ELA Guidebooks 9-12 (2020)

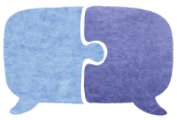
Module 6 Note Catcher

Name: _____

Introduction

Discussion Appointments

Make appointments with 2 people at your table and 2 who you don't know or don't work with often.

READ **This partner should be at your table.** _____	WRITE **This partner should be at your table.** _____
 DISCUSS _____	PRESENT _____

Objectives

- To explain how writing and speaking build and deepen students' understanding of a complex text or topic
- To describe how the writing process in the Guidebooks supports students in expressing their understanding of a complex text
- To deepen understanding of the "Write" and "Discuss" Approaches and how they are embedded into Guidebooks sections and lessons
- To plan additional supports and scaffolds for students in upcoming lessons using resources in the Guidebooks

Agenda

Morning	• Getting Started • Writing & Speaking to Build Understanding • Break • Writing to Express Understanding
	LUNCH
Afternoon	• Supports for Writing & Speaking • Break • Preparing to Teach • Wrapping Up & Survey

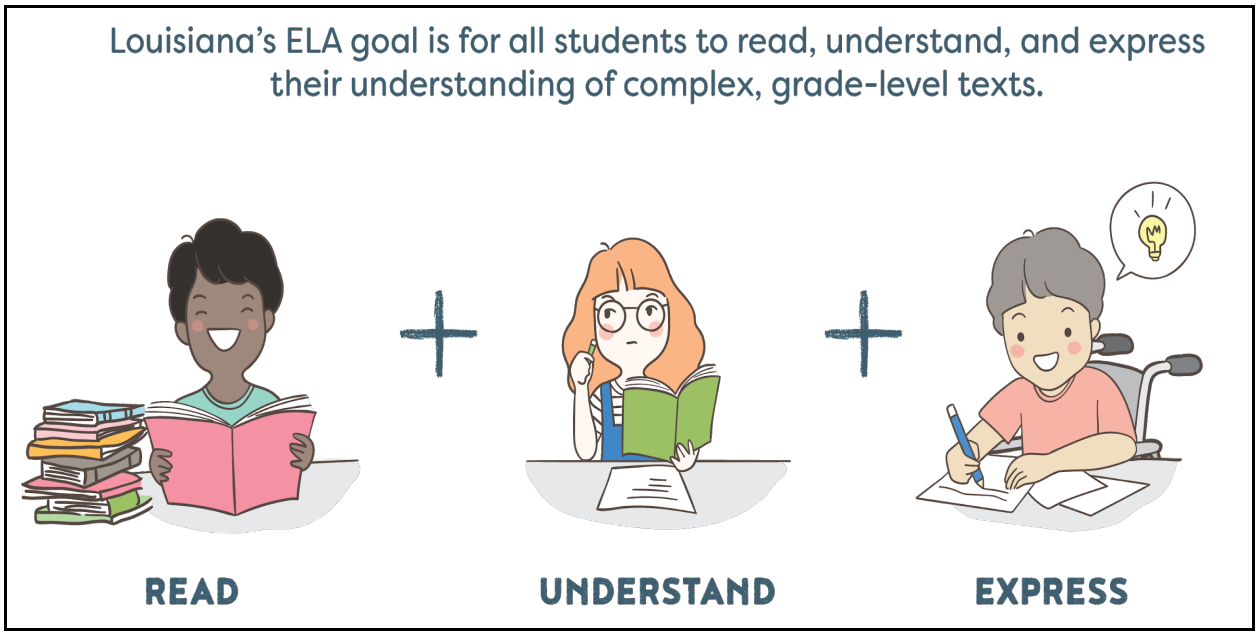
Agreements

- Ask questions.
- Be present and engage fully.
- Consider differing perspectives.
- Create and maintain a safe space for professional learning.
- Monitor tech use.

Opening Circle

"While there is ample research on the importance of talk in the classroom, the reality is that students do not engage in academic conversations without guidance." "Middle and high school students are uniquely positioned to engage in sustained interactions and to work with one another for developmental reasons. Students at this age have attained a level of understanding about the abilities of their peers and are similarly learning about their own abilities (Harter 1999)."

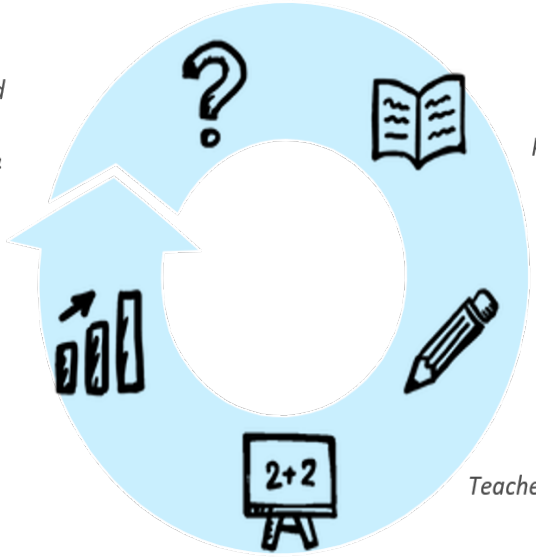
~ Structuring the Talk: Ensuring Academic Conversations Matter
(Frey, Fisher 2011)



How well can my students express their understanding of complex text?

1. Identify Needs
Teachers, Teacher Leaders, and School Leaders create a community and use research & local data to identify a common problem of practice.

2. Study
Teachers deepen and refine understanding of research-based practices embedded in curriculum.



3. Plan
Teachers plan for upcoming instruction based on new understandings.

4. Teach
Teachers try out practices in classrooms and collect student work.

5. Analyze & Discuss
Teachers reconvene to analyze student work and plan adjustments to their instructional practice.

Session 1: Writing and Speaking to Build Understanding

Stop and Jot: What are the five “stages” of the traditional writing process?

Writing Guide

The goal of ELA is for all students to read, understand, and express their understanding of complex, grade-level texts. Expressing understanding of texts can be done both orally and in writing. For additional information about how to support conversations, access the Conversations Guide.

Louisiana Student Standards for English Language Arts require all students to create different types of evidence-based, written responses for varied audiences/purposes, analyze information, and present knowledge gained through research.

Writing is used both as an informal learning tool and as a formal way to express understanding of texts in the ELA Guidebook units. Each unit focuses on two instructional goals for developing students' ability to write.

1. Students must have knowledge and understanding of a text or topic to write meaningful responses.
2. Students must have writing and language skills to express their understanding clearly and coherently.

Goal One: Building Knowledge and Understanding

The first goal is met through the design of the units and the writing tasks. The ELA Guidebook units are organized so that the writing process begins with students developing their understanding to ensure they have something meaningful to write about. This shift to focus on writing about understanding levels the playing field for students. In the past, writing prompts asked students to write about their personal experiences and feelings. If students didn't have a wide variety of personal experiences and the prompt asked them to write about something about which they had no knowledge, students either had to make up an idea or write a response that was thin and superficial. Now writing tasks ask students to write about their understanding of complex texts. All students have the opportunity to build their understanding of complex texts through the unit lessons.

The ELA guidebook units are divided into sections, and sections are divided into lessons, and the lessons are divided into activities. The activities in each lesson and section build toward the section diagnostics and the culminating task in which students express their understanding of complex texts. Tools included throughout the unit help students make sense of content; often the understanding tools are used throughout the entire unit. Before students write, they often engage in a formal discussion (e.g., Socratic seminar) in which students develop and refine their ideas and supporting evidence orally in collaboration with others before composing written work. These structures support students as they generate and organize their ideas for writing and research in the application unit. All students who are engaged in the lessons have the opportunity to express what they've learned along the way in the unit. This creates more opportunities for all students.

Goal Two: Developing Writing and Language Skills

The second goal is met through the core and optional activities included in the units. Writing and language skills are developed through scaffolded practice over the course of a unit. Students establish understanding and deepen understanding of unit texts by composing written responses to tasks. The section diagnostics offer multiple formal opportunities to express understanding in writing prior to students being evaluated on the culminating task. Use these opportunities to monitor and diagnose students' writing skills over the course of the unit. Many tools included in ELA Guidebook lessons include support for students to understand the qualities of strong written work, including analyzing models of strong and weak oral and written responses. Students also work to develop word- and sentence-level language proficiency through the core and optional activities that ask students to attend to details by deciphering words or analyzing a mentor sentence. Students emulate the language and structure of complex texts to meet grade-level language standards.

The Louisiana Student Standards for English Language Arts are vertically aligned, which means that they progress from year to year. Use the Writing Progressions and the Grammar Guide to identify the skills students are expected to be proficient with in each grade. When using the writing rubrics for each grade, be sure that students' writing is meeting the specific grade-level expectations.

Supporting All Students

While the guidebooks units are designed to accomplish both instructional goals, students will likely need additional support outside the core activities either individually or during small-group instruction. The theory for providing support is described in the Diverse Learners Guide.

The following resources and approaches should inform the types of support given to students to ensure they are clearly and coherently expressing their understanding of complex, grade-level texts. All support provided during writing tasks should be based on students' unique needs.

Resources for Building Knowledge and Understanding:

- The Read Approach supports students in establishing, deepening, and extending understanding of complex, grade-level texts
- The Reading Guide includes information about how students build knowledge and vocabulary through close reading and volume of reading.

Resources for Developing Skills:

- The Grammar Guide can be used to do the following:
    - Understand what students' written language should look like at each grade level;
    - Target specific grammar skills through mentor sentences and sentence frames at each grade level; and
    - Identify places where students are missing knowledge about language and locate from an earlier grade level what to work on individually or during small-group instruction.
- The mentor sentence protocol helps students break down key sentences with sophisticated syntax to better understand the structure of academic language.
- The Writing Revolution provides teachers with an evidence-based and proven instructional methodology, the Hochman Method.
- The tools in the ELA Guidebook units (e.g., the forming claims tool, organizational frame tool, model essay tool).

- The Supports Flow Chart provides support for expressing understanding of complex texts and developing language proficiency. Many optional activities are grounded in this theory of support.

The Great Gatsby Culminating Task Prompt:

Evaluation Plan
11D1_UNITEP

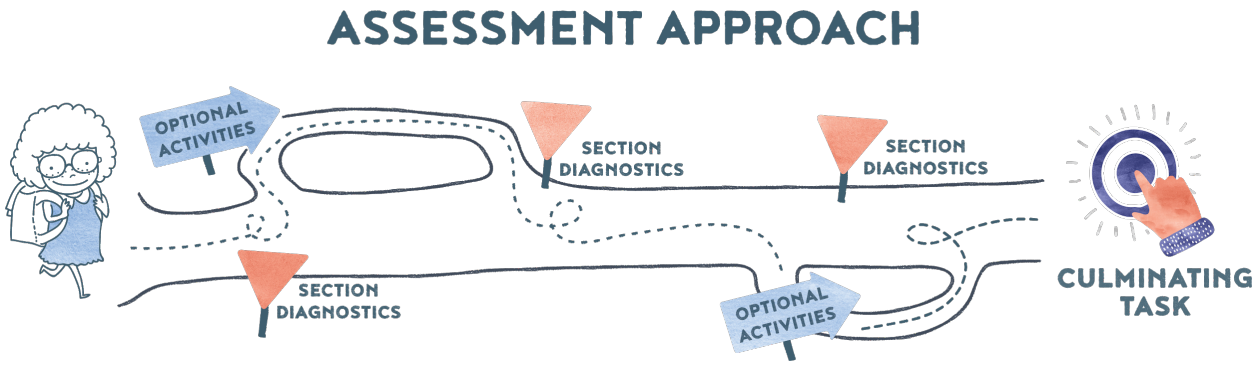
Culminating Task Prompt
How does Fitzgerald develop a theme about perception throughout the novel? Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with textual evidence including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis. Be sure to: Determine the theme that Fitzgerald develops. Determine what Fitzgerald uses to develop this theme. Analyze how Fitzgerald develops that theme.

Writing for Understanding Graphic Organizer

The Great Gatsby Curriculum Sample Analysis

	Lesson 1, Activity 3	Lesson 1, Activity 4	Lesson 2, Activity 6
How are students building their understanding of complex text through writing and speaking?			
How does this activity build students' ability to express understanding in the Section Diagnostic?			

Session 2: Writing to Express Understanding



Sample Culminating Tasks

Read and annotate the sample Culminating Tasks below. Consider: what do you notice about these tasks and the types of writing they require of students?

Sample Culminating Task	Notes/Reflections
The Joy Luck Club 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.	
The Immortal Life of Henrietta Lacks How do Rebecca Skloot and the author of one of the informational texts use language to advance their points of view about their ideas? Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with textual evidence including direct quotations with parenthetical citations. Use correct	

and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis.	
The Warmth of Other Suns Create and deliver a presentation in which you explain the factors that most strongly influenced one person's decision to migrate and examine the impact of their decisions. Present your explanation logically and coherently and support your response with logically sequenced claims. Support your claims with textual evidence and digital media to enhance your audience's understanding and maintain their interest. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your focus.	
Teenage Brain Students use their knowledge of the teenage brain to answer the Culminating Task question: Does being a teenager positively or negatively affect one's decision making? Be sure to address and refute at least one counterclaim in your response.	

As you read the exemplar, consider:

- What types of writing (narrative, argumentative, informative) are blended here?
- How is this representative of high school level writing?

Culminating Task Exemplar for *The Great Gatsby* Guidebook Unit

"Seeing is believing" is a phrase as ubiquitous as the stars in the sky. However, just because a phrase is well-known, doesn't automatically mean it is accurate. What is seen or perceived in the world is often an optical illusion created by external factors or, oen, by internal prejudices. Too oen, people act as though what they perceive is the sole truth and not some version of the truth. The novel, *The Great Gatsby*, illustrates this very real concept through a fictional story. In *The Great Gatsby*, F. Scott Fitzgerald uses the unreliable narrator, Nick, and the character of Gatsby to develop the theme that perceptions are unreliable because of internal and external forces and, therefore, can never really be trusted.

In *The Great Gatsby*, Fitzgerald uses the character of Nick to develop the theme about the unreliability of perceptions. Nick serves as the narrator of the novel, providing the information that he sees as integral to understanding events. However, early in the novel, one discovers that Nick's perception of events and people, much like all perceptions of events and people, is skewed by his internal presumptions and external factors. He is an unreliable narrator. One internal factor that influences the way he tells the story is Nick's own upbringing and experiences. Nick menons in chapter one that he grew up believing that a "sense of the fundamental decencies is parcelled out unequally at birth"(Fitzgerald 2). This quotaon reveals that Nick has been raised to believe that certain people are "good" and certain people are "bad." This contradicts his earlier assertion that he is "inclined to reserve all judgements"(1). Nick's immediate contradiction regarding how he views people signals that his version of events and people may be skewed. Another internal factor that contributes to Nick's unreliability is the way he introduces the other characters in the novel. He tends to describe others in terms that immediately characterize them as positive or negative. Because he is telling the events of the story aer they have happened, one can assume that he is describing the characters based not on their actual, physical characteristics, but based on his own feelings about them. For example, upon introducing the character of Tom for the first me, Nick narrates that Tom has "a body capable of enormous leverage--a cruel body"(7). The use of the word "cruel" immediately creates an image of Tom as a threat, therefore transposing Nick's preconceived notions onto the reader. Conversely, his initial description of Gatsby is more positive as he states that Gatsby had "one of those rare smiles with a quality of eternal reassurance in it, that you may come across four or five mes in life. . . it faced. . . the whole external world for an instant, and then concentrated on you with an irresistible prejudice in your favor" (48). This depicts Gatsby in a more favorable light, which, in turn, causes the reader to judge Gatsby less harshly than he or she would judge Tom. Nick's prejudices--positive and negative--become the reader's prejudices and make it hard to decipher the reality of these characters.

In addition to Nick's internal feelings influencing his role as a narrator, external factors, specifically alcohol, influence Nick. During chapter 2, when Nick finds himself spending me with

Tom and Myrtle, Nick becomes drunk. He states "I have been drunk just twice in my life, and the second me was that afternoon; so everything that happened has a dim, hazy cast over it"(29). Nick's altered mental state determines how he retells the events, thus possibly providing an inaccurate view of characters and occurrences. Nick is also drunk in chapter 3 when he meets Gatsby for the first me. Nick states that he had "taken two finger-bowls of champagne, and the scene had changed before [his] eyes into something significant, elemental, and profound" (47). Again, the external influence of alcohol, further supports the notion that Nick is an unreliable narrator. By using Nick as a narrator, yet adding enough details to show how his perception of people and events could be influenced by internal and external factors, Fitzgerald develops a theme about the unreliability of perceptions.

In order to further develop the theme about the unreliability of perception in *The Great Gatsby*, Fitzgerald uses the character of Jay Gatsby, specifically Jay Gatsby's misconstrued concept of success. For Gatsby, success is defined by wealth and power and trumps any character flaw. A person who has wealth and power is automatically a desirable companion and someone to be revered. This misconstrued concept of success causes Gatsby to perceive others in ways that are not accurate. The first example of this is Gatsby's relationship with his mentor, Dan Cody. Young Gatsby saw Dan Cody's yacht and immediately realized that it, and Cody, "represented all the beauty and glamour in the world"(100). To Gatsby, Cody represented all dreams of success, even though, in actuality, Cody was a drunk and embodied the "savage violence of the froner brothel and saloon"(100). Gatsby's perception of Cody was hindered by Cody's connection to the things that Gatsby wanted--wealth, power, and the freedom that both brought. This mistake in perception proves dangerous as it causes Gatsby to become entangled in the drama surrounding Cody and his fortune and, eventually, leaves Gatsby penniless and with a bad example of success. Gatsby again makes this mistake in perception with Meyer Wolfshiem. In chapter four Gatsby seeks to make a good impression on Nick by introducing him to Wolfshiem. To Gatsby, Wolfshiem is a successful businessman, and, therefore the perfect person to vouch to Nick that Gatsby is "a man of fine breeding"(72). Because Gatsby is using Wolfshiem in this manner, it is apparent that he thinks of Wolfshiem as a successful person because he is powerful, wealthy, and has many connections. However, it is soon revealed that Wolfshiem is the "man who fixed the World's Series back in 1919"(73), proving that Wolfshiem is a criminal. Gatsby's perception of him, however, is influenced by Wolfshiem's wealth and power and seems to negate any reservations he should have of him due to his criminal background.

However, Gatby's biggest flaw in perception involves Daisy. Upon seeing Daisy, "Gatsby was overwhelmingly aware of the youth and mystery that wealth imprisons and preserves, of the freshness of many clothes and of Daisy, gleaming like silver, safe and proud above the hot struggles of the poor"(150). Daisy immediately represented success for Gatsby--an easy life full of money and options and power. She, and the success she represents, become the motivating factor in Gatsby's life, pushing him to achieve wealth by any means necessary to become like her, and, therefore, worthy of her. Gatsby fails to see any of Daisy's flaws and fails to see that the fact that she is married with a child is an obstacle to their relationship. Even when Daisy is responsible for killing Myrtle, Gatsby cannot see her culpability, instead saying that he will take

the blame for the accident (143). Daisy is an “enchanted object”(93) that equals success to him. This blinds Gatsby and prevents him from perceiving her accurately. This inaccuracy of perception proves to be deadly for Gatsby as he is killed as a result of Daisy’s carelessness, a flaw Gatsby was never able to see.

Nick’s and Gatsby’s perception filter through both internal and external factors. Through Nick as narrator, Fitzgerald creates a world where one is never quite certain about the veracity of events, thus causing one to question the “reality” they are experiencing. At the same time, this feeling of distrust is enhanced through the character of Gatsby. Observing the obvious mistakes that Gatsby makes reveals how easily perceptions can be altered when a view of the world is based upon inaccurate definitions of abstract ideas such as success. Through these characters, a message about the unreliability of perceptions emerges. This message reveals the necessity of careful awareness of and self-reflection about internal biases and assumptions, as well as external influences on perceptions. Though perceptions can never be completely trusted, a closer vision of the reality is possible if one is more aware of the obstacles that can stand between perception and the truth.

As you review the rubric on the next page, reflect:

- How does the exemplar we read meet the expectations of the rubric?

Culminating Task Rubric
11D1_S5_L4_A2_CR

Name Date

Reading and Writing

Reading and Writing Score: _____ x2

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates *success* determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *success*** forming a valid and evidence-based position, response, or focus. **Student demonstrates *success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *success*** organizing writing so that it is clear and coherent. **Student demonstrates *success*** es tablishing and maintaining an effective style**.**	**Student demonstrates *some success*** determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *some success*** developing a valid and evidence-based position, response, or focus. **Student demonstrates *some success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *some success*** organizing writing so that it is clear and coherent. **Student demonstrates *some success*** establishing and maintaining an effective style**.**	**Student demonstrates *minimal success*** determining the meaning of text(s) by analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *minimal success*** developing a valid and evidence-based position, response, or focus. **Student demonstrates *minimal success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *minimal success*** organizing writing so that it is clear and coherent. **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* uses 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:

_____

_____

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Section Diagnostic Checklist
11D1_S1_L4_A7_DX

Name Date

Section 1 Lesson 4
Students write a response to the prompt: What is the narrative structure of *The Great Gatsby*? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student understand the factors that could influence perception?				
How well can a student identify the narrative structure of a text and determine how it may affect the way the story is told?				
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)
Form Claims: Analytical; Develop ideas: integrate quotations ; Use Conventions to Produce Clear Writing: Usage	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis.				
	How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?				
	How well can students use words and phrases correctly to clearly communicate 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.

The Great Gatsby. 11D1. Section 1. Lesson 4
Description
In this lesson, students answer the following question with a partner: How could the details that the narrator provides about himself influence the way he perceives the story he is narrating? Students make a claim in response to the prompt and write a response that includes details from the first four pages of *The Great Gatsby.*
Look Fors
● Can students explain how the details that the narrator provides about himself could influence his telling of the story? ● Can students form a claim and support the claim with details from a text?

11D1. Section 1. Lesson 4. Activity 1. Core **app. 10 minutes**	
Student	**Teacher**
Write your response to the questions about pages 1 - 4 from *The Great Gatsby*. **Questions:** 1. What is the narrative structure of *The Great Gatsby*? 2. How could that narrative structure influence the way the story is told? Write your response in your learning log. Support your response with evidence from the text. Then share your response with a partner.	Direct students to answer the questions to analyze the relationships among the details and ideas of the text. Prompt students to share their response. If students need support during the activity: ● Ask guiding questions. ○ What pronouns are used in pages 1 - 4? ○ What details do you notice about the narrator that seem important to his perception of events? ● Provide direct support or examples. ○ As needed, explain to students that they are analyzing the relationships in the text, which is the process of recognizing and interpreting how the key details and ideas of a text interact to establish the elements, such as characters and tone, and the structure or organization of a text. ○ As students share their responses, use teacher talk moves. ○ Prompt students to use the conversation stems in the Academic Conversation Reference Guide.

11D1. Section 1. Lesson 4. Activity 2. Core app. 5 minutes	
Student	**Teacher**

Segment 1
Form a claim in response to the prompt.
 	
Prompt:
1. What is the narrative structure of *The Great Gatsby*? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim.
 	
Record your claim in your learning log.
 	
Segment 2
Read your claim and ask yourself the questions.
 	
Questions:
1. Is the claim clearly stated?
2. Does the claim communicate your opinion or conclusion about the text?
3. Is the claim based on evidence you gathered from the text?
4. Is the claim specific to the prompt, original, and able to be supported by evidence?
 	
If you answered "No" to any of the questions, revise your claim.
	Segment 1
	Remind students that a claim is an evidence-based opinion or conclusion about a text or topic. At this point in the process, students make an informal statement in preparation for expressing their understanding in writing.
	
	Direct students to do the activity.
	
	If students need support during the activity:
	● Provide direct support or examples.
	  ○ Provide students with an activity-specific sentence frame to form a claim. Possible frames: The _____ narrative structure of *The Great Gatsby* could influence the way the story is presented because _____.
	  ○ Prompt students to use the Connecting Ideas Reference Guide.
	
	Segment 2
	Direct students to evaluate their claim.
	
	If students need support during the activity:
	● Provide direct support or examples.
	  ○ Prompt students to use the Claims Reference Guide.
	  ○ As needed, pair students with lower levels of language proficiency and support them as they write their claim.

Notes:	

11D1. Section 1. Lesson 4. Activity 3. Core app. 20 minutes	
Student	**Teacher**

Gather and organize evidence in preparation for composing your work.
 	
Organize evidence from the Perception Understanding Tool and gather additional evidence from pages 1 - 4 to support your claim from the previous activity.
 	
Record your evidence in your learning log.
 	
Share the evidence you have gathered with a partner.
 	
Then work together to locate additional evidence.
	Tell students to gather and organize as much evidence as they can, as they will use the evidence in their work.
	
	Then direct students to complete the activity.
	
	If students need support during the activity:
	● Provide direct support or examples.
	  ○ Prompt students to use the Connecting Ideas Reference Guide.
	  ○ Prompt students to use the Avoiding Plagiarism Reference Guide.
	● Model how to locate evidence to answer a question.
	  ○ As students answer a question, ask them to identify the portion of the text they can use to figure out the answer.
	  ○ If students select a correct portion of the text, point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.
	  ○ If students select a correct portion of the text, but they can't answer the question, ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase).
	  ○ If students select a wrong portion of the text, ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Notes:	

11D1. Section 1. Lesson 4. Activity 4. Optional app. 20 minutes	
Student	**Teacher**
Segment 1 Read the thesis statement written in response to the prompt. **Thesis statement:** The first-person narrator of *The Great Gatsby* may not be an accurate source because his perception could be influenced by his nonjudgmental nature and his feelings toward the other characters.. Answer the question in your learning log. **Question:** 1. What claims support this thesis statement?	**Segment 1** Explain why it is important to support claims with relevant and sufficient evidence. Remind students of the prompt. **Prompt:** 1. What is the narrative structure of *The Great Gatsby*? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim. Direct students to do the activity. Prompt several students to share their responses with the class and record the responses for the class to reference. If students need support: ● Provide direct support or examples. ○ As needed, prompt students to use the Claims Reference Guide.
Segment 2 Read pages 1 - 4 from *The Great Gatsby* and record the evidence that supports the claims in your learning log. Identify additional evidence that is needed to support the claims.	**Segment 2** Direct students to do the activity. If students need support selecting evidence: ● Ask guiding questions. ○ What makes the evidence relevant? ● Model how to determine whether evidence is relevant. ○ Define "relevant." ○ Identify two quotations in the text. ○ Ask students to identify which quotation is more relevant to the claims and explain why.
Segment 3 Write a draft paragraph that supports a claim and uses the evidence. ● Write a topic sentence, which identifies a supporting claim and how it relates to the thesis statement. ● Write one to two sentences	**Segment 3** Direct students to do the activity. If students need support writing a paragraph: ● Provide direct support or examples. ○ Prompt students to use the Organization Reference Guide, Integrating Quotations

to introduce the evidence and elaborate on the topic sentence. ● Integrate the evidence through direct quotation or paraphrase. ● Write two to three sentences to explain how the evidence supports the claim.	Reference Guide, and Connecting Ideas Reference Guide. ○ Provide students with a paragraph frame. ● Model how to organize a paragraph. ○ Explain the purpose of the topic sentence. Provide any helpful hints or ideas for how to write the topic sentence. ○ Ask a student to compose the topic sentence orally and write what is said. ○ After writing the sentence, ask students to revise or add to the sentence and provide their rationale for the changes. ○ Repeat the process for the remaining sentences in the paragraph.
Notes:	

11D1. Section 1. Lesson 4. Activity 5. Optional **app. 20 minutes**	
Student	**Teacher**

Read the prompt.
 	
Prompt:
1. What is the narrative structure of *The Great Gatsby*? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim.
 	
In your learning log, create a draft that addresses the prompt.
 	
Use your Perception Understanding Tool as you create your draft.
 	
As you draft your paragraph, make sure you include a topic sentence and that your paragraph develops the topic sentence.
	Explain the expectations of the writing based on the Section Diagnostic checklist.
	
	Direct students to complete the activity.
	
	If students need support during the activity:
	● Provide direct support or examples.
	  ○ Prompt students to refer to completed tools and notes from earlier lessons to help them draft their work.
	● Model how to organize a response.
	  ○ Provide students with a model response.
	  ○ Discuss with students the structure/organization of the response by identifying the role/purpose of each paragraph and/or sentence in the response (e.g., "How does this response begin? After restating the question, what does the writer do? What is the purpose of the next sentence? How does it connect to the first sentence?").
	  ○ Create an organization frame to guide students when they write their response.
	  ○ As students write their own response, prompt them as needed by reminding them of the organization frame (e.g., "Remember, the model response started by restating the question. How would you restate this question?" or "After restating the question and providing the answer, in the model response, it provides evidence for the answer. How do you know that's the right answer? What evidence can you provide from the text?").
	  ○ As needed, write a response together using the frame.

Notes:	

11D1. Section 1. Lesson 4. Activity 6. Optional **app. 15 minutes**	
Student	**Teacher**
Read your partner's work, and then ask yourself the questions. **Questions:** 1. Does my partner sufficiently develop and support the response in a fair and even manner with supporting claims and evidence, explanations, and elaboration? 2. Is the evidence provided useful (i.e., relevant, accurate, and credible)? 3. Does my partner incorporate evidence or information from a variety of credible sources? 4. Does my partner correctly cite evidence? 5. Does my partner integrate evidence effectively? Make any necessary revisions to the development and support of your work.	Explain to students that their work should sufficiently develop and support a response in a fair and even manner with supporting claims and evidence, explanations, and elaboration. Direct students to complete the activity. If students need support during the activity: ● Provide direct support or examples. ○ Prompt students to use the Avoiding Plagiarism Reference Guide, the Evaluating Sources Reference Guide, and the Integrating Quotations Reference Guide. ○ Provide students with several examples of possible evidence to use. Ask students orally or in writing to identify the claim that the evidence supports and explain how it supports that claim. Discuss which evidence is most relevant for each supporting claim and why. ● Model how to paraphrase and directly quote evidence using the Integrating Quotations Reference Guide and the Connecting Ideas Reference Guide. ● Model how to review and revise support and development using a strong and weak student model. ○ Project the strong model and conduct a think aloud to explain how the model is well supported and developed. ○ Project the weak model and conduct a think aloud to explain how the model isn't well supported nor developed. ○ Then ask: How can we revise the model so that the supporting claims/points are better supported and developed? What can we add, remove, or change? ○ Work together as a class to make one or more revisions to the weak model based on the answers to the questions. ○ Review the revised model and ask students to explain how the revisions improve the support and development.

11D1. Section 1. Lesson 4. Activity 7. Section Diagnostic **app. 25 minutes**	
Student	**Teacher**

Read the prompt.
 	
Prompt:
1. What is the narrative structure of *The Great Gatsby*? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim.
 	
In your learning log, create a draft that addresses the prompt.
 	
Use your Perception Understanding Tool as you create your draft.
 	
Once you have created your draft, review the prompt and the Section Diagnostic checklist. Does your response address the prompt? Does your response meet the expectations?
	Explain the expectations of the writing based on the Section Diagnostic checklist.
	
	Direct students to complete the activity.
	
	If students need support during the activity:
	● Provide direct support or examples.
	  ○ Prompt students to refer to completed tools and notes from earlier lessons to help them draft their work.
	  ○ Provide students with a word bank of rhetorically accurate verbs they may use in their thesis statements and supporting claims.
	  ○ Direct students learning English as a new language to write their thesis statement, supporting claims/points, and direct quotations in English, but the rest of the essay may be written in their home language.

Notes:	

Section Diagnostic Checklist
11D1_S3_L8_A3_DX

Section 3: Lesson 8
According to the texts in this section, what is the relationship between perception and ambition? How does perception influence Jay Gatsby's ambition? Students support their responses in the discussion with evidence from the texts read in this section.

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student understand the relationship between perception and ambition?	How well does the student understand how this relationship applies to the character of Gatsby, other texts, and life outside the novel?	How well does the student use appropriate and purposeful language and strategies to communicate to various audiences?	How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

Section Diagnostic Checklist
11D1_S3_L8_A3_DX

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student understand the relationship between perception and ambition?	How well does the student understand how this relationship applies to the character of Gatsby, other texts, and life outside the novel?	How well does the student use appropriate and purposeful language and strategies to communicate to various audiences?	How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

Section Diagnostic Checklist
11D1_S3_L8_A3_DX

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student understand the relationship between perception and ambition?	How well does the student understand how this relationship applies to the character of Gatsby, other texts, and life outside the novel?	How well does the student use appropriate and purposeful language and strategies to communicate to various audiences?	How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

Section Diagnostic Checklist
11D1_S3_L8_A3_DX

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.

Teaching Notes for *Gatsby* Section 3, Lesson 8

***The Great Gatsby*. 11D1. Section 3. Lesson 8**
Description
In this lesson, students participate in a whole-class discussion about the following questions: According to the texts in this section, what is the relationship between perception and ambition? How does perception influence Jay Gatsby's ambition? Students support their responses in the discussion with evidence from the texts read in this section. This is a Section Diagnostic. Use information from the Section Diagnostic to make decisions about what optional activities to include or not include.
Look Fors
● Use the Section Diagnostic checklist to review student work and/or responses.

11D1. Section 3. Lesson 8. Activity 1. Core **app. 5 minutes**	
Student	**Teacher**
Gather and organize evidence in preparation for the discussion. Organize evidence from the Ambition Understanding Tool and gather additional evidence from "Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity," the excerpt from *Staying Put: Making a Home in a Restless World*, and T*he Great Gatsby* to support your claim from the previous activity. Record your evidence on the Gather and Organize Evidence section of the Discussion Tool.	Direct students to gather and organize as much evidence as they can, as they will use the evidence during the discussion. Then direct students to complete the activity. If students need support during the activity: ● Ask guiding questions. ○ What is your claim? ○ What details from *The Great Gatsby* will you use to support your claim? ○ What details from "Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity" will you use to support your claim? ○ What details from the excerpt from *Staying Put* will you use to support your claim? ● Provide direct support or examples. ○ Prompt students to use the Avoiding Plagiarism Reference Guide. ○ Prompt students to use the Connecting Ideas Reference Guide. ○ Prompt students to use their Ambition Understanding Tool to complete their Discussion Tool.

11D1. Section 3. Lesson 8. Activity 2. Optional app. 5 minutes	
Student	**Teacher**
Segment 1 Review the Academic Conversation Reference Guide, the conversation stems, the class discussion norms, and the discussion questions. **Discussion questions:** 1. According to the texts in this section, what is the relationship between perception and ambition? 2. How does perception influence Jay Gatsby's ambition? Identify which conversation stems you might use during the discussion. **Segment 2** With your partner, talk about how you might use one or more of the conversation stems during the discussion to accomplish a class discussion norm. In your learning log, write sentences that you can use during the discussion that include one or more of the identified conversation stems.	**Segment 1** Direct students to do the activity. **Segment 2** Direct students to complete the activity. If students need support during the activity: ● Model how to use the conversation stems.
Notes:	

11D1. Section 3. Lesson 8. Activity 3. Section Diagnostic **app. 35 minutes**	
Student	**Teacher**
Review the discussion norms. Engage in a discussion as a class to answer the discussion questions. **Discussion questions:** 1. According to the texts in this section, what is the relationship between perception and ambition? 2. How does perception influence Jay Gatsby's ambition? During the discussion, take notes on the Discussion Tool to summarize the claims, evidence, and reasoning of your peers. At the end of the discussion, summarize the discussion on your Discussion Tool.	Remind students of the goal and process of the whole-class discussion and explain the expectations of the discussion based on the Section Diagnostic checklist. Begin the activity by asking the first discussion question. As students discuss, ask the additional discussion questions. Conclude the discussion by asking students to summarize the discussion. If students need support during the activity: ● Ask guiding questions. ○ What details do we know about Jay Gatsby's life? ○ How did Jay Gatsby feel about his parents? His socioeconomic level? ○ What did Jay Gatsby do to try to change his circumstances? ○ Now that Gatsby is wealthy, is he satisfied with his situation? What details support your answer? ○ How does Gatsby's perception of his life and his happiness determine the decisions he makes in life? ○ Would you describe Jay Gatsby as ambitious? What details support your answer? ○ Would you describe Jay Gatsby as happy? What details support your answer? ○ According to the texts in this section, can ambitious people ever be content? Explain your answer using details from the section texts. ● Provide direct support or examples. ○ Prompt students to use the conversation stems in the Academic Conversation Reference Guide. ○ Prompt students to use the Questioning Reference Guide. ○ Prompt students to use the evidence sentence starters in the Integrating Quotations Reference Guide.

	○ Prompt students to use the transitions chart in the Connecting Ideas Reference Guide. ○ Script what students say during the discussion. Focus on scripting strong examples. Following the discussion, share the scripted strong examples with students along with some weak examples that you write. Explain the qualities of the strong examples and discuss how to improve the weak examples based on the strong examples. ● Model how to continue the discussion and probe thinking by using teacher talk moves.
Notes:	

11D1. Section 3. Lesson 8. Activity 4. Core app. 5 minutes	
Student	**Teacher**
After the discussion, complete the Reflect on Understanding section on the Discussion Tool. Explain how the points, evidence, and explanations shared by your peers during the discussion support or change your thinking. Then revise your claim as needed.	Direct students to complete the activity.
Notes:	

11D1. Section 3. Lesson 8. Activity 5. Core Homework	
Student	**Teacher**
Read pages 113 - 126 from *The Great Gatsby* independently.	Direct students to complete the activity. If students need support during the activity: ● Ask guiding questions. ○ What detail seems to change Gatsby's perception of Daisy? Why does this affect his perception of her? ○ In what part of chapter 7 do you see a change in Tom's opinions about the people and situations around him? ○ How does this portion of the chapter reveal a change in Tom? ○ How has Wilson's perception of Myrtle changed? What causes this change? What decisions does he make based on this changed perception? ● Provide direct support or examples. ○ As needed, provide students with an audio recording. ○ As needed, provide student-friendly definitions for unfamiliar words. Possible words include: caravansary, harrowing, crooned, stagnant, morbid, indiscreet, inexhaustible, inviolate, precipitately.
Notes:	

Capture Your Learning

How do the Write Approach and the Discuss Approach support students to express their understanding in the Guidebooks?

_____

_____

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Session 3: Supports for Writing and Speaking

Brainstorm: Where might students need support in formal writing?

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DATA SUMMARY

Evidence of Student Learning	
What are common areas of strength across student work?	What are common areas of weakness across student work?
• 13 students understand the factors that influence perception • 13 students were able to develop defensible claims that addressed the writing task	• 11 students struggled to identify narrative structure and how it impacts how a story is told • 12 students struggled to integrate quotations correctly in order to support their claim • 12 students struggled to use words and phrases clearly to articulate their ideas
How do you plan to address these needs? Be sure to annotate upcoming lessons to reflect these plans.	
Reading Plan: • (support for perception) Implement Section 2: Lesson 2: Activity 5 (Core activity that asks students to look at Nick's perception and uses the perception understanding tool) Writing Plan: • (Support for quotations) Implement Section 2: Lesson 3 . Activities 1 + 2 (Optional activities that ask students to revise section 1 diagnostic to support integration of quotations in writing using the integrating quotations reference guide) • (Support for using words and phrases) Implement Section 3: Lesson 4: Activities 5, 6, + 7 (Optional activities that allow students to practice having a discussion in preparation for the section diagnostic.	

Teaching Notes for *Gatsby* Section 2 Lesson 3 Activities 1 & 2

11D1. Section 2. Lesson 3. Activity 1. Optional **app. 10 minutes**	
Student	**Teacher**

Segment 1
Review the Integrating Quotations Reference Guide.
 	
Note the various ways to integrate a quotation into your writing. In particular consider:
● What to quote directly, including where to stop and start the quotation
● What to paraphrase
● How to ensure the quotation doesn't interrupt the flow of ideas
 	
Segment 2
Read the quotation.
 	
Quotation:
● "She was in the middle thirties and faintly stout, but she carried her surplus flesh sensuously as some women can" (Fitzgerald 25).
 	
Using the evidence sentence starters, write a sentence in your learning log that integrates all or a portion of the quotation while maintaining the flow of ideas.
 	
Segment 3
Read the quotation.
 	
Quotation:
● "The intense vitality that had been so remarkable in the garage was converted to impressive hauteur"
	Segment 1
	Explain to students that direct quotations should be used to support the claims they make. These quotations should be integrated or woven into the sentence so that sentence fluency is maintained.
	
	Direct students to review the Integrating Quotations Reference Guide and the Evidence Sentence Starters.
	
	Segment 2
	Direct students to do the activity.
	
	After a few minutes, ask a few students to share their sentences with the class.
	
	If students need support:
	● Ask guiding questions.
	  ○ How does integrating the quotation improve sentence fluency?
	● Provide direct support or examples.
	  ○ Prompt students to use the Connecting Ideas Reference Guide.
	  ○ Prompt students to use the Integrating Quotations Reference Guide.
	● Model how to integrate a quotation by writing a sentence that integrates a quotation from a unit text.
	
	Segment 3
	Direct students to do the activity.
	
	After a few minutes, ask a few students to share their sentences with the class.

(Fitzgerald 30).
 	
Using the Evidence Sentence Starters, write a sentence in your learning log that integrates all or a portion of the quotation while maintaining the flow of ideas.
 	
Segment 4
 	
Read the quotation.
 	
Quotation:
● "Making a short, deft movement, Tom Cuchanan broke her nose with his open hand" (Fitzgerald 37).
 	
Using the Evidence Sentence Starters, write a sentence in your learning log that integrates all or a portion of the quotation while maintaining the flow of ideas.
 	
Practice a different way of integrating one or more of the quotations after hearing from your peers.
	If students need support:
	● Ask guiding questions.
	  ○ How does integrating the quotation improve sentence fluency?
	● Provide direct support or examples.
	  ○ Prompt students to use the Connecting Ideas Reference Guide.
	  ○ Prompt students to use the Integrating Quotations Reference Guide.
	● Model how to integrate a quotation by writing a sentence that integrates a quotation from a unit text.
	
	Segment 4
	Direct students to do the activity.
	
	After a few minutes, ask a few students to share their sentences with the class.
	
	Emphasize the different ways the quotations can be integrated, pointing out when it is best to paraphrase and when it is best to quote directly.
	
	Direct students to revise or adjust the sentences in their learning log.
	
	If students need support:
	● Ask guiding questions.
	  ○ How does integrating the quotation improve sentence fluency?
	● Provide direct support or examples.
	  ○ Prompt students to use the Connecting Ideas Reference Guide.
	  ○ Prompt students to use the Integrating Quotations Reference Guide.
	● Model integrating a direct quotation and integrating a paraphrased quotation into a sentence using a quotation from a unit text. After modeling both ways to integrate a quotation, ask students to explain which integration is more effective.

Notes:	

11D1. Section 2. Lesson 3. Activity 2. Optional **app. 15 minutes**	
Student	**Teacher**
Segment 1 Read the Section 1 Diagnostic model. As you read, answer the questions to focus on how well the writer supports and develops ideas. **Questions:** 1. Does the writer sufficiently develop and support the response in a fair and even manner with supporting claims and evidence, explanations, and elaboration? 2. Does the writer incorporate evidence or information from a variety of credible sources? 3. Is the provided evidence useful (i.e., relevant, accurate, and credible)? 4. How well does the writer integrate quotations while maintaining the flow of ideas? 5. Does the writer cite evidence properly and avoid plagiarism?	**Segment 1** Explain to students that a model is an example to follow or imitate and that it is helpful to use models as they revise and edit their work. Direct students to complete the activity. If students need support during the activity: ● Provide direct support or examples. ○ Prompt students to use the Avoiding Plagiarism Reference Guide, the Evaluating Sources Reference Guide, and the Integrating Quotations Reference Guide. ○ Prompt students to use the Connecting Ideas Reference Guide. ○ Prompt students to use the Connecting Ideas Reference Guide and the Conventions Reference Guide.
Segment 2 Highlight the quotations used in the response. Circle the words used to integrate the quotation into the response. Underline the sentence after the quotation. Using the model as an example, evaluate and revise your Section 1 Diagnostic for support.	**Segment 2** Direct students to complete the activity. If students need support during the activity: ● Provide direct support or examples. ○ Prompt students to use the Avoiding Plagiarism Reference Guide, the Evaluating Sources Reference Guide, and the Integrating Quotations Reference Guide. ○ Prompt students to use the Connecting Ideas Reference Guide. ○ Prompt students to use the Connecting Ideas Reference Guide and the Conventions Reference Guide.

Teaching Notes for *Gatsby* Section 3 Lesson 4 Activities 5-7

11D1. Section 3. Lesson 4. Activity 5. Optional **app. 10 minutes**	
Student	**Teacher**

Gather and organize evidence in preparation for the discussion.
 	
Organize evidence from your Ambition Understanding Tool, your Perception Understanding tool, and gather additional evidence from "The Golden Touch" and *The Great Gatsby* to support your claim.
 	
Record your evidence in your learning log.
	Direct students to gather and organize as much evidence as they can, as they will use the evidence during the discussion.
	
	Then direct students to complete the activity.
	
	If students need support during the activity:
	● Ask guiding questions.
	  ○ What traits do King Midas and Jay Gatsby share? What details in the texts support this answer?
	  ○ How are the characters of King Midas and Jay Gatsby different? What details in the texts support this answer?
	● Provide direct support or examples.
	  ○ Prompt students to use the Avoiding Plagiarism Reference Guide.
	  ○ Prompt students to use the Connecting Ideas Reference Guide.
	● Model creating an H-chart for students so they can visually compare and contrast the two characters.

Notes:	

11D1. Section 3. Lesson 4. Activity 6. Optional **app. 5 minutes**	
Student	**Teacher**
Segment 1 Review the Academic Conversation Reference Guide, the conversation stems, the class discussion norms, and the discussion questions.	**Segment 1** Direct students to do the activity.

Discussion questions: 1. How are the characters of King Midas and Jay Gatsby similar? 2. How do they differ? Identify which conversation stems you might use during the discussion. **Segment 2** With your partner, talk about how you might use one or more of the conversation stems during the discussion to accomplish a class discussion norm. In your learning log, write sentences that you can use during the discussion that include one or more of the identified conversation stems.	**Segment 2** Direct students to complete the activity.
Notes:	

11D1. Section 3. Lesson 4. Activity 7. Optional **app. 10 minutes**	
Student	**Teacher**
Review the discussion norms. As a class, engage in a discussion of the discussion questions. **Discussion questions:** 1. How are the characters of King Midas and Jay Gatsby similar? 2. How do they differ? During the discussion, take notes on the Discussion Tool to summarize the claims, evidence, and reasoning of	Remind students of the goal and process of the whole-class discussion. Begin the activity by asking the discussion questions. Conclude the discussion by asking students to summarize the discussion. If students need support during the activity: ● Ask guiding questions. ○ How are King Midas and Jay Gatsby's station in life different or similar? ○ How did each character come into his wealth? What does each character do with his wealth?

your peers. At the end of the discussion, summarize the discussion on your Discussion Tool.	○ What is different about the early lives of the two characters? ○ What is similar about the character's levels of happiness? What brings them happiness? How does this quest for happiness cause them problems? ● Provide direct support or examples. ○ Prompt students to use the conversation stems in the Academic Conversation Reference Guide. ○ Prompt students to use the Questioning Reference Guide. ○ Prompt students to use the evidence sentence starters in the Integrating Quotations Reference Guide. ○ Prompt students to use the transitions chart in the Connecting Ideas Reference Guide. ○ Script what students say during the discussion. Focus on scripting strong examples. Following the discussion, share the scripted strong examples with students along with some weak examples that you write. Explain the qualities of the strong examples and discuss how to improve the weak examples based on the strong examples. ● Model how to continue the discussion and probe thinking by using teacher talk moves.
Notes:	

Supports for Expressing Understanding of Complex Texts[25]

Standard(s)	Observations	Possible Issues	Possible Supports
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	• Student's writing does not address the prompt. • Student performs poorly on the Written Expression subclaim on assessments. • Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	• Does not demonstrate understanding of complex texts	• Use supports from the row related to the possible issue. • Teach students to analyze the prompt to determine how to respond.
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	• Student has a lot to say in their writing, but it has no focus. • Student performs poorly on the Written Expression subclaim on assessments. • Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	• Inability to organize ideas logically • Lack of organizational skills in writing	• Work with students on expressing ideas through brainstorming maps, evidence charts, and/or outlines before writing a first draft. • Focus on one aspect of quality at a time in students' writing. For example, if the focus of a lesson is on writing a thesis, give feedback on that aspect, not the student's lack of sentence variety. • Use shared writing to model how to organize an essay. Emphasize the qualities of a strong response during the shared writing. • Create a shared organizing idea/thesis statement. Provide students with strong and weak examples. Prompt them to identify the best examples and explain why. Then, as a group, write a model organizing idea/thesis statement. Direct students to use that organizing idea/thesis statement for the task. • Model how to revise an organizing idea/thesis statement to ensure it meets the qualities of a strong organizing idea/thesis statement for the type of writing (i.e., informative/explanatory or

[25] This chart is not inclusive or exclusive of all supports which will help students meet the ELA goal.

			opinion/argument). For example: Provide students with a student example that needs revision and prompt them to evaluate the quality of the organizing idea/thesis statement, using questions such as: ○ "What is this writer's thesis statement?" ○ "Does it have a claim and reasons?" ○ "How can I revise this to ensure it is a strong thesis statement?" Work as a group to make revisions to the organizing idea/thesis statement. Then direct students to review and revise their own or a partner's organizing idea/thesis statement using a similar process. ● Present an organizing idea/thesis statement for the task and prompt students to describe the focus of each body paragraph based on the organizing idea/thesis statement. ● Provide an organizing idea/thesis statement and an organizational frame (e.g., the "Painted Essay™") and direct students to use the frame as they write body paragraphs to support the organizing idea/thesis statement. ● Support students in using the "Organization" section of the reference guides. ● Support students in using the "Claims" section of the reference guides. ● As a group, create an organization template based on an exemplar student response. Then direct students to use that template as they write their own response. For example: Provide students with an exemplar response and discuss with students the structure/organization of the response by identifying the role/purpose of each sentence in the response (e.g., "How does this model begin? After restating the question, what does the writer do? What is the purpose of the next sentence? How does it connect to the first sentence?"). Then have students write a response on notebook paper. As they write, prompt them as needed by orally reminding them of the various frames (e.g., "Remember,

			the model started by restating the question. How would you restate this question?" or "After restating the question and providing the answer, in the model, it provides evidence for the answer/how the writer knew the answer. How do you know that's the right answer? What evidence can you provide from the text?").
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	• Student includes many details which are irrelevant or unnecessary. • Student performs poorly on the Written Expression subclaim on assessments. • Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	• Does not demonstrate understanding of complex texts • Inability to develop and organize ideas logically • Lack of organizational skills in writing • Lack of understanding of relevant evidence	• Analyze the use of evidence in an exemplar response. For example: Provide students with an exemplar response. Ask students to identify the writer's organizing idea/thesis statement. Have them identify the structure of the organizing idea/thesis statement (e.g., claim and reasons) and locate evidence in the response (e.g., label or color code) which supports the organizing idea/thesis statement each reason and the claim. Discuss as a group how the evidence supports the organizing idea/thesis statement. In later grades, discuss why the evidence is relevant. (As needed, define "relevant.") Ask students to identify additional evidence which could support one or more of the writer's reasons and claim. In grades 7 and higher, ask students to identify evidence which opposes or conflicts with the writer's claim. Analyze the structure of the sentence which acknowledges the opposing or conflicting claim, emphasizing the words the writer uses to refute the opposing or conflicting claim and evidence (e.g., "While...," "Whereas...," or Despite..."). • Work with students on expressing ideas through brainstorming maps, evidence charts, and/or outlines before writing a first draft. Provide students with possible evidence to use in future essay. Ask students orally or in writing to identify the claim or idea the evidence supports and explain how it supports that claim or idea. Discuss which evidence is most relevant for the each claim or idea and why. In grades 7-12, model how evidence for the opposing claim can be used in an argument using the evidence sentence starters and transitions. • Use shared writing and evidence sentence

			starters from the reference guides and guidance for using transitions to connect ideas from the reference guides to model how to incorporate relevant evidence into an essay. Emphasize the qualities of a strong response during the shared writing. ● Support students in using the "Connecting Ideas" section of the reference guides. ● Support students in using the "Integrating Quotations" section of the reference guides.
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	● Student has trouble getting started or student's writing is not clear or coherent. ● Student performs poorly on the Written Expression subclaim on assessments. ● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric..	● Does not demonstrate understanding of complex texts ● Inability to organize ideas logically ● Lack of organizational skills in writing	● Use supports from the rows related to the possible issues. ● Allow students learning English as a new language to use their home languages or varieties of language during the writing process, including working with and talking in pairs. ● If students are literate in their home language, give more attention to differences between that language and English and less attention to elements that transfer (e.g., leverage their cultural and linguistic knowledge related to writing, which may or may not align with writing standards in English).[26]
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	● Student's writing is short. ● Student performs poorly on the Written Expression subclaim on	● Does not demonstrate understanding of complex texts ● Limited development ● Limited use of	● Use supports from the rows related to the possible issues. ● Incorporate technology into daily lessons, including using word processing applications and submitting typed written responses digitally. ● Provide direct keyboarding instruction

[26] In English, writing tends to develop linearly, requiring the writer to directly state the point being made; logic is valued over language use and emphasis is placed on counterarguments and audience. This does not hold true in other languages and, therefore, the influence of English language learners' cultural and linguistic backgrounds impact their writing in English. For example:

- The rules of "articles" and "tenses" do not exist in many languages.
- Typical Chinese style praises eloquent language and avoids making direct points or arguments.
- Typical Japanese style is restrained, undemonstrative, cautious, and understated. Flashes of insight are valued without the intermediary steps of syllogistic reasoning.
- Typical Arabic style does not tend to present different perspectives or counterarguments; does not challenge what is socially validated; and pays more attention to impressiveness than to logic and reasoning.

audience. They write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (W.4, W.10) Writing Guide	assessments. ● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	evidence ● Lack of writing fluency ● Lack of keyboarding proficiency	using a keyboarding program.
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	● Student's writing lacks paragraphs. ● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	● Inability to organize ideas logically ● Lack of organizational skills in writing	● Use supports from the rows related to the possible issues.
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	● Student uses "crutches" when writing, such as "I'm going to tell you...," "Now that I've told you about...," or "I know this because...." ● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	● Lack of organizational skills in writing ● Inability to transfer skills from speaking to writing ● Does not have knowledge of writing style and purpose ● Lack of audience awareness and/or understanding of differences in informal and formal writing	● Use supports from the rows related to the possible issues. ● Give students a list of "crutches" and ask them reread their written response and highlight those crutches. Use shared writing and evidence sentence starters from the reference guides and guidance for using transitions to connect ideas from the reference guides to model how to remove and/or replace the crutches in various sentences from the students' written responses. Then ask students to repeat the process used during the shared writing to remove and/or replace the remaining crutches in their written response.

Let's Explore Supports in Section 2, Lessons 4 and 5

Review *Gatsby* Section 2, Lessons 4 and 5 on the Louisiana Curriculum Hub.

Reflect:

- How does the "Write Approach" support students to express their understanding in these lessons?

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- What unit-specific supports and general supports for writing are included in the Teaching Notes?

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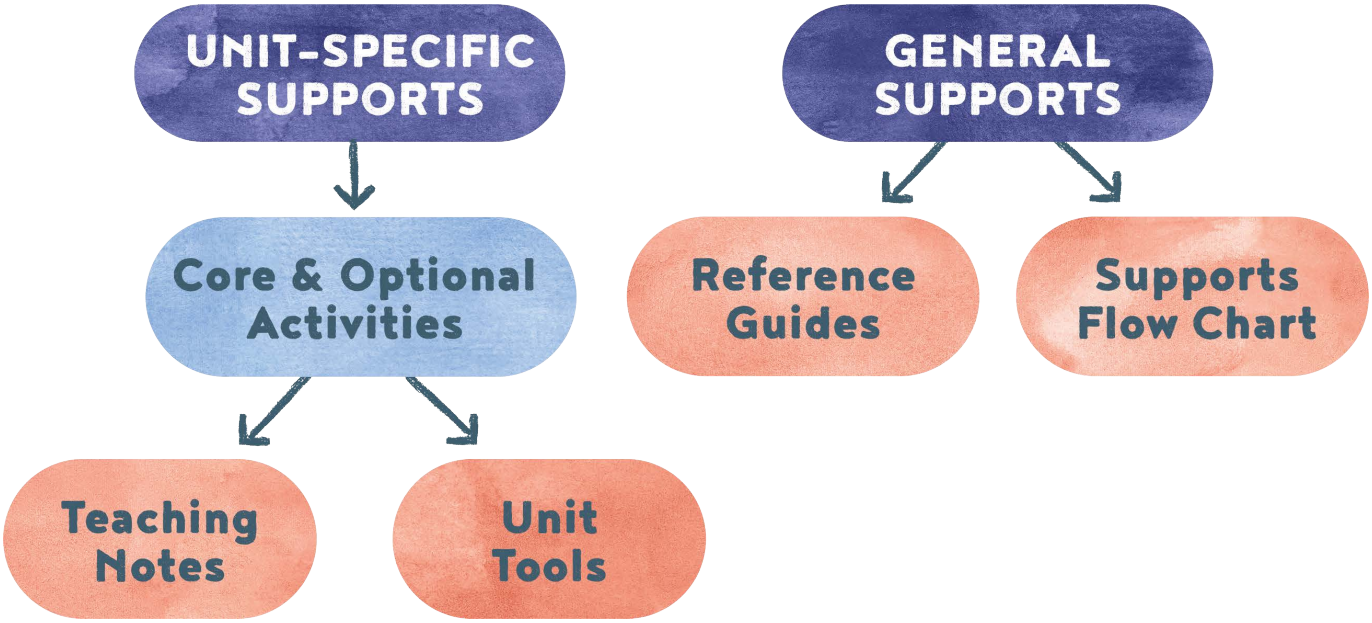
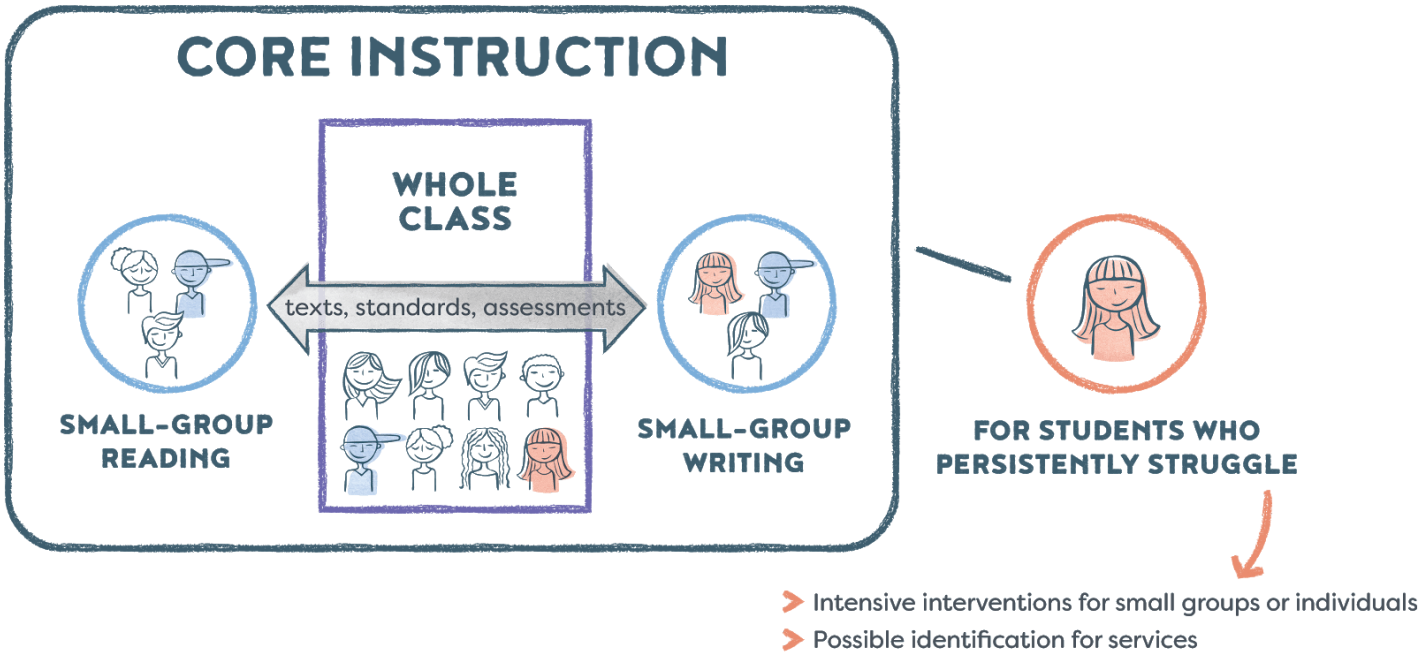
ELA Guidebooks Supports



ELA Classroom Structure to Support Diverse Learners



Whole-Class Instruction: All students should participate in whole-class instruction daily with lessons core activities. Review possible supports to use during whole-class instruction.

Small-Group Instruction: Across a year, all students may experience targeted small-group instruction. Small-group instruction should be used flexibly to ensure that all students get their needs met, whether to support them in meeting the standards or extending their learning beyond the standards. The content of small-group instruction should be connected to the unit being taught during whole-class instruction, and it sometimes may include support for skills below the grade level to fill in gaps so students meet the grade-level standards. The section diagnostics provide teachers with relevant data based on student work to determine next steps for support. Review the process for identifying students who need small-group instruction and the possible supports to use during small-group instruction.

Intensive interventions: Reserved for students who continue to struggle to meet grade-level standards after they have received the full gamut of possible supports during whole-class and small-group instruction, intensive interventions should be used in addition to, not as a substitute for whole-class and small-group instruction. The content of intensive interventions should target students' specific needs based on assessments given to determine specific skill deficits. Interventions should support the approaches used during whole-class and small-group instruction, but the curriculum used during intervention might be different from the curriculum used during whole-class and small-group instruction.

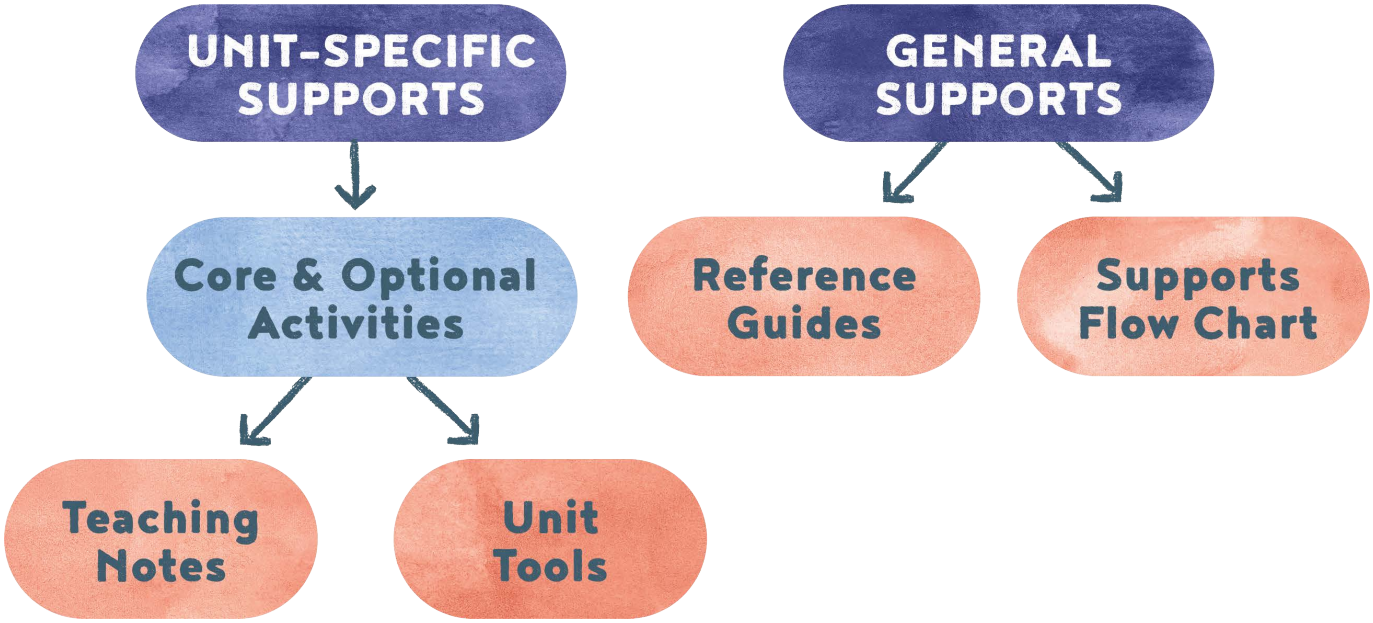
Retrieval Practice

Where can you find writing supports for students in the ELA Guidebooks 9-12?

Session 4: Preparing to Teach

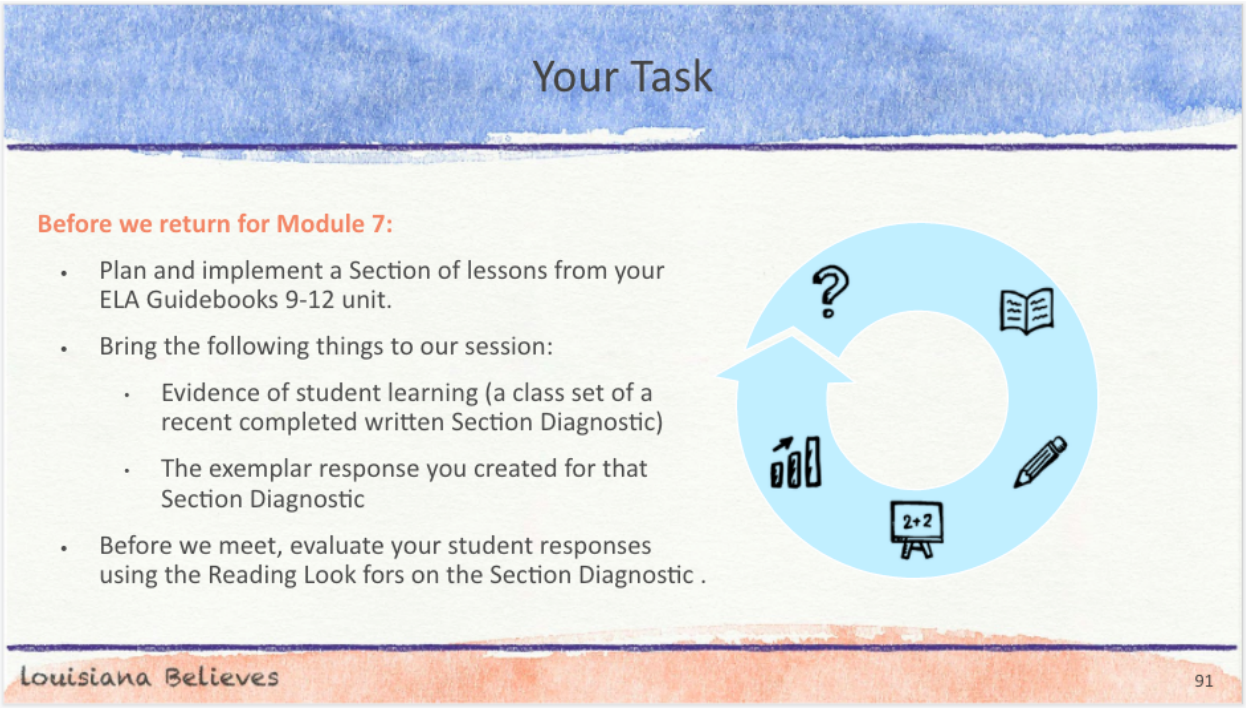
Breaking Down Your Task

1. Select an upcoming Section from your ELA Guidebooks 9-12 unit where students complete a *written* Section Diagnostic.
2. Plan the lessons from this Section, identifying which embedded supports you will utilize.
3. Implement the lessons, and gather student written responses from the Section Diagnostic to bring back for our Module 7 analysis.
4. *During Module 7: We will analyze student responses to determine strengths and needs related to writing and plan to address those needs.*



Guiding Questions to Support Lesson Planning

- How is the Write Approach built into Core and Optional activities throughout this Section?
- What supports are listed in the Teaching Notes for this Section?
- Are there any Unit-Specific Tools that would support your students, given what you know about them as writers?
- Are there any Reference Guides that would support your students, given what you know about them as writers?



Closing Circle

How has today's learning **confirmed** or **shifted** your understanding of Writing and Discussion in the ELA Guidebooks 9-12?