A person's environment shapes their identity and their sense of belonging.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 5: A house is the same as a home.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		

Statement 6: We are all unreliable narrators of our own stories.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 7: Women's mobility may be limited by society's expectations of domestic responsibilities that are largely placed on women.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 8: Sometimes, communities are viewed differently by outsiders than individuals within the community.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		

Statement 9: Individuals rely on their dreams for the future to endure unsuitable circumstances.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 10: Reading a vignette serves the same purpose as reading a short story.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: _____

Date: _____

Today's Materials:

- Article: ["How Did Sandra Cisneros Overcome Challenges to Become a Writer?"](#) by Quill.org

Objective: Analyze how the author's identity, experiences, and life events influenced her path to becoming a writer.

1. Why was Sandra Cisneros determined to have a career as a writer?

2. How does the author use figurative language to convey the central ideas of the article?

3. How is Sandra Cisneros's identity central to her career?

Name: _____ Date: _____

Anticipation Guide

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Name: _____

Date: _____

What do you learn about the protagonist in the first vignette, "The House on Mango Street"?

How does the protagonist feel about the house where she lives? How do you know?

What does hair represent to the protagonist?

What does "Boys & Girls" reveal about the protagonist?

Name: _____

Date: _____

Today's Materials:

- Book: [The House on Mango Street](#) by Sandra Cisneros — pp. 3–9

Objective: Explain how Esperanza views her home and how living there impacts her identity.

1. How is the house on Mango Street different from the apartments Esperanza and her family lived in previously? Cite evidence from the text to support your answer.

2. How is the house on Mango Street different from the "real house" (p. 4) Esperanza imagines for her family? Cite evidence from the text to support your answer.

3. How does Cisneros use imagery and figurative language to describe Esperanza's relationship with her family? Cite evidence from "Hairs" and "Boys & Girls" to support your answer.

4. All of the following are true about Esperanza except:

- a. Esperanza is observant and wise, yet she is also immature and naive.
- b. Esperanza is excited about their new house on Mango Street, but she is disappointed that it is not her dream house.
- c. Esperanza feels very close to her family, but she is disappointed that her family moved into the house on Mango Street.
- d. Esperanza has a strong bond with her family, but she feels conflicted about her relationship with her siblings.

Name: _____ Date: _____

The House on Mango Street

Symbolism Note Catcher

Houses

Evidence	Possible Idea the Symbol Represents

Names

Evidence	Possible Idea the Symbol Represents

Feet/Shoes

Evidence	Possible Idea the Symbol Represents

Trees

Evidence	Possible Idea the Symbol Represents

Version 1

We had the same name and we grew up in the same place. I could have chosen a different path and ended up in jail, just like the other Wes Moore.

Version 2

The truth is that his story could have been mine. The reality is that my story could have been his.

Original

"The chilling truth is that his story could have been mine. The tragedy is that my story could have been his." (par. 4)

Version 1

We had the same name and we grew up in the same place. I could have chosen a different path and ended up in jail, just like the other Wes Moore.

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Cisneros, S. (1991). *The house on Mango Street*. Vintage.

Name: _____

Date: _____

Characterize Cathy Queen of Cats.

Who else does Esperanza meet in the vignette, "Cathy Queen of Cats"?

What do these new relationships represent for Esperanza?

What does "Laughter" reveal about Esperanza's relationship with her sister?

Name: _____ Date: _____

Figurative Language Brainstorming Page

Thought or Feeling:	
Type of Figurative Language	Example

Thought or Feeling:	
Type of Figurative Language	Example

Thought or Feeling:	
Type of Figurative Language	Example

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Name: _____ Date: _____

Narrative Brainstorming Page

My Name

- My name is [a colors] _____
- My name is [an emotion] _____
- My name is [food] _____
- My name is [season of the year or weather event] _____
- My name is [animal] _____
- My name is [holiday or event] _____
- My name is [place] _____
- My name is [something from nature] _____
- My name is [expression, something people say] _____

My Home

- My home is [a colors] _____
- My home is [an emotion] _____
- My home is [food] _____
- My home is [season of the year or weather event] _____
- My home is [animal] _____
- My home is [holiday or event] _____
- My home is [something from nature] _____
- My home is [expression, something people say] _____

Sensory Language Chart

My name/home	
smells like...	
tastes like...	
feels like...	
looks like...	
sounds like...	

Name: _____ Date: _____

Descriptive Details Brainstorming Page

Descriptive Detail	Indirect Characterization

Name: _____ Date: _____

Narrative Brainstorming Page

My Name

- My name is [a colors] _____
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My Home

- My home is [a colors] _____
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Sensory Language Chart

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Descriptive Details Brainstorming Page

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Name: _____ Date: _____

Figurative Language Brainstorming Page

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Thought or Feeling:	
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Name: _____ Date: _____

Descriptive Details Brainstorming Page

Descriptive Detail	Indirect Characterization

Name: _____

Date: _____

Today's Materials:

- Book: [The House on Mango Street](#) by Sandra Cisneros — pp. 12–18

Objective: Explain how the author uses specific literary devices and word choice to reveal how the setting and characters interact.

1. What does Esperanza learn about the neighborhood from Cathy, and how does this affect her?

2. How does Cisneros use word choice to develop Esperana's perspective of Lucy and Rachel?

3. How does Cisneros use figurative language to describe the bond between Nenny and Esperanza?

Name: _____

Date: _____

What happens to the car that Esperanza gets to ride in?

Why does Cisneros refer to Louie's cousins as "his cousin and his other cousin" (p. 23) rather than by their names? What is the effect of this?

Characterize Marin. What is Esperanza's perspective on her?

Who do the pronouns "they" and "we" represent in "Those Who Don't"? What is the significance of using these pronouns?

Name: _____

Date: _____

Today's Materials:

- Book: [The House on Mango Street](#) by Sandra Cisneros — pp. 19–28

Objective: Explain how the author develops a character's perspective and contrasts it with other characters in the text.

1. How does Cisneros use literary devices to develop Esperanza's perspective of Meme Ortiz's house? Cite evidence from the text to support your answer.

2. What words and phrases does Cisneros use to develop Esperanza's perspective of Marin? Cite evidence from the chapters "Louie, His Cousin, & His Other Cousin" and "Marin" to support your answer.

3. How does Esperanza's perspective of her own neighborhood differ from that of people who do not live there? How does Cisneros develop this difference in perspective? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Who are the Vargases? What is notable about their family?

Who is Alicia? What kind of life does she have?

What do some neighbors give to Lucy, Rachel, and Esperanza?

What does "And Some More" reveal about the four girls?

What do Lucy, Rachel, and Esperanza do with the shoes?

Name: _____

Date: _____

Today's Materials:

- Book: [The House on Mango Street](#) by Sandra Cisneros — pp. 29–42
- Poem: [“There Was an Old Woman Who Lived in a Shoe”](#) by Mother Goose

Objective: Describe how the author uses references to nursery rhymes and fairy tale structures to reveal themes in *The House on Mango Street*.

1. Compare and contrast the vignette "There Was an Old Woman She Had so Many Children She Didn't Know What to Do" with the nursery rhyme "There Was an Old Woman Who Lived in a Shoe." Cite evidence from both texts to support your answer.

2. How does "Darius & the Clouds" develop the thematic topics of innocence and wisdom?

3. What does the fairy tale reference in "The Family of Little Feet" reveal about the thematic topic of growing up?

4. What is the theme in the vignette "Alicia Who Sees Mice"?

- a. Don't concern yourself with things that you cannot see or that aren't real.
- b. Aspiration can help one escape the burdens and responsibilities of home and family.
- c. Traditional roles can really help an individual reach their true potential.
- d. Young people should not concern themselves with dreams that are unrealistic.

5. Which evidence from the text best supports your answer to Part A?

- a. "Close your eyes and they'll go away, her father says, or You're just imagining." (p. 31)
- b. "And anyway, a woman's place is sleeping so she can wake up early with the tortilla star, the one that appears early just in time to rise . . ." (p. 31)
- c. "Two trains and a bus, because she doesn't want to spend her whole life in a factory or behind a rolling pin." (pp. 31–32)
- d. "Is afraid of nothing except four-legged fur." (p. 32)

Name: _____

Date: _____

What are gender norms and stereotypes, and how are they different from biological differences?

What role do family, friends, and media play in shaping children's understanding of gender roles?

How do gender norms influence emotional expression in boys and girls?

Name: _____

Date: _____

Today's Materials:

- Article: "[Gender Norms and Stereotypes](#)" by Fishtank Staff

Objective: Explain how the author develops the idea that gender norms and stereotypes influence the behavior, choices, and opportunities of young people.

1. According to the article, what are common gender norms and **stereotypes** that have been created by society, and why are they harmful?

2. How does the author's word choice reveal their stance about gender norms and **stereotypes** that are determined by society?

Name: _____

Date: _____

What does Esperanza want to do during lunch? Why?

What does Mama forget to buy Esperanza before the baptism? How does Esperanza feel about this?

What is Esperanza's first job? What happens to her on her first day?

Name: _____

Date: _____

Today's Materials:

- Book: [The House on Mango Street](#) by Sandra Cisneros — pp. 43–55

Objective: Explain how events cause a character's perspective to change.

1. How do the events in the vignette "A Rice Sandwich" cause Esperanza's perspective to change? Cite evidence from the text to support your answer.

2. How do the events in the vignette "Chanclas" reveal Esperanza's changing perspective? Cite evidence from the text to support your answer.

3. What does the conversation about hips reveal about how differently Esperanza and Nenny see the world? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Why does Papa come into Esperanza's room early one morning?

What is Esperanza's responsibility?

Why is this her responsibility?

What does the reader learn about Papa in this vignette?

Name: _____

Date: _____

Today's Materials:

- Book: [The House on Mango Street](#) by Sandra Cisneros — pp. 56–57
- Poem: [“Abuelito Who”](#) by Sandra Cisneros

Objective: Analyze how the author uses figurative language in the poem and vignette to explore similar topics.

1. How does Cisneros use figurative language and repetition to develop the reader's understanding of Esperanza's emotions in the vignette? Cite evidence from the text to support your answer. (*The House on Mango Street*)

2. How does Cisneros use figurative language in her poem to describe the relationship between the speaker and their grandfather? (“Abuelito Who”)

3. Compare how the narrators characterize their father and grandfather in the poem and the vignette. (*The House on Mango Street* and “Abuelito Who”)

-
-
-
-
-
4. Which statement would both Esperanza and the speaker of the poem most likely agree with?
- a. Their loved ones spoke in puzzles and riddles, and it's hard to understand how they really felt about them.
 - b. Their loved ones were largely absent from their lives because they needed to focus on work to provide for the family rather than being present.
 - c. Their loved ones were stoic and strong and never showed emotions to other members of the family.
 - d. Their loved ones provided support in their upbringing and development, and they have a close bond.
5. Select the two best pieces of evidence that support your answer to Part A.
- a. "Abuelito who throws coins like rain" ("Abuelito Who," line 1)
 - b. "who tells me in Spanish you are my diamond" ("Abuelito Who," line 7)
 - c. "can't come out to play" ("Abuelito Who," line 10)
 - d. "Your abuelito is dead, Papa says early one morning in my room." (*The House on Mango Street*, p. 56)
 - e. "My Papa, his thick hands and thick shoes, who wakes up tired in the dark, [...] and is gone before we wake" (*The House on Mango Street*, p. 57)
 - f. "I hold my Papa in my arms. I hold and hold and hold him." (*The House on Mango Street*, p. 57)

Name: _____

Date: _____

Who is Aunt Lupe? What happened to her?

What do Esperanza and her friends do, and how does she feel about it?

Who is Elenita? Why does Esperanza go see her?

Name: _____

Date: _____

Today's Materials:

- Book: [The House on Mango Street](#) by Sandra Cisneros — pp. 58–64

Objective: Explain how the author uses word choice and figurative language to reveal how the setting shapes the characters.

1. How does Esperanza's tone reveal her perspective about her aunt? Cite evidence from the text to support your answer.

2. How does Cisneros use literary devices to describe the setting and develop the mood inside Aunt Lupe's apartment?

3. How does Cisneros use vivid descriptions of the setting to develop Esperanza's perspective of Elenita? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Who is Geraldo, and what happens to him?

How does Cisneros characterize Ruthie? Cite evidence from the text to support your answer.

How does Cisneros reveal that Esperanza is growing up in "Sire"?

What do the trees in "Four Skinny Trees" symbolize or represent to Esperanza?

Name: _____

Date: _____

Today's Materials:

- Book: [The House on Mango Street](#) by Sandra Cisneros — pp. 65–78

Objective: Analyze how characters are shaped by other characters and the setting.

1. How does Esperanza's interaction with Sire influence her personal development?

2. How does the symbolism in the vignette "Four Skinny Trees" show how Esperanza's character is shaped by her environment? Cite evidence from the text to support your answer.

3. How does the setting of Mamacita's new home influence her actions? Cite evidence from the text to support your answer.

4. Revisit this quote: "She still sighs for her pink house, and then I think she cries. I would." (p. 77)

What does the quote reveal about how Esperanza is impacted by other people in the neighborhood?

- a. Esperanza is an unreliable narrator who makes up most of what happens to Mamacita based on her own intuition.
- b. Esperanza doesn't understand what it is like to leave the country where she is from and move to a totally new place.
- c. Esperanza empathizes with Mamacita and understands the importance of being able to call someplace home.
- d. Esperanza can completely relate to Mamacita and her experience migrating to a new country because Esperanza recently moved to a new neighborhood.

Name: _____

Date: _____

Describe what someone will see as they enter the Humboldt Park neighborhood of Chicago.

What has been the result of new people moving into the area? How has this affected long-term residents?

Describe the history of the Humboldt Park neighborhood.

What threatens the neighborhood?

How do the residents of the community work to combat those threats?

Name: _____

Date: _____

Today's Materials:

- Article: "[How Do Neighborhoods Like Humboldt Park Reflect the Identities of Their Residents?](#)" by Quill.org
- Book: [The House on Mango Street](#) by Sandra Cisneros — p. 12

Objective: Analyze how the author uses figurative language to describe how the residents of Humboldt Park are impacted by events and ideas.

1. Why has Humboldt Park become a center of Puerto Rican Culture in Chicago?

2. How does the figurative language in the article impact the tone?

3. How does the informational article provide context and understanding for Esperanza's perception of her own neighborhood in "Those Who Don't" on page 28 of *The House on Mango Street*?

4. What does the figurative language in Part A reveal about the relationship between Humboldt Park and the Puerto Rican community?

- a. Humboldt Park is dependent on the Puerto Rican community.
- b. The Puerto Rican community will never leave Humboldt Park.
- c. The Puerto Rican community will be forced to leave Humboldt Park.
- d. The Puerto Rican community has made a positive impact in Humboldt Park.

Name: _____

Date: _____

Who is Rafaela? Why is she locked inside her house?

Who is Sally? What do her classmates think of her?

Who is Minerva? What passion do she and Esperanza share?

Why does Esperanza no longer want to go to the houses where her Papa works?

Name: _____

Date: _____

Today's Materials:

- Book: [The House on Mango Street](#) by Sandra Cisneros — pp. 79–91

Objective: Explain how sexism and gender roles impact the lives of women in Esperanza's community.

1. How does Esperanza's perspective of Sally differ from the way that other people see Sally? Cite evidence from the text to support your answer.

2. How does the setting in "Bums in the Attic" (p. 86) inspire Esperanza's aspirations for the future? How do Esperanza's aspirations work to combat gender roles and **stereotypes**?

3. How does Esperanza's mother feel about how her life has been shaped by gender roles and social class? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What happens to Sally?

Describe the monkey garden using evidence from the text.

What do the boys ask Sally to do?

How does Sally react?

Why does Esperanza run to Tito's mother's house? How does she respond?

How is Sally's future decided for her?

Name: _____

Date: _____

Today's Materials:

- Book: [The House on Mango Street](#) by Sandra Cisneros — pp. 92–102

Objective: Explain how the author uses figurative language and symbolism to develop meaning in the vignette.

1. How does Cisneros use imagery and figurative language to develop the mood of the garden? Cite evidence from the text to support your answer.

2. How does the setting of the monkey garden impact the events in the vignette? Cite evidence from the text to support your answer.

3. How is Sally's life shaped by gender roles and sexism? Cite evidence from the text to support your answer.

Name: _____

Date: _____

What does Esperanza hope for her future? (*The House on Mango Street*)

What do other people hope for Esperanza? (*The House on Mango Street*)

How do Esperanza's aspirations for her future reveal her growth as a character? (*The House on Mango Street*)

Who is the intended audience of this piece? ("Dear Brown Girl")

How does Mojica Rodriguez hope that the audience of the essay will feel after reading it? ("Dear Brown Girl")

What is Mojica Rodriguez's purpose in writing this essay? ("Dear Brown Girl")

Name: _____

Date: _____

Today's Materials:

- Book: [The House on Mango Street](#) by Sandra Cisneros — pp. 103–110
- Essay: [“Dear Brown Girl”](#) by Prisca Dorcas Mojica Rodríguez

Objective: Analyze how word choice and tone convey the perspectives of Mojica Rodríguez and Esperanza.

1. What kind of future do the three sisters predict for Esperanza? What message are they trying to convey when they tell her, "You will always be Mango Street" (p. 105)? (*The House on Mango Street*)

2. How has Esperanza's relationship with Mango Street changed? What does this reveal about how Esperanza has grown as a character? Cite evidence from the text to support your answer. (*The House on Mango Street*)

3. How does Mojica Rodríguez use word choice and tone to convey her perspective to her intended audience? ("Dear Brown Girl")

Name: _____

Date: _____

How does a person's environment shape their identity and their sense of belonging?

How do gender expectations define a person's experience of the world and their dreams for the future?

What do you think Esperanza will do in the future? What clues from the book give you this impression?

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
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Name: _____ Date: _____

The House on Mango Street

Symbolism Note Catcher

Houses

Evidence	Possible Idea the Symbol Represents

Names

Evidence	Possible Idea the Symbol Represents

Feet/Shoes

Evidence	Possible Idea the Symbol Represents

Trees

Evidence	Possible Idea the Symbol Represents

Argumentative Mentor Text—Day 2

Prompt: How do race, class, or gender affect the challenges a character faces and the resilience they show in achieving their dreams? Choose one character from *A Raisin in the Sun* to write about for this task. (Target Task from Unit 3, Lesson 22)

Introduction:

In *A Raisin in the Sun* by Lorraine Hansberry, the characters face challenges connected to race, class, and gender, and these challenges affect how they chase their dreams. Beneatha Younger is especially affected by her gender as she works toward becoming a doctor. She wants a future beyond traditional expectations for women, but society and her family don't always support her goals. Even when she is discouraged, Beneatha remains **undaunted** and continues to push forward. She is determined to achieve her dreams of finishing school and becoming a doctor, even though it is not easy. Beneatha is determined to become a doctor and finish her training even though there are very few Black female doctors, and her brother gives her a hard time instead of **fostering** her confidence.

Non-Exemplar Argumentative Multi-Paragraph Outline

Prompt: Choose one of the symbols from *The House on Mango Street*. Write a four-paragraph analytical essay to explain what the symbol represents and how it helps develop the reader's understanding of the characters and or setting.

Claim: Names symbolize the discovery of identity in *The House on Mango Street*.

Reason 1:
Name symbolizes conflicted feelings about identity.

Topic Sentence: In the vignette "My Name," Esperanza's name symbolizes her conflicted feelings about her identity.

Supporting Details:

- Name means one thing in Spanish and a different thing in English → "In English, my name means hope. In Spanish, it means too many letters" (10).
- Name represents conflict about identity → "At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver" (11).
- Esperanza wishes she had a name which showed her agency and independence → "I would like to baptize myself under a new name, a name more like the real me, the one nobody sees, Esperanza as Lisandra or Maritza or Zeze the X" (11).

Reason 2:

Trees symbolize hopes and aspirations for the future.

Topic Sentence:

Another symbol in the book is trees. Trees symbolize hopes and aspirations for the future.

Supporting Details:

- Trees can survive and thrive even in hard places.
- Trees need plants and nutrients to grow.
- Kids really have fun playing in trees.

Name: _____ Date: _____

Argumentative Mentor Text—Day 3

Prompt: What does the monkey garden symbolize? (Target Task from Unit 4, Lesson 15)

The garden in "The Monkey Garden" symbolizes the transition from childhood to the teenage years and Esperanza's loss of innocence. Initially, the garden is described as a beautiful, magical place where children can play independently, "far away from where **our** mothers could find **us**" (95). It is a place where Esperanza feels free to "run too, up and down and through the monkey garden, fast as the boys" (96). Playing and pretending are activities usually associated with childhood. Even though people tell Esperanza that "she was getting too old to play the games" (96), she does not seem to care. However, Esperanza loses her innocence when she realizes that Sally does not want to be saved from the boys but actually likes kissing them. At this moment, Esperanza understands that her peers have already left childhood behind and that she must also. Although Esperanza tries to hold onto her innocence, which is represented by the beautiful, well-cared-for garden. However, she observes the garden becoming overgrown as it "began tak[ing] over itself" (95). This change in the garden represents Esperanza's loss of innocence. She mourns the loss as she realizes that childhood cannot last forever.

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
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Name: _____ Date: _____

The House on Mango Street

Symbolism Note Catcher

Houses

Evidence	Possible Idea the Symbol Represents

Names

Evidence	Possible Idea the Symbol Represents

Feet/Shoes

Evidence	Possible Idea the Symbol Represents

Trees

Evidence	Possible Idea the Symbol Represents

Non-Exemplar Argumentative Multi-Paragraph Outline

Prompt: Choose one of the symbols from *The House on Mango Street*. Write a four-paragraph analytical essay to explain what the symbol represents and how it helps develop the reader's understanding of the characters and or setting.

Claim: Names symbolize the discovery of identity in *The House on Mango Street*.

Reason 1:
Name symbolizes conflicted feelings about identity.

Topic Sentence: In the vignette "My Name," Esperanza's name symbolizes her conflicted feelings about her identity.

Supporting Details:

- Name means one thing in Spanish and a different thing in English → "In English, my name means hope. In Spanish, it means too many letters" (10).
- Name represents conflict about identity → "At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver" (11).
- Esperanza wishes she had a name which showed her agency and independence → "I would like to baptize myself under a new name, a name more like the real me, the one nobody sees, Esperanza as Lisandra or Maritza or Zeze the X" (11).

Reason 2:

Trees symbolize hopes and aspirations for the future.

Topic Sentence:

Another symbol in the book is trees. Trees symbolize hopes and aspirations for the future.

Supporting Details:

- Trees can survive and thrive even in hard places.
- Trees need plants and nutrients to grow.
- Kids really have fun playing in trees.

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
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Name: _____ Date: _____

The House on Mango Street

Symbolism Note Catcher

Houses

Evidence	Possible Idea the Symbol Represents

Names

Evidence	Possible Idea the Symbol Represents

Feet/Shoes

Evidence	Possible Idea the Symbol Represents

Trees

Evidence	Possible Idea the Symbol Represents

Argumentative Mentor Text—Day 2

Prompt: How do race, class, or gender affect the challenges a character faces and the resilience they show in achieving their dreams? Choose one character from *A Raisin in the Sun* to write about for this task. (Target Task from Unit 3, Lesson 22)

Introduction:

In *A Raisin in the Sun* by Lorraine Hansberry, the characters face challenges connected to race, class, and gender, and these challenges affect how they chase their dreams. Beneatha Younger is especially affected by her gender as she works toward becoming a doctor. She wants a future beyond traditional expectations for women, but society and her family don't always support her goals. Even when she is discouraged, Beneatha remains **undaunted** and continues to push forward. She is determined to achieve her dreams of finishing school and becoming a doctor, even though it is not easy. Beneatha is determined to become a doctor and finish her training even though there are very few Black female doctors, and her brother gives her a hard time instead of **fostering** her confidence.

Name: _____ Date: _____

Argumentative Multi-Paragraph Outline

Prompt:

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Reason 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none">•••
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Name: _____ Date: _____

The House on Mango Street

Symbolism Note Catcher

Houses

Evidence	Possible Idea the Symbol Represents

Names

Evidence	Possible Idea the Symbol Represents

Feet/Shoes

Evidence	Possible Idea the Symbol Represents

Trees

Evidence	Possible Idea the Symbol Represents

Name: _____ Date: _____

The House on Mango Street

Argumentative Mentor Text—Day 3

Prompt: What does the monkey garden symbolize? (Target Task from Unit 4, Lesson 15)

The garden in "The Monkey Garden" symbolizes the transition from childhood to the teenage years and Esperanza's loss of innocence. Initially, the garden is described as a beautiful, magical place where children can play independently, "far away from where **our** mothers could find **us**" (95). It is a place where Esperanza feels free to "run too, up and down and through the monkey garden, fast as the boys" (96). Playing and pretending are activities usually associated with childhood. Even though people tell Esperanza that "she was getting too old to play the games" (96), she does not seem to care. However, Esperanza loses her innocence when she realizes that Sally does not want to be saved from the boys but actually likes kissing them. At this moment, Esperanza understands that her peers have already left childhood behind and that she must also. Although Esperanza tries to hold onto her innocence, which is represented by the beautiful, well-cared-for garden. However, she observes the garden becoming overgrown as it "began tak[ing] over itself" (95). This change in the garden represents Esperanza's loss of innocence. She mourns the loss as she realizes that childhood cannot last forever.



Vocabulary

Word	Part of Speech	Definition
affirmed	v.	to state or declare as true
allusion		an indirect (implied) reference to someone or something from literature, history, or culture
anecdote		
ashamed	adj.	embarrassed or guilty because of someone's actions or characteristics
authority	n.	a person or organization having power or control in a particular situation
coming of age		a phrase used to describe the transition from childhood to adulthood, which is often applied to the genre of literature or film/television that explores this time of a person's life
complex sentence		a sentence that uses a non-FANBOYS (for, and, not, but, or, yet) joining word to connect related ideas
content	adj.	in a state of peaceful happiness
context		specific information that orients the reader or provides relevant background knowledge
despairing	adj.	showing the loss of all hope

Word	Part of Speech	Definition
dismantle	v.	to take apart a machine or structure; to break something into pieces
distant	adj.	physically far away; not emotionally close
ferocious	adj.	fierce, cruel, or violent
fondly	adv.	with positive feelings; with affection
imagery		descriptive language that appeals to the senses and helps the reader create a vivid picture or experience
imitate	v.	to copy; to follow as a model
indirect characterization		the process by which the writer shows the personality and traits of a character without directly telling the reader
lead		the opening sentence or sentences of an introduction that capture the reader's interest and encourage them to keep reading
ordinary	adj.	normal, with no special features
rigid	adj.	not able to be bent, changed, or adapted

Word	Part of Speech	Definition
sorrow	n.	a feeling of deep sadness caused by loss or disappointment
stereotypes	n.	an unfair belief about people based on the group they belong to
strutted	v.	to walk with strength and confidence
unreliable narrator		a narrator who tells a story in a way that might not be completely true or accurate
vignette		a brief, evocative description, account, or episode that generally focuses on capturing a single moment or experience

Name: _____ Date: _____ *The House on Mango Street*

VOCABULARY PRACTICE

7th Grade ELA

Finding Home: *The House on Mango Street*

PART ONE: WORD LIST

1. **affirmed** (v.): to state or declare as true
2. **ashamed** (adj.): embarrassed or guilty because of someone's actions or characteristics
3. **authority** (n.): a person or organization having power or control in a particular situation
4. **content** (adj.): in a state of peaceful happiness
5. **despairing** (adj.): showing the loss of all hope
6. **dismantle** (v.): to take apart a machine or structure; to break something into pieces
7. **distant** (adj.): physically far away; not emotionally close
8. **ferocious** (adj.): fierce, cruel, or violent
9. **fondly** (adv.): with positive feelings; with affection
10. **imitate** (v.): to copy; to follow as a model
11. **ordinary** (adj.): to copy; to follow as a model
12. **rigid** (adj.): not able to be bent, changed, or adapted
13. **sorrow** (n.): a feeling of deep sadness caused by loss, or disappointment
14. **stereotypes** (n.): an unfair belief about people based upon the group they belong to
15. **strutted** (v.): to walk with strength and confidence

ACTIVITY 1. MATCHING

Directions: Please match the correct word to each definition

WORD BANK

affirmed ashamed authority content despairing dismantle distant ferocious	ferocious fondly imitate ordinary rigid sorrow stereotypes strutted
--	--

ANSWER

DEFINITION

1.		fierce, cruel, or violent
2.		physically far away; not emotionally close
3.		normal; with no special features
4.		to state or declare as true
5.		to take apart a machine or structure; to break something into pieces
6.		embarrassed or guilty because of someone's actions or characteristics
7.		not able to be bent, changed, or adapted
8.		to walk with strength and confidence
9.		an unfair belief about people based on the group they belong to

10.		with positive feelings; with affection
11.		showing the loss of all hope
12.		a feeling of deep sadness caused by loss, or disappointment
13.		to copy; to follow as a model
14.		a person or organization having power or control in a particular situation
15.		in a state of peaceful happiness

ACTIVITY 2. FILL IN THE BLANK

Directions: For each practice below, use the context clues to fill in the first blank using the correct vocabulary word, and in the second blank add your reasoning about why this word fits.

1. Maya stood at the edge of the playground. Her heart was heavy as she watched the other kids laugh and play. Just yesterday, she had told a lie that made her best friend cry, and now she felt so _____ of her actions and it was unbearable.
2. With a newfound confidence, Jamie _____ into the talent show. His vibrant costume sparkled under the lights, each step echoing his determination to shine. The audience buzzed with anticipation as he took center stage.
3. Detective Ramirez walked into the precinct where her presence commanded respect from everyone in the room. With a sharp eye for detail and an unyielding sense of justice, she was the _____ the city desperately needed.
4. Dr. Thompson was known for his _____ rules and strict demeanor. He was known as the high school principal whose authority was rarely questioned by students or staff. Students whispered rumors as he passed in the halls, fearing his glare more than the homework itself.
5. Finn watched the band play with wide eyes, mesmerized by their every move. He picked up a toy guitar and began to _____ the rock star's wild strumming, pretending to be a hero on stage.
6. When Princess Diana tragically passed away in 1997, people around the world were overcome with profound _____. Elton

John was asked to sing at her funeral, a task that weighed heavily on his heart. With tears in his eyes, he performed a song to honor her remarkable legacy.

7. On New Year's Eve, Zoey gave a _____ look to the crowd below as she watched the fireworks alone from her apartment balcony. Her heart was heavy with the weight of the past year's losses. As midnight struck, her mood changed as her phone buzzed with a message from an old friend, inviting her to join a virtual celebration.
8. The ocean's depths are home to the _____ great white shark, known for its powerful jaws and sense of smell. These predators have the ability to detect one drop of blood in an Olympic-sized swimming pool and play a crucial role in maintaining the ecosystem.
9. Even in adulthood, Mark looked back _____ on the summers he spent at his grandmother's cottage by the lake. Those lazy afternoons were filled with stories, fishing, and the aroma of freshly baked cookies wafting through the air.
10. The invention of the telephone in the late 19th century helped connect _____ loved ones. Clara, separated from her family by 1,500 miles, rejoiced when she received her first call from her mother in New York. The sound of her mother's voice felt like a hug across the distance.
11. The review read, "Breaking free from _____, Beyoncé's latest album celebrates diversity and individuality. Her collaboration with artists from various genres showcases the beauty of unity and the power of music to transcend boundaries!"
12. At Walmart, rows of identical cubicles serve as offices for employees. Each space is functional, yet _____, adorned with

personal photos and the gentle hum of computers. In stark contrast, the luxury offices at headquarters include spacious, open-plan workstations with floor-to-ceiling windows that offer city views.

13. In 1913, Henry Ford revolutionized the automobile industry with the introduction of the assembly line, a method that dramatically increased efficiency and cut costs for the company. However, this innovation did not come without its challenges. Ford had to _____ the traditional, slower methods of car manufacturing, which relied heavily on skilled craftsmen, in order to achieve his visionary plan for the future.
14. Emelda sat on the park bench. The world around her seemed to mirror her inner peace, as children laughed in the distance and the sun cast a warm, golden glow. She closed her eyes, savoring the moment full of _____, and knew that this simple joy was all she needed.
15. Maya Angelou's poetry _____ the dignity and strength of Black women, giving voice to their struggles and triumphs with powerful, uplifting language. Her legacy lives on as a trailblazing writer and activist whose words continue to inspire generations to speak their truth and embrace their identity with pride.

PART TWO: EXAMPLES AND NON-EXAMPLES

ACTIVITY 3. WORD MAPS

Directions: Complete a word map for each vocabulary word. The first one has been completed as an example.

<i>definition of the word</i>	<i>synonyms</i>
embarrassed or guilty because of someone's actions or characteristics	guilty, sheepish, humiliated, mortified
1. ASHAMED	
<i>use the word in a sentence</i>	<i>antonyms</i>
They were ashamed of their behavior when they visited their grandma in the nursing home and were loud and boisterous in the hallways.	proud, boastful, content, pleased

<i>definition of the word</i>	<i>synonyms</i>
to state or declare as true	
2. AFFIRMED	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a person or organization having power or control in a particular situation	
3. AUTHORITY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
in a state of peaceful happiness	
4. CONTENT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
act or be similar to	
5. DESPAIRING	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to take apart a machine or structure; to break something into pieces	
6. DISMANTLE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
physically far away; not emotionally close	
7. DISTANT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
fierce, cruel, or violent	
8. FEROCIOUS	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
with positive feelings; with affection	
9. FONDLY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to copy; to follow as a model	
10. IMITATE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
normal; with no special features	
11. ORDINARY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
not able to be bent, changed, or adapted	
12. RIGID	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a feeling of deep sadness caused by loss, or disappointment	
13. SORROW	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
an unfair belief about people based on the group they belong to	
14. STEREOTYPES	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to walk with strength and confidence	
15. STRUTTED	
<i>use the word in a sentence</i>	<i>antonyms</i>

PART THREE: ADDING COMPLEXITY

ACTIVITY 4. CHANGING TENSES AND PARTS OF SPEECH

Directions: For each vocabulary word, write a sentence that shows you know the meaning of the word (Ex: different tenses, changing part of speech, removing or adding affixes).

The following words have been omitted from this activity:

- content
- ordinary
- stereotypes
- dismantle

affirmed (v.): to state or declare as true	
CHANGE	EXAMPLE SENTENCE
<i>affirmation</i>	When all the students recited the affirmation , they felt a connection to the organization and its mission.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>a statement or action that shows support, encouragement, or approval</i>	

ashamed (adj.): embarrassed or guilty because of someone's actions or characteristics	
CHANGE	EXAMPLE SENTENCE
<i>shame</i>	She felt a deep sense of shame after realizing her mistake in front of everyone.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>A painful feeling of humiliation or distress caused by wrong or foolish behavior.</i>	

authority (n.): a person or organization having power or control in a particular situation	
CHANGE	EXAMPLE SENTENCE
<i>authoritative</i>	The professor's authoritative tone made it clear that he was an expert in his field.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Able to be trusted as being accurate or true; reliable</i>	

despairing (adj.): showing the loss of all hope	
CHANGE	EXAMPLE SENTENCE
<i>despair</i>	He was in complete despair after losing his job and felt he had no future.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>The amount of space between two places or things</i>	

distant (adj.): physically far away; not emotionally close	
CHANGE	EXAMPLE SENTENCE
<i>distance</i>	The distance between the two cities is about 300 miles.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>The amount of space between two places or things</i>	

ferocious (adj.): fierce, cruel or violent	
CHANGE	EXAMPLE SENTENCE
<i>ferociously</i>	The lion roared ferociously , intimidating all the other animals in the vicinity.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i> <i>In a savagely fierce, cruel, or violent manner</i>	

fondly (adv.): with positive feelings; with affection	
CHANGE	EXAMPLE SENTENCE
<i>fond</i>	She is very fond of her childhood memories spent at her grandparents' house.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Having an affection or liking for</i>	

imitate (v.): to copy; to follow as a model	
CHANGE	EXAMPLE SENTENCE
<i>imitation</i>	The painting was a good imitation of the original masterpiece. It looked exactly like the original.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>The action of using someone or something as a model; a copy</i></p>	

rigid (adj.): not able to be bent, changed, or adapted	
CHANGE	EXAMPLE SENTENCE
<i>rigidly</i>	The rules were enforced rigidly , without any room for exceptions.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>In a stiff or fixed way; not flexible</i></p>	

sorrow (n.): a feeling of deep sadness caused by loss, or disappointment	
CHANGE	EXAMPLE SENTENCE
<i>sorrowful</i>	Her sorrowful expression indicated that she had received some bad news.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Feeling or showing grief</i>	

strutted (v.): to walk with strength and confidence	
CHANGE	EXAMPLE SENTENCE
<i>strut</i>	He started to strut around the office, showing off his new promotion.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to present tense verb</i> <i>Walk with a stiff, erect, and apparently arrogant or conceited gait</i>	



Unit Rubrics & Assessments

Name: _____ Date: _____

Editing Checklist

Use this checklist to polish your writing. Check ✓ each item if it is present in your work. Make corrections to your work as needed.

Formatting and Evidence	
I format titles correctly: <i>italics</i> for longer works (books/novels, plays, films) and "quotation marks" for shorter works (poems, short stories, articles).	
I cite evidence accurately and integrate quotations smoothly into my own sentences (if applicable).	
Sentence Structure and Grammar	
I use complete sentences and do not have run-on sentences or sentence fragments (unless intentional).	
I use consistent verb tense throughout.	
Punctuation and Mechanics	
I capitalize the first word in a sentence, proper nouns, and appropriate words in titles, following standard English capitalization rules.	
I use commas, periods, quotation marks, and other punctuation in the correct places.	
I spell correctly, double-checking tricky words or commonly confused words (to/too, their/they're/there, its/it's).	

Name: _____ Date: _____

Single Point Narrative Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Descriptive Details		I include descriptive details to indirectly characterize the narrator.	
Anecdote		I include an anecdote filled with descriptive details to indirectly characterize the narrator.	
Figurative Language		I include different types of figurative language that show, not tell, the narrator's thoughts and feelings.	
Language		I include complex sentences to add descriptive details and vary my sentence structure.	

My goal for my next narrative writing cycle is _____

Narrative Writing Rubric

7th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

Structure	Rubric Score	Notes
Event Sequence Includes all key components of the narrative arc: exposition, rising action, climax, falling action, and resolution; paragraphing uses transitional words, phrases, and clauses to support flow, pacing, and meaning, including shifts to new events or changes in speaker	4 3 2 1	
Point of View Establishes and maintains a clear and consistent narrator or point of view that shapes how events are experienced and how the conflict and plot develop	4 3 2 1	
Setting Introduces and develops the setting using multiple sensory details to directly and indirectly describe the place and time of the narrative; uses precise adjectives to describe the mood or atmosphere and advance the plot or characters' actions	4 3 2 1	

Development	Rubric Score	Notes
Character(s) Introduces and develops one or more dynamic characters through actions, thoughts, dialogue, and direct and indirect description; shows how characters' responses to events contribute to the development of the plot or conflict	4 3 2 1	

<p>Plot Introduces characters, setting, and context; builds a sequence of events that unfolds naturally and logically through character challenges and conflicts; ends with a resolution that reflects on the narrated experiences and events</p>	4 3 2 1	
<p>Precise Language Uses precise words and phrases, relevant descriptive details, and sensory language to capture action; create emotion, tone, and mood; help the reader visualize experiences and events</p>	4 3 2 1	
<p>Dialogue Uses natural-sounding dialogue for a variety of purposes, such as character development, advancing the plot, building the conflict, providing background information, or creating suspense; includes a variety of dialogue tags that show how the characters are speaking</p>	4 3 2 1	

Language	Rubric Score	Notes
<p>Literary Devices Uses figurative language and literary techniques (such as simile, metaphor, or personification) to enhance meaning and mood</p>	4 3 2 1	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage, which enhances clarity and contributes to the overall meaning of the narrative, including cumulative adjectives, use of phrases and clauses, and varied sentence structure</p>	4 3 2 1	
<p>Conventions Applies correct spelling, punctuation, and capitalization that support the clarity and flow of the writing</p>	4 3 2 1	

Name: _____ Date: _____

Single Point Argumentative Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Introduction		I start my introduction with a lead, include necessary context about the text and topic, and state the claim with supporting reasons.	
Context		I include context which provides specific and necessary background information to help my reader understand the topic and the evidence.	
Language		I include complex sentences to strengthen my argument and vary my sentence structure.	

I'm proud that this year I improved my argumentative writing by _____

Argumentative Writing Rubric

7th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Introduction Introduces a clear, focused claim and an opposing or alternate claim; establishes the context for the argument; previews logical reasons that support the claim	4 3 2 1	
Organization Organizes ideas logically; uses a variety of transitions and organizational strategies to clarify relationships among claims, counterclaims, reasons, and evidence	4 3 2 1	
Conclusion Provides a well-developed conclusion that reinforces the claim and counterclaim; summarizes the main points; offers a final thought or insight related to the argument	4 3 2 1	

Development	Rubric Score	Notes
Claim Introduces a specific, debatable claim that requires support through logical reasoning and evidence; maintains consistent focus on the claim; acknowledges a counterclaim and provides a rebuttal to strengthen the argument	4 3 2 1	

<p>Reasoning Provides logical and well-developed reasons that support the claim; connects reasons to relevant, credible evidence; explains how the evidence supports the claim; explains the counterclaim and rebuttal to strengthen the argument</p>	<p>4 3 2 1</p>	
<p>Evidence Selects relevant and credible evidence to support claims and reasons; demonstrates understanding of the topic; integrates facts, examples, or quotations smoothly into the writing</p>	<p>4 3 2 1</p>	

Language	Rubric Score	Notes
<p>Style Maintains a formal style and appropriate tone for the audience and purpose; uses language that is precise and engaging</p>	<p>4 3 2 1</p>	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage, which enhances clarity and contributes to the overall meaning of the narrative, including cumulative adjectives, use of phrases and clauses, and varied sentence structure</p>	<p>4 3 2 1</p>	
<p>Conventions Applies correct spelling, punctuation, and capitalization that support the clarity and flow of the writing</p>	<p>4 3 2 1</p>	

Academic Discourse Rubric

6th–8th Grade English Language Arts

	1 Point	2 Points	3 Points
Tier 1: Clarify and share their own thoughts	<ul style="list-style-type: none"> ● Attempts to provide evidence, but the evidence is unrelated or wrong ● Does not use vocabulary that is specific to the subject or task 	<ul style="list-style-type: none"> ● Provides evidence or examples to justify and defend their point clearly, but may not be the most relevant evidence ● Uses some vocabulary that is specific to the subject and task, but misses opportunities 	<ul style="list-style-type: none"> ● Provides relevant evidence or examples to justify and defend their point clearly ● Uses a variety of vocabulary that is specific to the subject and task to share and clarify their thoughts
Tier 2: Engage with the thinking of others	<ul style="list-style-type: none"> ● Shares their own ideas without listening to their peers' ideas; ideas may be random, disconnected, or replace a previous idea ● Does not track other students' ideas ● Does not ask follow-up questions to clarify ideas 	<ul style="list-style-type: none"> ● Attempts to build on a peer's ideas, but the connection may be limited ● Attempts to restate others' ideas, but is unable to retell key ideas ● Asks follow-up questions, but they may be generic and not specific 	<ul style="list-style-type: none"> ● Seeks to genuinely understand their peers' ideas and builds on them with connected ideas ● Paraphrases what others are saying in order to keep track of key ideas in a discussion ● Seeks to clarify a particular point by asking follow-up questions
Tier 3: Critique and analyze the reasoning of others	<ul style="list-style-type: none"> ● Does not engage with the thinking of their peers ● Does not compare and contrast different arguments ● Unable to synthesize ideas from the discussion 	<ul style="list-style-type: none"> ● Begins to challenge the thinking of their peers, but may be limited ● Attempts to compare and contrast different arguments, but misses the nuance ● Attempts to synthesize the discussion, but misses key understandings 	<ul style="list-style-type: none"> ● Challenges the thinking of their peers; when warranted, modifies their own views based on their peers' ideas and thinking ● Compares and contrasts the effectiveness of different arguments ● Synthesizes everything they have heard into coherent statements

Speaking and Listening	<ul style="list-style-type: none"> ● Language is not always clear ● Eye contact and posture are not consistent ● Interrupts or speaks over students 	<ul style="list-style-type: none"> ● Appropriate language ● Uses eye contact and appropriate posture ● Awareness of own airtime in order to ensure participation by others 	<ul style="list-style-type: none"> ● Sophisticated and appropriate language ● Consistent eye contact and professional posture ● Actively solicits contributions from others
Preparation	<ul style="list-style-type: none"> ● Is not prepared for the discussion; has not identified key pieces of evidence or details 	<ul style="list-style-type: none"> ● Is prepared for the discussion with some evidence and details 	<ul style="list-style-type: none"> ● Is prepared to share the best reasons and evidence to support a particular point or idea

Name: _____ Date: _____

The House on Mango Street

Directions: Read each text carefully, then read the questions and select the best answer(s). Be sure to return to the text while you are answering questions.

Text 1

Fish Cheeks

By Amy Tan

“Fish Cheeks” is written by Amy Tan, a celebrated Chinese American author known for exploring themes of cultural identity, family, and mother-daughter relationships. Much of her work draws from her experiences growing up as the daughter of Chinese immigrants. In this short autobiographical narrative, a teenage girl, Amy, struggles through a traditional Chinese dinner her family hosts for her American crush.

- 1 I fell in love with the minister's son the winter I turned fourteen. He was not Chinese, but as white as Mary in the manger. For Christmas I prayed for this blond-haired boy, Robert, and a slim new American nose.
- 2 When I found out that my parents had invited the minister's family over for Christmas Eve dinner, I cried. What would Robert think of our shabby Chinese Christmas? What would he think of our noisy Chinese relatives who lacked proper American manners? What terrible disappointment would he feel upon seeing not a roasted turkey and sweet potatoes but Chinese food?
- 3 On Christmas Eve I saw that my mother had outdone herself in creating a strange menu. She was pulling black veins out of the backs of fleshy prawns. The kitchen was littered with appalling mounds of raw food: A slimy rock cod with bulging eyes that pleaded not to be thrown into a pan of hot oil. Tofu, which looked like stacked wedges of rubbery white sponges. A bowl soaking dried fungus back to life. A plate of squid, their backs crisscrossed with knife markings so they resembled bicycle tires.
- 4 And then they arrived – the minister's family and all my relatives in a clamor of doorbells and crumpled Christmas packages. Robert grunted hello, and I pretended he was not worthy of existence.
- 5 Dinner threw me deeper into despair. My relatives licked the ends of their chopsticks and reached across the table, dipping them into the dozen or so plates of food. Robert and his family waited patiently for platters to be passed to them. My relatives murmured with pleasure when my mother brought out the whole steamed fish. Robert grimaced. Then my father poked his chopsticks just below the fish eye and plucked out the soft meat. "Amy, your favorite," he said, offering me the tender fish cheek. I wanted to disappear.
- 6 At the end of the meal my father leaned back and belched loudly, thanking my mother for her fine cooking. "It's a polite Chinese custom to show you are satisfied," explained my father to our astonished guests. Robert was looking down at his plate with a reddened face. The minister managed to muster up a quiet burp. I was stunned into silence for the rest of the night.
- 7 After everyone had gone, my mother said to me, "You want to be the same as American girls on the outside." She handed me an early gift. It was a miniskirt in beige tweed. "But inside you must

always be Chinese. You must be proud you are different. Your only shame is to have shame."

- 8 And even though I didn't agree with her then, I knew that she understood how much I had suffered during the evening's dinner. It wasn't until many years later – long after I had gotten over my crush on Robert – that I was able to fully appreciate her lesson and the true purpose behind our particular menu. For Christmas Eve that year, she had chosen all my favorite foods.

Tan, A. (2003). *Fish Cheeks. The opposite of fate: a book of musings*. Putnam.

1. The following question has two parts. First, answer Part A. Then, answer Part B.

PART A: Which of the following ideas best identifies the central theme of "Fish Cheeks" by Amy Tan?

- Adults always think they know better because they are older.
- Wanting to belong can cause people to dislike aspects of their culture that they used to appreciate.
- Sometimes people are disappointed when they do not get what they expect on holidays.
- Individuals should be proud of their culture even when others reject them.

PART B: What evidence from the text best supports your answer to Part A?

- "What terrible disappointment would he feel upon seeing not a roasted turkey and sweet potatoes but Chinese food?" (par. 2)
- "Robert grunted hello, and I pretended he was not worthy of existence." (par. 4)
- "She handed me an early gift. It was a miniskirt in beige tweed." (par. 7)
- "For Christmas Eve that year, she had chosen all my favorite foods." (par. 8)

2. The following question has two parts. First, answer Part A. Then, answer Part B.

PART A: What do paragraphs 2 and 3 reveal about Amy's perspective? Select the best answer.

- Amy sees the food that her mother is preparing as strange and disgusting in that moment
- Amy feels nauseous because she is nervous about her crush coming to dinner.
- Amy is delighted by the variety of food her mother is making for their guests.
- Amy wants to help her mother, but she doesn't know how to cook.

PART B: What evidence from this paragraph best supports your answer to Part A? Select two.

- "When I found out that my parents had invited the minister's family over for Christmas Eve dinner, I cried." (par. 2)
- "What would he think of our noisy Chinese relatives who lacked proper American manners?" (par. 2)
- "...my mother had outdone herself in creating a strange menu." (par. 3)
- "A plate of squid, their backs crisscrossed with knife markings" (par. 3)
- "...the kitchen was littered with appalling mounds of raw food: A slimy rock cod with bulging eyes that pleaded not to be thrown into a pan of hot oil." (par. 3)

3. The following question has two parts. First, answer Part A. Then, answer Part B.

PART A: How does the tone of paragraphs 4 and 5 reflect the narrator's feelings about the dinner and her family's interactions with their guests?

- a. Mournful and conflicted
- b. Humiliated and defeated
- c. Angry and sullen
- d. Indifferent and apprehensive

PART B: What evidence from the text best supports your answer to Part A?

- a. "Dinner threw me deeper into despair." (par. 5)
 - b. "'Amy, your favorite,' he said, offering me the tender fish cheek." (par. 5)
 - c. "At the end of the meal my father leaned back and belched loudly, thanking my mother for her fine cooking." (par. 6)
 - d. " I was stunned into silence for the rest of the night." (par. 6)
4. Based on the figurative language "he was not Chinese, but as white as Mary in the manger" (par. 1), what does Robert symbolize to Amy?
- a. Her devotion to God
 - b. A forbidden choice
 - c. Her desire to be more American
 - d. An escape from her family
5. Why does Tan most likely end the story with the sentence, "For Christmas Eve that year, she had chosen all my favorite foods"?
- a. To help the reader understand why Tan chose to become a chef when she grew up.
 - b. To remind the reader that Amy's parents are hard-working, loving parents
 - c. To reveal that Amy's mother was actually trying to help her show off for Robert
 - d. To emphasize that Amy's shame changed her perception of what she usually loved
6. What does Amy's early Christmas gift indicate about her mother?
- a. The gift reveals that Amy's mother truly doesn't understand her or why she was miserable throughout dinner.
 - b. The gift shows that Amy's mother is frustrated with her and wants her to appreciate her culture.
 - c. The gift reveals that Amy's mother understands her struggle that night and her desire to fit into American culture.
 - d. The gift shows the special connection that Amy and her mother have, which outweighs their dispute over dinner.

Text 2

When Women Stopped Coding

By Steve Henn

In this informational text, Steven Henn examines the reasons behind the declining number of women entering the field of coding and pursuing careers in computer science.

- 1 Modern computer science is dominated by men. But it hasn't always been this way.
- 2 A lot of computing pioneers—the people who programmed the first digital computers—were women. And for decades, the number of women studying computer science was growing faster than the number of men. But in 1984, something changed. The percentage of women in computer science flattened, and then plunged, even as the share of women in other technical and professional fields kept rising.
- 3 What happened?
- 4 We spent the past few weeks trying to answer this question, and there's no clear, single answer.
- 5 But here's a good starting place: The share of women in computer science started falling at roughly the same moment when personal computers started showing up in U.S. homes in significant numbers.
- 6 These early personal computers weren't much more than toys. You could play pong or simple shooting games, maybe do some word processing. And these toys were marketed almost entirely to men and boys.
- 7 This idea that computers are for boys became a narrative. It became the story we told ourselves about the computing revolution. It helped define who geeks were, and it created techie culture.
- 8 Movies like *Weird Science*, *Revenge of the Nerds* and *War Games*¹ all came out in the '80s. And the plot summaries are almost interchangeable: awkward geek boy genius uses tech-savvy² to triumph over adversity and win the girl.
- 9 In the 1990s, researcher Jane Margolis interviewed hundreds of computer science students at Carnegie Mellon University, which had one of the top programs in the country. She found that families were much more likely to buy computers for boys than for girls—even when their girls were really interested in computers.
- 10 This was a big deal when those kids got to college. As personal computers became more common, computer science professors increasingly assumed that their students had grown up playing with computers at home.
- 11 Patricia Ordóñez didn't have a computer at home, but she was a math wiz in school.
- 12 "My teacher realized I was really good at solving problems, so she pulled me and this other boy out to do special math," she says. "We did math instead of recess!"

¹ These films, released in the 1980s, reflect the era's cultural fascination with technology and the comedic portrayal of nerd culture, contributing to the shaping of popular perceptions around computer science and geek identity.

² Tech-Savvy: well-informed about or proficient in the use of modern technology, especially computers.

- 13 So when Ordóñez got to Johns Hopkins University in the '80s, she figured she would study computer science or electrical engineering. Then she took her first intro class—and found that most of her male classmates were way ahead of her because they'd grown up playing with computers.
- 14 "I remember this one time I asked a question and the professor stopped and looked at me and said, 'You should know that by now,' " she recalls. "And I thought 'I am never going to excel.'"
- 15 In the '70s, that never would have happened: Professors in intro classes assumed their students came in with no experience. But by the '80s, that had changed.
- 16 Ordóñez got through the class but earned the first C of her life. She eventually dropped the program and majored in foreign languages.
- 17 More than a decade later, though, she returned to computers. She found a mentor, and eventually got a Ph.D. in computer science. Now she's an assistant professor of computer science at the University of Puerto Rico.

Henn, S. (2014, October 21) When women stopped coding. *NPR*.

<https://www.npr.org/sections/money/2014/10/21/357629765/when-women-stopped-coding>

8. In paragraph 14, Ordóñez expresses, "I am never going to excel." Based on the context, what does the word "excel" mean in this sentence?
 - a. To struggle with understanding basic concepts
 - b. To achieve a high level of proficiency or success
 - c. To drop out of a course due to lack of ability
 - d. To maintain a steady pace in her studies
9. How did Ordóñez's early educational experiences influence her initial decision to major in foreign languages?
 - a. She was discouraged by her experiences in math and science classes growing up.
 - b. She wanted to pursue a career in teaching languages because she was forced to drop out.
 - c. Her teachers encouraged her to focus on languages instead of math.
 - d. She believed that language studies would be easier than computer science.
10. Which of the following statements best captures the significance of Ordóñez's journey in the context of women in STEM fields?
 - a. Ordóñez's experience reflects the increasing barriers for women in STEM during the '80s.
 - b. Ordóñez's success demonstrates that perseverance and mentorship are crucial for women in male-dominated fields.
 - c. Her journey indicates that women are often underrepresented in computer science due to a lack of interest.
 - d. Ordóñez's experience shows that academic performance is the only measure of success in STEM fields.

11. What is Steve Henn's main purpose for writing the article, "When Women Stopped Coding"?
- To share with readers how they can help women gain a stronger presence in the field of computer science
 - To empower young women and girls to pursue careers and degrees in computer science
 - To highlight the difference between access to computers for men and women
 - To explore the reasons why the number of women working in computer science has decreased
12. Which of the following best describes how Ordóñez's perception of computer science changed over time?
- She initially viewed it as a non-challenging subject but later recognized its complexities.
 - She saw it as a potential career path, but her early experiences led her to doubt her abilities.
 - She considered it irrelevant compared to her interests in languages but later found it fascinating.
 - She believed it was too difficult for her, but later realized the external barrier that impacted her success.
13. The following question has two parts. First, answer Part A. Then, answer Part B.

PART A: Which of the following ideas best identifies the central idea of the text?

- Since the creation of the personal computer, women have not been encouraged to work with them or play on them because they were considered too complex for women to understand.
- As personal computers gained popularity, the games for boys aided them in developing the technical skills needed to excel in the future, while games for girls were not educational.
- Women were outpaced by men in computer science because during childhood, boys have more access to computers, and are encouraged to play with them.
- When computers were first introduced, men and women were both viewed as valuable programmers, but as years progressed women were pushed out of the field.

PART B: What evidence from the text best supports your answer to Part A?

- "The percentage of women in computer science flattened, and then plunged, even as the share of women in other technical and professional fields kept rising." (par. 2)
- "These early personal computers weren't much more than toys. You could play pong or simple shooting games, maybe do some word processing." (par. 6)
- "She found that families were much more likely to buy computers for boys than for girls—even when their girls were really interested in computers." (par. 9)
- "Ordóñez got through the class but earned the first C of her life. She eventually dropped the program and majored in foreign languages." (par. 16)

Name: _____ Date: _____

Directions: Read each question carefully and select the best answer(s).

1. Read the sentence.

Jade's friends encouraged her to conform to the style of clothing they preferred, even though Jade thought it was _____ that they all had to wear pink on Fridays.

Which word best completes the sentence?

- a. ferocious
 - b. rigid
 - c. submissive
 - d. empowering
-
2. Which of the following is the best antonym for the word **despairing**?
 - a. aware
 - b. generous
 - c. hopeful
 - d. gloomy

3. Read the sentence.

The goal of the community project is to **empower** residents to take charge of local efforts and improve their neighborhood.

What is the best meaning for the word **empower**, as used in the sentence above?

- a. authority or power to do something
 - b. least restrictive environment to thrive in
 - c. ability to overcome repression
 - d. most common approach to solving a problem
-
4. Which of the following words are the closest synonyms?
 - a. standard; fond
 - b. distinctive; routine
 - c. normal, ordinary
 - d. content; maintain

 5. Which example best illustrates a **distant** sound?
 - a. The ticking of your watch
 - b. Music playing while you perform a ballet
 - c. Thunder rumbling within an approaching storm
 - d. A person whispering a secret to a group of friends

6. Read the sentence.

At the dance, the new students watched the older kids _____ back and forth.

Which word best completes the sentence?

- a. strut
- b. imitate
- c. defy
- d. despair

7. Read the sentence.

Schools are implementing programs to **combat** bullying, fostering a safer and more inclusive environment for all students.

What is the best meaning for the word **combat**, as used in the sentence above?

- a. to take action to reduce or prevent something
- b. to avoid taking action to prevent something
- c. to consider the best course of action
- d. to determine how all responsible parties should contribute

8. Which sentence uses the word **fondly** correctly?

- a. They fondly talked about their vacation plans, so they ended up canceling the trip entirely.
- b. The teacher fondly assigned homework, yet the students cheered in delight at the announcement.
- c. She spoke fondly of her childhood memories, recalling carefree days spent at the beach with her family.
- d. He fondly played the piano, and his roommate asked him to stop because it was too loud.

9. Which of the following is not a characteristic of a **stereotype**?

- a. It is often based on limited information
- b. It accurately reflects individual differences
- c. It is typically resistant to change
- d. It can be applied to various social groups

10. Read the sentence.

Principal Jenkins did not enjoy expelling students from Almonte Academy for breaking the code of conduct, but as the principal of the school, they ultimately had the responsibility and _____ to enforce the rules among students.

What word best completes the sentence above?

- a. sorrow
- b. content
- c. fondness
- d. authority

11. Which of the following are examples of **imitation**? Select all that apply.
- a. Children cooking breakfast using toy kitchen sets
 - b. A musician creating an original song
 - c. A fashion designer developing a unique collection
 - d. An athlete practicing the shooting technique of a famous player
 - e. A chef creating a new recipe from scratch

12. Read the sentence.

When Mark saw the hurt look on his sister's face after making a mean joke, he felt **ashamed** of his words.

What is the best meaning for the word **ashamed**, as used in the sentence above?

- a. confused and uncertain
 - b. excited and enthusiastic
 - c. guilt or embarrassment
 - d. happy and content
13. Which two of the following events are typically associated with feelings of **sorrow**?

- I. Graduating from college
- II. Losing a loved one
- III. Winning a sports championship
- IV. Going through a divorce
- V. Starting a new job
- VI. Experiencing a natural disaster
- VII. Planning a wedding
- VIII. Achieving a personal goal
- IX. Receiving a serious illness diagnosis
- X. Traveling to a new country alone

- a. II and VII
 - b. II and IV
 - c. III and V
 - d. IX and X
14. Which of the following is the best synonym for the word **content**?
- a. fulfilled
 - b. displeased
 - c. restless
 - d. insecure

15. Read the sentence.

Although the **ferocious** bull was difficult to control, the experienced rider remained calm and focused on the task at hand.

What is the best meaning for the word **ferocious**, as used in the sentence above?

- a. violent
- b. thrilled
- c. stimulated
- d. natural

16. Which of the following is the best antonym for the word **dismantle**?

- a. undo
- b. restore
- c. remove
- d. deconstruct

Student: _____ Examiner: _____ Date: _____
Words Read Correctly: _____ Errors: _____

Excerpt from *The House on Mango Street*

The Eskimos got thirty different names for snow, I say, I read it in a book.	16
I got a cousin, Rachel says. She got three different names.	27
There ain't thirty different kinds of snow, Lucy says. There are two kinds. The clean kind and the dirty kind. Clean and dirty. Only two.	41
There are a million zillion kinds, says Nenny. No two exactly alike. Only how do you remember which one is which?	52
There are a million zillion kinds, says Nenny. No two exactly alike. Only how do you remember which one is which?	66
She got three last names and, let me see, two first names. One in English and one in Spanish...	73
And clouds got at least ten different names, I say.	88
Names for clouds? Nenny asks. Names just like you and me?	92
That up there, that's cumulus, and everyone looks up.	102
Cumulus are cute, Rachel says. She <i>would</i> say something like that.	113
What's that one there? Nenny asks, pointing a finger.	122
That's cumulus too. They're all cumulus today. Cumulus, cumulus, cumulus.	133
No, she says. That there is Nancy, otherwise known as Pig-eye. And over there her cousin Mildred, and little Joey, Marco, Nereida and Sue.	142
There are all different kinds of clouds. How many different kinds of clouds can you think of?	152
Well, there's these already that look like shaving cream...	166
And what about the kind that looks like you combed your hair? Yes, those are clouds too.	176
Phyllis, Ted, Alfredo, and Julie...	193
There are clouds that look like big fields of sheep, Rachel says. They are my favorite.	202
	219
	224
	240

Cisneros, Sandra. *The House on Mango Street*. Second Vintage Contemporaries Edition, 2009. Print. Pages 35-36.

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There are a million zillion kinds, says Nenny. No two exactly alike. Only how do you remember which one is which?

She got three last names and, let me see, two first names. One in English and one in Spanish...

And clouds got at least ten different names, I say.

Names for clouds? Nenny asks. Names just like you and me?

That up there, that's cumulus, and everyone looks up.

Cumulus are cute, Rachel says. She *would* say something like that.

What's that one there? Nenny asks, pointing a finger.

That's cumulus too. They're all cumulus today. Cumulus, cumulus, cumulus.

No, she says. That there is Nancy, otherwise known as Pig-eye. And over there her cousin Mildred, and little Joey, Marco, Nereida and Sue.

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And what about the kind that looks like you combed your hair? Yes, those are clouds too.

Phyllis, Ted, Alfredo, and Julie...

There are clouds that look like big fields of sheep, Rachel says. Them are my favorite.

Cisneros, Sandra. *The House on Mango Street*. Second Vintage Contemporaries Edition, 2009. Print. Pages 35–36.



Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/7th-grade/materials/>