

ELA COMMON CORE CURRICULUM UNIT #2 GRADE 11 THE GREAT GATSBY
North Smithfield School Department

TITLE OF UNIT: *The Great Gatsby*

GRADE : 11

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

During this unit, students will explore Post WWI America and the 1920s understanding the period's effect on literature, specifically *The Great Gatsby*. Students will analyze Fitzgerald's use of symbolism, themes, and motifs throughout the text. Students will meet a variety of Common Core reading, writing, speaking and listening, and language standards during this unit. They will produce either an argumentative or informative essay as well as various narrative pieces. Students will be required to analyze, evaluate and synthesize source material, exploring the essential questions and quotes through critical literary analysis.

ESSENTIAL QUESTIONS

How does Fitzgerald use symbols and motifs to reinforce themes?

How do the aftermath of WWI and the economic boom of the 1920s affect society and the literature of the time?

What are the implications of class structure as presented in the texts examined?

How did modernization result in isolation, disillusionment, and the decline of the American Dream in the early twentieth century?

STANDARDS: Common Core ELA Standards

Reading RL/R.I 1-10	Writing W. 1-10	Speaking & Listening SL. 1-6	Language L. 1-6
Literature & Informational <input type="checkbox"/> Key Ideas and Details <input type="checkbox"/> Craft and Structure <input type="checkbox"/> Integration of Knowledge <input type="checkbox"/> Range of Reading	<input type="checkbox"/> Text Types and Purposes <input type="checkbox"/> Production and Distribution <input type="checkbox"/> Research to Build and Present Knowledge <input type="checkbox"/> Range of Writing	<input type="checkbox"/> Comprehension and Collaboration <input type="checkbox"/> Presentation of Knowledge and Ideas	<input type="checkbox"/> Knowledge of Language <input type="checkbox"/> Vocabulary Acquisition Use

FOCUS ELA STANDARDS:

Reading Literary

- Strong and thorough textual evidence and inferences **RL 11-12.1**
- Two or more themes or central ideas and analyze, objective summary **RL 11-12.2**
- Author's choices, elements of a story **RL 11-12.3**
- Meaning of words and phrases, including figurative and connotative meanings **RL 11-12.4**
- Author's choice (style, literary elements) **RL 11-12.5**
- Multiple interpretations **RL 11-12.7**
- 18th, 19th, 20th Century foundational work of American literature **RL 11-12.9**
- Read and comprehend literature independently (Lexile 1080-1305) **RL 11-12.10**

Reading Informational

- Strong and thorough textual evidence and inferences **RL11-12.1**
- Complex set of ideas of a text **RL 11-12.3**
- Meaning of words and phrases, including figurative and connotative meanings **RL 11-12.4**
- Read and comprehend literature independently (Lexile 1080-1305) **RL 11-12.10**

Writing

- Argument **W.11-12.1**
- Informative **W.11-12.2**
- Narrative **W.11-12.3**
- Clear and coherent writing **W.11-12.4**
- Strengthen writing/writing process **W.11-12.5**
- Technology **W.11-12.6**
- Short/sustained research **W.11-12.7**
- Evidence from literary and informational texts **W.11-12.9**
- Write routinely on-demand and extended **W.11-12.10**

Speaking and Listening

- Collaborative discussion **SL.11-12.1**
- Multiple sources of information **SL.11-12.2**
- Evaluate speaker's point of view **SL 11-12.3**
- Present information, findings, and supporting evidence **SL.11-12.4**
- Strategic use of digital material **SL.11-12.5**
- Adapt speech to a variety of contexts **SL 11-12.6**

Language

- Command of the conventions of English grammar **L.11-12.1**
- Command of standard English capitalization, punctuation, spelling **L.11-12.2**
 - Hyphenation conventions
 - spell correctly
- Function of language in different contexts **L.11-12.3**
 - Vary syntax for effect
- Meaning of unknown and multiple meaning words **L.11-12.4**
 - context clues
 - patterns of word changes
 - reference materials
 - preliminary determination of the meaning of a word or phrase
- Figurative language, word relationships, and nuances **L.11-12.5**
- Grade-appropriate academic and domain-specific words **L.11-12.6**

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Applied Learning Standards:

problem solving

communication

critical thinking

research

reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

- Students will understand the implications of class structure and materialism on American society.
- Students will understand how literary devices help to shape a text.
- Students will understand the decline of the American Dream and the concept of disillusionment.

PRIOR KNOWLEDGE:

- Social and historical context of the time period, Post WWI and the 1920s.
- Foundations of informational, argument, and narrative writing.

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Guiding Questions

- What textual evidence did you identify to support your analysis of the text? Cite several examples.
- What inferences can you draw from your analysis of the text?
- What evidence (textual or informational) most strongly supports your analysis?
- What uncertainties remain?
- What additional information is needed to address uncertainties?

Essential Knowledge and Skills

- Analyze the text
- Identify explicit textual evidence
- Cite evidence
- Draw inferences
- Support inference using textual evidence
- Determine matters of uncertainties

PARCC Evidence

- Provides strong and thorough textual evidence to support analysis of what the text says explicitly. (1) PARCC Evidence
- Provides strong and thorough textual evidence to support analysis of inferences drawn from the text. (2) PARCC Evidence
- Provides a determination of where the text leaves matters uncertain. (3) PARCC Evidence

Academic Vocabulary

- Ambiguous
- Analysis
- Cite
- Explicitly
- Inference
- Textual evidence
- Vague

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Guiding Questions

- Which themes/central ideas can you identify in the texts?
- How do the themes/central ideas interact and build on one another throughout the text?
- How can you objectively summarize the text?
- Which detail, or event, first presented an indication of the theme/central idea?
- Identify additional details that shaped each theme or central idea?
- Is one theme/central idea more significant than another? Why?

Essential Knowledge and Skills

- Identify central ideas or themes
- Analyze theme /central idea development
- Identify interactions and how they build on one another
- Provide an objective summary
- Interpret theme and how it relates to character relationships

PARCC Evidence

Academic Vocabulary

- Analyze
- Central ideas
- Complex account
- Development
- Interact
- Objective summary
- Themes

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- Provides a statement of two or more themes or central ideas of a text. (1) **PARCC Evidence**
- Provides an analysis of how two or more themes or central ideas interact and build on one another to produce a complex account over the course of the text. (2) **PARCC Evidence**
- Provides an objective summary of a text. (3) **PARCC Evidence**

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Guiding Questions

- How does the author develop the setting, plot or character?
- What is the impact of the author's choices regarding his development of the story elements?
- What statement (s), or actions (s), lead to a shift in advancement in the events of the story?
- What archetype, or model, is found in the work?

Essential Knowledge and Skills

- Analyze author's choices and how those choices impact text development
- Trace introductions and development of various literary elements
- Identify literary archetypes present in the text

PARCC Evidence

- Provides an analysis of the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed). (1) **PARCC Evidence**

Academic Vocabulary

- Analyze
- Archetype
- Author's choice
- Develop
- Impact
- Literary elements
- Relate

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Guiding Questions

- Which of the following phrases are figurative?
- Which of the following phrases are connotative?
- How would the meaning change if _____ was replaced with _____?
- What figurative words could be added to change the tone?
- Select three words or phrases and analyze how they represent _____. (fresh, engaging, beauty)
- What impact does this specific word choice have on the meaning?
- Which of the following phrases are denotative?

Essential Knowledge and Skills

- Identify and interpret figurative word use
- Identify and interpret connotative word use
- Determine the tone of a piece of literature
- Identify multiple meanings of a word or phrase by analyzing the context in which it is used
- Determine personal standards of "beauty" in literature and language, and compare to traditional concepts (e.g., Shakespeare, Wordsworth, Frost, etc.)

PARCC Evidence

- Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (1) **PARCC Evidence**

- allusion -
- diction -
- flashback -
- foreshadowing

- genre -
- hyperbole -
- imagery -
- metaphor -
- mood
- motif

- point of view
- similes
- symbolism - literary text
- syntax
- theme
- tone

Academic Vocabulary (see additional vocabulary below)

- Aesthetic
- Analyze
- Beautiful
- Connotative
- Denotation
- Diction
- Figurative
- Fresh engaging
- Impact
- Meaning and tone
- Word choices

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Grade 11 Literary concepts

- aesthetic
- alienation
- American Dream
- assimilation
- bias
- idealism
- individualism
- lost generation
- manifest destiny
- melting pot
- modernism
- realism
- regionalism
- tragic flaw
- tragic hero

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Guiding Questions

- How would the story change if a given structural element was changed?
- How does the author use structural elements to develop an aesthetic impact?
- How does the author's choices regarding the order of events affect the overall narrative?

Essential Knowledge and Skills

- Analyze the structure of a text
- Analyze plot elements
- Evaluate the aesthetic impact of a text in terms of its structure
- Determine how structure impacts meaning of text

PARCC Evidence

- Provides an analysis of how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning. (1) PARCC Evidence

Academic Vocabulary

- Aesthetic impact
- Author's choice
- Comedy/comedic
- Deconstruct
- Drama
- Structure
- Tragedy/tragic

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text, (Include at least one play by Shakespeare and one play by an American dramatist).

Guiding Questions

- What is the source text?
- What is the theme of the story, drama or poem?
- What contrasting views did you discover from the interpretations?
- How do interpretations differ in various versions?

Essential Knowledge and Skills

- Analyze multiple interpretations of a story, drama, or poem
- Evaluate (judge) how each version interprets the source text
- Analyze subject and scene representation
- Understand various types of artistic mediums
- Analyze at least one play by Shakespeare and/or one play an American dramatist

PARCC Evidence

Academic Vocabulary

- Analyze
- Dramatist
- Evaluating
- Medium (artistic)
- Multiple interpretation
- Source text
- Version

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Guiding Questions

- Why is this document considered a foundational work of American literature?
- What is the underlying theme/topic of this text? Use evidence to support your response
- How does the treatment of the themes/topics differ in the two texts?

Essential Knowledge and Skills

- Identify foundational works of American literature (18th, 20th)
- Compare multiple works with similar themes/topics

PARCC Evidence

- Demonstrates knowledge of how two eighteenth-century foundational works of American literature, two nineteenth century foundational works of American literature, or two early-twentieth-century foundational works of American literature treat similar themes or topics. (1) PARCC Evidence

Academic Vocabulary

- Document
- Foundational work
- Period
- Themes
- Topics

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RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band (Lexile rates 1215–1355) with scaffolding as needed at the high end of the range.

Guiding Questions

Essential Knowledge and Skills

- Read various forms of literature fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts.

Academic Vocabulary

- Comprehend
- Scaffolding
- Text complexity

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Guiding Questions

- What is stated explicitly in the text?
- What inferences can you draw from specific textual evidence?
- What evidence is most supportive of your analysis?
- Where does the text leave matters uncertain?
- What additional information is necessary in order to determine matters left uncertain?

Essential Knowledge and Skills

- Analyze the text
- Identify what is explicitly stated in the text
- Infer additional information from a text
- Determine uncertainties in the text

PARCC Evidence

- Provides strong and thorough textual evidence to support analysis of what the text says explicitly. (1) **PARCC Evidence**
- Provides strong and thorough textual evidence to support analysis of inferences drawn from the text. (2) **PARCC Evidence**
- Provides strong and thorough textual evidence with a determination of where the text leaves matters uncertain. (3) **PARCC Evidence**

Academic Vocabulary

- Analysis
- Cite
- Determine matters
- Explicitly
- Inferences
- Left uncertain
- Through textual evidence

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Guiding Questions

- Analyze the development of the ideas in the text.
- Identify the sequence of events in the text.
- How does the interaction of individuals/events/ideas develop over the course of the text?
- What makes the set of ideas/sequence of events complex?

Essential Knowledge and Skills

- Analyze a complex set of ideas, individuals, and events
- Trace development of ideas, individuals, events
- Explain the interaction and development of individuals, ideas, or events in the text

PARCC Evidence

- Provides an analysis of a complex set of ideas. (1) **PARCC Evidence**
- Provides an analysis of a sequence of events. (2) **PARCC Evidence**
- Provides an explanation of how specific individuals interact and develop over the course of the text. (3) **PARCC Evidence**
- Provides an explanation of how specific ideas interact and develop over the course of the text. (4) **PARCC Evidence**
- Provides an explanation of how specific events interact and develop over the course of the text. (5) **PARCC Evidence**

Academic Vocabulary

- Analyze
- Complex set of ideas
- Course of the text
- Develop over time
- Interact
- Sequence of events

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RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Guiding Questions

- What are the connotative meanings of words in the text?
- What technical meanings are required and used in text?
- How does the meaning of a particular word change over the course of a text?
- Which words are used repeatedly and impact the meaning of the text?
- What figurative language did the author use to state ideas in a vivid and imaginative way?
- What technical terms did the author use, and why were these important?
- What are the denotative meanings of words in the text?
- What are the figurative meaning of words in the text

Essential Knowledge and Skills

- Recognize and interpret figurative language
- Understanding implied/connotative meanings of words
- Understand the use and meaning of technical terms
- Identify key terms in a text
- Analyze how the meaning of a word is refined over the course of a text

PARCC Evidence

- Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) (1) **PARCC Evidence**

Academic Vocabulary

- Connotative
- Denotative
- Determine
- Figurative
- Figures of speech
- Over the course of a text
- Refines the meaning

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the Grades 11–CCR text complexity band (Lexile rates 1215–1355) proficiently, with scaffolding as needed at the high end of the range.

Guiding Questions

Essential Knowledge and Skills

- Read independently with proficiency
- Comprehend literary nonfiction
- Comprehend complex vocabulary
- Read fluently
- Demonstrate reading comprehension

Academic Vocabulary

- Literary nonfiction
- Proficiently
- Scaffolding
- Text complexity

W.11-12.1 Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise **claim(s)**, distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (W.11-12.1a)
- b. Develop **claim(s)** and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (W.11-12.1b)
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between **claim(s)** and reasons, between reasons and evidence, and between **claim(s)** and **counterclaims**. (W.11-12.1c)
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.11-12.1d)
- e. Provide a concluding statement or section that follows from and supports the argument presented. (W.11-12.1e)

Guiding Questions

- How can you clearly introduce your claim?
- What reasons/evidence best supports your claim?
- Is the evidence relevant? Are your sources credible?
- What counterclaims can be made? Have you addressed them fairly?
- How can you support your assertion by appealing to logic (reasoning)?

Academic Vocabulary

- Analysis
- Anticipate
- Arguments
- Biases
- Clarify

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- Can you support your assertion by appealing to emotion? How?
- What considerations should be addressed regarding the audience's knowledge /values/biases of the topic or text?
- What words will assist the reader in clarifying the relationship between the claim and reasons?
- What makes your piece formal in style?
- Is your tone objective?
- Does your concluding statement support the argument presented? Does it articulate the significance of the topic?

Essential Knowledge and Skills

- Analyze a substantive topic or text
- Introduce a precise claim
- Establish significance of claims
- Provide reasons and evidence from substantive text to support claim
- Identify and distinguish counterclaims
- Develop claims and counterclaims fairly
- Organize reasons and evidence in a logical manner
- Support assertions through appeal to logic or emotion
- Analyze and address audience considerations, values, and biases
- Determine relevance of evidence
- Utilize transitional expressions to establish relationships between claims and reasons
- Understand how to maintain a formal style and objective tone
- Provide an effective conclusion

PARCC Evidence

Development of Ideas

- The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements¹ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. **PARCC Evidence**

Organization

- The student response demonstrates purposeful coherence, clarity, and cohesion¹ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. **PARCC Evidence**

Clarity of Language

- The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone², and/or domain-specific vocabulary. **PARCC Evidence**

Knowledge of Language and Conventions

- The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. **PARCC Evidence**

- Cohesion
- Concluding statement
- Counterclaims
- Ethos
- Evidence
- Formal style
- Legos
- Norms and conventions
- Objective tone
- Opposing claims
- Pathos
- Precise claim(s)
- Reasons
- Relevant and sufficient evidence
- Strengths and limitations of claims. counterclaims
- Substantive topics
- Support claim
- Syntax
- Valid reasoning

W.11-12.2 Write **informative/explanatory** texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **(W.11-12.2a)**
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **(W.11-12.2b)**
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **(W.11-12.2c)**
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **(W.11-12.2d)**
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **(W.11-12.2e)**

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- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W.11-12.2f)

Guiding Questions

- How can you clearly introduce your topic?
- What information will you provide in your thesis statement?
- What organizational structure will best enable you to convey your information?
- What facts/details/examples/quotations help to develop your topic?
- When and how can you use figurative language to express ideas?
- Do your transitions create cohesion among ideas and concepts?
- What makes your piece formal in style?
- Is your tone objective?
- Does your concluding statement support the information presented? Does it articulate the significance of the topic?

Essential Knowledge and Skills

- Convey information accurately
- Understand and use various organizational structures
- Utilize formatting, graphics, and multimedia
- Introduce a topic/thesis statement
- Use facts, concrete details, quotations, examples to develop the topic
- Utilize various transitional expressions to establish cohesion among ideas and concepts
- Understand and use precise vocabulary
- Use figurative language
- Understand and use domain-specific vocabulary
- Understand and use a formal style and objective tone
- Provide an effective conclusion

PARCC Evidence

See PARCC EVIDENCE ABOVE FOR DETAILS

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

Academic Vocabulary

- Analysis
- Clarify
- Cohesion
- Complex ideas
- Concepts
- Concluding statement
- Concrete details
- Convey
- Domain-specific vocabulary
- Effective selection
- Examine
- Extended definitions
- Formal style
- Formatting
- Graphic
- Informative/explanatory texts
- Multimedia
- Norms and conventions
- Objective tone
- Organization
- Precise language
- Quotations
- Relevant
- Techniques
- Transitions
- Unified whole

W.11-12.3 Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point (s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.11-12.3a)
- b. Use **narrative** techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (W.11-12.3b)
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or solution). (W.11-12.3c)
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3d)
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3e)

Guiding Questions

- What techniques can you use to build toward a particular tone or outcome (mystery/suspense/growth/resolution)?
- What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident?
- How can you use dialogue to convey the experience?
- How and where can the use of descriptive language assist in conveying the experience?
- Do the descriptive details provided effectively convey the experience?
- Does your conclusion reflect upon the resolution?

Academic Vocabulary

- Coherent
- Convey vivid picture
- Description
- Dialogue
- Effective technique
- Engage
- Multiple plot lines
- Narratives

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Essential Knowledge and Skills

- Convey an experience or event
- Understand narrative (vs. expository) techniques
- Establish context and narrator/characters
- Understand and establish a/multiple point(s) of view
- Establish multiple plot lines
- Organize a logical/natural event sequence
- Craft dialogue
- Use descriptive/sensory language
- Utilize transitional expressions to convey sequence and signal shifts
- Provide a conclusion that reflects upon the resolution

PARCC Evidence

See PARCC EVIDENCE ABOVE FOR DETAILS

- Development of Ideas
 - Organization
 - Clarity of Language
- Knowledge of Language and Conventions

- Orient the reader
- Outcome/conclusion/resolution
- Pacing
- Point of view
- Precise words and phrases
- Reflection
- Sensory language
- Smooth progression
- Techniques
- Telling details
- Tone
- Well-chosen details
- Well-structured event

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).

Guiding Questions

- What form of writing does the prompt call for?
- What organizational structure will you use?
- What is the purpose for writing?
- Who is the audience?
- How will you organize and develop your thoughts before writing?
- Did you use vocabulary that is appropriate to your audience?
- Are you using a formal or informal style of writing? Which would be most appropriate for your audience?

Essential Knowledge and Skills

- Understand various writing text types and their organizational structures
- Identify and understand the writing task and purpose
- Determine and address the audience appropriately
- Understand and utilize appropriate style

PARCC Evidence

See PARCC EVIDENCE ABOVE FOR DETAILS

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

Academic Vocabulary

- Argument
- Audience
- Claim
- Clear and coherent
- Counterclaim
- Descriptive language and details
- Development
- Evidence/proof
- Flashbacks
- Narrative
- Organization
- Purpose
- Sequence
- Style
- Task
- Tone
- Transitions

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. (editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12)

Guiding Questions

- What is the purpose or focus of the piece? What aspects are most significant?
- How will you plan your writing piece?
- How does your planning outcome compare with your writing piece? Was something added/omitted? Why?
- What is the best title for this piece?
- Is the structure you selected the most effective format for conveying your ideas?
- Is additional evidence, description, or clarification needed anywhere in the piece?
- Is one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
- Do all sentences belong? Do some sentences need to be reworded or deleted?
- Is your writing free of writing convention errors?

Academic Vocabulary

- Argument
- Audience
- Claim
- Clear and coherent
- Counterclaim
- Descriptive language and details
- Development
- Evidence/proof
- Flashbacks
- Narrative
- Organization

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- Where should you go if you need help editing?
- Does your writing meet the needs of your audience?
- Does your writing achieve your purpose?

Essential Knowledge and Skills

- Understand and focus on purpose and audience
- Develop and use planning strategies
- Understand and utilize revision techniques
- Identify and edit issues in the writing
- Understand and use multiple writing approaches
- Receive and provide writing guidance

PARCC Evidence

See PARCC EVIDENCE ABOVE FOR DETAILS

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

- Purpose
- Sequence
- Style
- Task
- Tone
- Transitions
- Writing process

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Guiding Questions

- What software will you use to create this document?
- How can the Internet serve as a tool for production, publication, and collaboration?
- What Internet links will you provide in your document?
- How do you correctly cite Internet links?
- What medium will you use to publish your writing so that others can access it?
- How will you use technology to collaborate and interact with others about your writing?
- What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?
- How will you collect and respond to feedback and new information?
- Have you efficiently and accurately presented the relationships between information and ideas?

Essential Knowledge and Skills

- Use technology proficiently for production, publication, and collaboration
- Demonstrate keyboarding skills (three page/single sitting minimum- 6thgrade)
- Link and cite sources
- Create shared writing products
- Display information flexibly and dynamically
- Respond to ongoing feedback and new information
- Access and use the Internet
- Demonstrate proficiency utilizing specific software platform

PARCC Evidence

See PARCC EVIDENCE ABOVE FOR DETAILS

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

Academic Vocabulary

- Credible sources
- Feedback
- Format
- Multimedia
- Publish
- Software platform

W.11-12.7 Conduct short as well as more **sustained research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Guiding Questions

- What is your inquiry question?
- How will you find credible locate sources?
- What is the origin of the sources you are using?
- How do you correctly cite your sources?
- How does the information drawn from various sources provide an answer to your question?

Academic Vocabulary

- Broaden
- Format
- Inquiry
- Narrow
- Organization

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- Is the information from the various sources consistent / complimentary?
- Does your inquiry question need to be altered as a result of your findings?
- Do you need to do additional research?
- How can you best summarize your findings?
- What did you learn from this inquiry?
- How can you best demonstrate your understanding of the topic?

Essential Knowledge and Skills

- Understand the research process
- Develop an inquiry question
- Conduct research drawing on several credible sources
- Refocus inquiry/generate additional questions when appropriate
- Synthesize information
- Cite a variety of sources

PARCC Evidence

See PARCC EVIDENCE ABOVE FOR DETAILS

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

- Paraphrase
- Parenthetical citation
- Self-generated question
- Short research project
- Source
- Sustained research
- Synthesize
- Works cited

W.11-12.9 Draw evidence from **literary or informational texts** to support analysis, reflection, and research.

- Apply grades 11-12 *Reading standards* to literature (e.g. “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (W,11-12.12.9a)
- Apply grades 11-12 *Reading standards* to literary nonfiction (e.g. “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”). (W,11-12.12.9b)

Guiding Questions

- What evidence can you draw from the passage to support your analysis or position?
- How does the author present the information?
- What similarities in the various texts do you notice?
- What conclusions can you make based on the text(s)?

Essential Knowledge and Skills

- Analyze literary or informational texts
- Assess soundness of reasoning and relevance of evidence
- Utilize evidence to support analysis/research/reflection
- Recognize and understand organizational structures

PARCC Evidence

See PARCC EVIDENCE ABOVE FOR DETAILS

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

Academic Vocabulary

- Analysis/analyze
- Delineate
- Evidence
- Historical
- Literary or informational texts
- Primary sources
- Reflection
- Research
- Secondary sources
- Seminal
- Synthesize

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Guiding Questions

- How can you create an outline (with time frames) to facilitate/organize your writing?
- What is the purpose of this writing?
- What is the specific task?
- Who is the intended audience?
- How will you address the audience’s knowledge/perspective?

Essential Knowledge and Skills

- Identify and understand the task

Academic Vocabulary

- Audience
- Purpose
- Reflection
- Research
- Revision
- Task
- Write routinely

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- Identify and understand the purpose
- Identify and understand the audience
- Compose a variety of text types
- Communicate information effectively

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1a)
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (SL.11-12.1b)
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue: clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (SL.11-12.1c)
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1d)

Guiding Questions

- What reading or research will you do in order to prepare for the discussion?
- What evidence from your research does your group need to hear?
- What are your group norms for discussion?
- How will you make sure that everyone contributes to the conversation? What kinds of questions might you ask?
- How will your group come to consensus, take key votes, set goals and deadlines, and divide up roles for group members?
- What questions did your group create to help stimulate the discussion about the ideas to be discussed?
- Are you asking for clarification when there are details or evidence presented that you don't understand?
- How will you make sure that everyone's viewpoint is expressed during the discussion?
- When there are differences in opinion, how will you respond and justify your own viewpoint or reasoning?
- What appropriate kinds of responses might you make that let the speaker know that you respect his/her opinion, but that you don't agree with it?

Essential Knowledge and Skills

- Know how to initiate a discussion
- Use appropriate structures to build on the ideas of others.
- Prepare for discussions by reading and referring to the researched material
- Use civil, democratic discussions when working with peers
- Set goals, deadlines and roles for the group
- Pose and respond to questions in a manner that is open-ended and will propel conversations forward
- Create a system for presenting multiple positions on a topic or issue
- Create an environment where creative and divergent thinking are promoted/encouraged
- Understand organizational patterns that will help speech be coherent and logical
- Respond to diverse perspectives
- Evaluate the responses, and determine if additional information or research is required

Academic Vocabulary

- Articulation
- Collaborative discussions
- Collegial discussions
- Deepen/depth
- Divergent thinking
- Explicit evidence
- Initiate
- Participate
- Pose questions
- Propel conversation

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Guiding Questions

- What will be the topic of your presentation?

Academic Vocabulary

- Accurate information

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- How many sources will form the basis of the information you present?
- How will you integrate different forms of media: audio, text, animation, video, print?
- How will you evaluate the accuracy/credibility of your sources?
- How will the information presented be used find a solution to a problem?
- What decisions were made as a result of the information presented? Was there a change in thinking?
- Did you note any discrepancies in your data? Did you look for additional source to resolve the discrepancy?

Essential Knowledge and Skills

- Gather information from multiple sources
- Integrate information from print and digital sources
- Evaluate the accuracy and credibility of sources
- Based on the accuracy/credibility of sources, make decisions and solve problems
- Understand diverse media formats (e.g., visually, quantitatively, and oral)

- Credible sources
- Data
- Digital
- Discrepancies
- Diverse formats
- Informed decisions
- Integrate
- Media
- Orally
- Print
- Quantitatively
- Solve problems
- Valid
- Visually

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance and premises of links among ideas, word choice, points of emphasis, and tone used.

Guiding Questions

- Evaluate and explain the speaker's point of view.
- Determine the speaker's stance and analyze if the evidence supports the stance.
- Was the speaker's reasoning sound and logical?
- How did the speaker's choice of words influence the perception of the soundness of the points being made?
- Was the speaker's evidence credible?
- What rhetorical devices did the speaker use? Were they effective?
- Did the speaker appeal to emotion? Authority?
- Can you point out examples when the speaker tried to mislead his/her audience by using flawed reasoning?

Essential Knowledge and Skills

- Identify the speaker's point of view
- Evaluate the reasoning and use of evidence
- Identify the speaker's stance (pro/con; support/oppose)
- Know what premises the speaker wants the listener to assume are true
- Understand the difference between evidence and rhetoric
- Evaluate how the speaker links ideas to support his point of view
- Analyze how word choice and tone influence the perception of point of view, reasoning and evidence

Academic Vocabulary

- Appeal to authority
- Elements of speech
- Emphasis
- Evaluate
- Evidence
- Links among ideas
- Point of view
- Premise
- Reasoning
- Rhetoric
- Stance
- Tone
- Word choice
- Word choice/diction

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

Guiding Questions

Essential Knowledge and Skills

- Present information, findings, and evidence clearly using:
 - appropriate eye contact
 - adequate volume
 - clear pronunciation
- Plan and deliver a reflective presentation that:
 - explores a personal experience
 - uses sensory language
 - conveys a distinct perspective and line of reasoning
 - use appropriate narrative techniques
- Plan and present an argument that:
 - supports a claim with evidence

Academic Vocabulary

- Alternative or opposing perspectives
- Audience
- Convey
- Development
- Distinct
- Findings
- Formal and informal tasks
- Organization
- Perspective
- Reasoning
- Style
- Substance

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- uses rhetorical devices
- uses a variety of syntactical structures to link claims and evidence
- is organized in a cohesive, logical manner
- Supporting evidence

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Guiding Questions

- What digital media elements will you use in your presentation?
- How does this element enhance understanding?
- Where should you include this element?
- Would a different visual element be more effective?
- Does your media element emphasize your key points in your presentation?
- How does the use of media impact the audience and their view of your reasoning and evidence?
- What advantage does the use of digital media have over the use of print media in your presentation?

Essential Knowledge and Skills

- Know and use a variety of digital media formats (i.e., textual, graphical, audio, visual, and interactive)
 - Strategically use digital media to emphasize key points or findings
 - Understand the effect of each element on your audience
- Use media to convey your reasoning and evidence used to support your point of view

Academic Vocabulary

- Audio elements
- Digital material
- Evidence
- Findings
- Graphical elements
- Interactive elements
- Reasoning
- Strategic
- Strategic use
- Textual elements
- Visual elements

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Guiding Questions

- Who is your audience?
- What is your task, or purpose?
- What adaptations will you make, since you are presenting to this specific audience?
- Is your language appropriate for the context and speaking task?
- Have you avoided slang or filler words?
- Is your language and word choice precise and engaging enough to keep the listeners interested?
- Are your sentences varied?
- Can you substitute proper names and specific nouns to avoid confusion?
- Can you vary the lengths of your sentences to vary pace and tempo?

Essential Knowledge and Skills

- Identify the audience
- Identify context or situation
- Adapt speech delivery to audience and purpose
- Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)
- Understand the difference between formal and informal presentations
- Understand task (i.e.; persuade, to explain, to describe, or to entertain)

Academic Vocabulary

- Adapt speech
- Context
- Situation
- Audience
- Task
- Purpose
- Formal English

L.11-12.1 Demonstrate command of the **conventions of standard English grammar** and usage when writing or speaking.

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (L.11-12.1a)
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (L.11-12.1b)

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Guiding Questions

- Is this sentence grammatically correct? How can it be improved?
- Has this convention changed over time? How does current usage differ from that of the past?
- What reference material might you consult when unsure of a complex usage issue?

Essential Knowledge and Skills

- Demonstrate a command of English grammar and diction
- Understand the difference between formal and informal register
- Use reference materials to resolve usage questions

Academic Vocabulary

- Convention(s)
- Grammar
- Usage

Literature/Informational

Grades 11-12

- [Grammar Guide](http://grammar.ccc.commnet.edu/grammar/)
- <http://grammar.ccc.commnet.edu/grammar/>
- [Info:](http://grammar.ccc.commnet.edu/grammar/clauses.htm)
- [http://grammar.ccc.commnet.edu/grammar/clauses.htm](http://owl.english.purdue.edu)
- <http://owl.english.purdue.edu>
- assessed as needed

L.11-12.2 Demonstrate command of the **conventions of standard English capitalization, punctuation, and spelling** when writing.

- a. Observe hyphenation conventions (L.11-12.2a)
- b. Spell correctly (L.11-12.2b)

Guiding Questions

- When do you use a hyphen?
- Provide an example of the use of hyphenation after a prefix.
- Provide an example of the use of hyphenation in compound adjectives.
- Provide an example of the use of hyphenation in compound nouns.
- Have you proofread your paper for misspellings and proper punctuation?
- Does your writing follow the conventions of capitalization?

Essential Knowledge and Skills

- Understand and correctly use English conventions
- Understand when to use hyphenation
- Know the resources available with information on when to use hyphenation
- now spelling conventions of standard English

Academic Vocabulary

- Conventions
- Hyphenation
- Standard English

Literature/Informational

Grades 11-12

- <http://owl.english.purdue.edu>

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

- a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (L.11-12.3a)

Guiding Questions

- What is the context of this piece? Is the style appropriate?
- Does the word choice clearly convey meaning? Give an example.
- How does the syntax assist in conveying meaning?
- How might you vary the syntax if writing in a different style?
- What reference materials might you consult for syntax guidance?

Essential Knowledge and Skills

- Identify the context and the appropriate language choice
- Understand how syntax creates and conveys meaning
- Apply knowledge of syntax to study of complex texts
- Consult reference materials for syntax guidance

Academic Vocabulary

- Appositive
- Complex texts
- Context
- Function of language
- Parts of speech
- References
- Style
- Syntactical complexity
- Syntax

Literature/Informational

Grades 11-12

- <http://owl.english.purdue.edu>
- Tufte's *Artful sentences*
- assessed as needed

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- L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- Use **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.11-12.4a)
 - Context Clues http://www.woodland.k12.mo.us/faculty/rgarner/Reading/context_clues.htm
http://wps.ablongman.com/long_licklider_vocabulary_2/6/1626/416421.cw/index.html
 - Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). (L.11-12.4b)
 - Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (L.11-12.4b)
 - Verify the **preliminary determination of the meaning of a word or phrase** (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4d)

Guiding Questions

- Does the positioning of a word assist in determining meaning? Is an appositive clue provided?
- Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
- What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?
- What is the origin of the word? Did it derive from another language?
- How do you use context clues to determine the meaning of a word?

Essential Knowledge and Skills

- Use context clues to derive word meaning
- Use Greek and Latin affixes and roots to derive word meaning
- Identify word families and parts of speech
- Use reference materials to derive word meanings
- Use reference materials to determine correct pronunciation of words
- Trace the etymology of words
- Verify word meaning

PARCC Evidence Grade 11

- Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1)
PARCC Evidence

Academic Vocabulary

- Affix
- Appositive
- Context
- Context clues
- Inferred literal root word
- Part of speech etymology
- Patterns of word changes
- Pronunciation
- Reference materials

Literature/Informational

- L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (L.11-12.5a)
 - Analyze nuances in the meaning of words with similar denotations. (L.11-12.5b)

Guiding Questions

- Can you change this sentence and use a metaphor or a simile to help create image?
- Identify the hyperbole. What do you think is the intended meaning? Why do you think the author emphasized this idea?
- Can you provide a more positive/negative connotation for the expression?
- This sentence is written literally; how can you figuratively convey your idea?
- Although very similar in meaning, how do the words slightly differ in meaning?
- What is the relationship between these words?
- What is the explicit/denotative meaning of the word?
- Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?
- Write this sentence using denotation and then using a connotation; which would be better used than the current sentence? What mood are you trying to convey in your writing?
- What is the inferred connotative meaning of the word?

Academic Vocabulary

- Connotations
- Context
- Denotations
- Figurative language
- Figures of speech
- Literary devices
- Nuances
- Role
- Word function
- Word position

Literature/Informational

Essential Knowledge and Skills

- Understand figurative language (simile, metaphor personification, hyperbole, paradox)
- Understand denotation and connotations

PARCC Evidence Grade 11

- Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1)

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PARCC Evidence

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)

Guiding Questions

- Have you utilized domain-specific vocabulary throughout your work?
- What reference materials did you consult to ensure the audience will comprehend your meaning?

Essential Knowledge and Skills

- Utilize domain-specific words and academic vocabulary effectively and accurately
- Consult reference materials to clearly articulate ideas in an academic manner

PARCC Evidence Grade 11

- Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1) PARCC Evidence

Academic Vocabulary

- Academic vocabulary
- Articulation

Literature/Informational

SUGGESTED WORKS:

LITERARY TEXTS

STORIES

The Great Gatsby

- Select from various Fitzgerald short stories and Hemingway Short Stories

POETRY

DRAMA

OTHER

Literature and Language American Experience, McDougall and Littell (CP) and Literature The American Experience, Prentice Hall (H)

INFORMATIONAL TEXT

NONFICTION

- "A Flapper's Appeal to Parents" Ellen Wells Page
- "Flapper Jane" Bruce Bliven
- Modernism Overview
- Current News Article Connected to Capitalism in America
- WWI Background
- Crash Course – John Green – The Roaring 20s
<http://www.youtube.com/watch?v=vFOR1XCMf7A>

BIOGRAPHIES

- F. Scott Fitzgerald and Zelda Sayre short biographies

MEMOIRS

SPEECHES, PUBLIC DOCUMENTS

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 16. Research project |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 17. Vocabulary word wall |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 18. Writer's notebook |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 19. Word Study |
| 5. Graphic organizers | 10. Media appreciation | 15. Oral presentation | 20. |

Required

- Common Tasks
- Constructed responses
- Extended responses
- Formative
- Summative

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Routine Writing

- Constructed Response to text
- Journaling
- Short Answer Responses
- Quote Analysis (Foldable)
- Literary Analysis Journal tracing theme, symbol, and motif

Informational and/or Argument Writing

- Extended Response Literary Criticism Essay on theme, symbol, and/or motif
- Extended Response Comparative Analysis of the text to the Baz Luhrman film

Narrative Writing

- Choose a character or persona of the time period and write from his/her perspective

Research

- Synthesize primary and secondary sources for Extended Response Essay -
- Find Literary Criticisms
- Use primary source text to create a map of the locations discussed in the book and analyze how the geography motif reinforces the themes

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

VOCABULARY

- | | | | |
|--|---|--|--|
| <ul style="list-style-type: none"> • Academic vocabulary • Accurate information • Adapt speech • Advanced searches • Aesthetic • Aesthetic impact • Affix • Alternative or opposing perspectives • Ambiguous • Analysis/analyze • Anticipate • Appeal to authority • Appositive • Archetype • Argument • Articulation • Assess • Audience • Audio elements • Author's choice • Authoritative print • Beautiful | <ul style="list-style-type: none"> • Digital material • Digital sources • Directly stated • Discrepancies • Dissents • Distinct • Distinguishing • Divergent thinking • Diverse formats • Document • Domain-specific vocabulary • Drama • Dramatist • Effective selection • Effective technique • Effectiveness of the structure • Elements of speech • Emphasis • Engage • Engaging • Ethos • Evaluate | <ul style="list-style-type: none"> • Literary elements • Literary nonfiction • Literary or informational texts • Logos • Majority opinions • Meaning and tone • Media • Medium (artistic) • Multimedia • Multiple interpretation • Multiple plot lines • Multiple sources • Narrative • Narrow • Norms and conventions • Norms and conventions • Nuance • Nuances • Objective summary • Objective tone | <ul style="list-style-type: none"> • Research • Revision • Rhetoric • Rhetorical features • Role • Sarcasm • Satire • Scaffolding • Secondary sources • Self-generated question • Seminal • Seminal U.S. texts • Sensory language • Sequence • Sequence of events • Short research project • Situation • Smooth progression • Solve problems • Source • Source text • Stance |
|--|---|--|--|

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- | | | | |
|------------------------------------|--|------------------------------------|--|
| • Biases | • Evidence | • Opposing claims | • Standard English |
| • Broaden | • Evidence/proof | • Orally | • Strategic |
| • Central ideas | • Examine | • Organization | • Strategic use |
| • Citation | • Explicit evidence | • Orient the reader | • Strengths and limitations of claims. counterclaims |
| • Cite | • Explicitly | • Outcome/conclusion/resolution | • Structure |
| • Claim | • Exposition | • Over the course of a text | • Style |
| • Clarify | • Extended definitions | • Pacing | • Substance |
| • Clear and coherent | • Figurative | • Paraphrase | • Substantive topics |
| • Coherent/Cohesion | • Figurative language | • Parenthetical citation | • Support claim |
| • Collaborative discussions | • Figures of speech | • Part of speech etymology | • Supporting evidence |
| • Collegial discussions | • Figures of speech | • Participate | • Sustained research |
| • Comedy/comedic | • Findings | • Parts of speech | • Syntactical complexity |
| • Complex account | • Flashbacks | • Pathos | • Syntax |
| • Complex analysis | • Formal and informal tasks | • Patterns of word changes | • Synthesize |
| • Complex ideas | • Formal English | • Period | • Task |
| • Complex set of ideas | • Formal style | • Perspective | • Techniques |
| • Complex texts | • Format | • Persuasive/persuade | • Telling details |
| • Comprehend | • Formatting | • Pertinent | • Text complexity |
| • Concepts | • Foundational U.S. documents | • Plagiarism | • Text features |
| • Concluding statement | • Foundational work | • Point of view | • Textual elements |
| • Concrete details | • Fresh engaging | • Pose questions | • Textual evidence |
| • Congruent | • Function of language | • Precise claim(s) | • Themes |
| • Connotations/Connotative | • Glean | • Precise language | • Through textural evidence |
| • Constitutional principles | • Grammar | • Precise words and phrases | • Tone |
| • Content | • Graphical elements | • Premise | • Topics |
| • Context | • Grasp/Grasping | • Premises | • Tragedy/tragic |
| • Context clues | • Historical | • Primary sources | • Transitions |
| • Convention(s) | • Historical and literary significance | • Print | • Understatement |
| • Convey | • Hyperbole | • Proficiently | • Unified whole |
| • Convey vivid picture | • Hyphenation | • Pronunciation | • Usage |
| • Counterclaim | • Impact | • Propel conversation | • Vague |
| • Course of the text | • Inference | • Purpose | • Valid |
| • Credible sources | • Inferred literal root word | • Quantitative/Quantitatively | • Valid reasoning |
| • Data | • Informative/explanatory texts | • Quotations | • Version |
| • Deconstruct | • Informed decisions | • Really meant | • Visual elements |
| • Deepen/depth | • Initiate | • Reasoning | • Visually |
| • Delineate | • Inquiry | • Reasons | • Well-chosen details |
| • Delineate | • Integrate | • Reference materials | • Well-structured event |
| • Denotation | • Interact | • References | • Word choice |
| • Denotative | • Interactive elements | • Refines the meaning | • Word choice/diction |
| • Description | • Irony | • Reflection | • Word function |
| • Descriptive language and details | • Left uncertain | • Relate | • Word position |
| • Determine | • Legal reasoning | • Relevant | • Works cited |
| • Determine matters | • Logos | • Relevant and sufficient evidence | • Write routinely |
| • Develop | • Links among ideas | • Relevant information | • Writing process |
| • Develop over time | • Literary devices | | |
| • Development | | | |
| • Dialogue | | | |
| • Diction | | | |
| • Digital | | | |

Text Specific Vocabulary

Chapter 1

Feign
Supercilious

Chapter 4

Knickerbockers

Chapter 6

Laudable

Chapter 8

Humidor

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Conscientious
Incredulous
Reciprocal
Wan
Complacent
Intimation
Infinite
Anon

Chapter 2

Contiguous
Facet
Cower
Interpose
Apathetic
Languid
Imply
Strident
Deft
Clad

Chapter 3

Permeate
Innuendo
Erroneous
Vehement
Cordial
Impetuous
Vacuous
Corpulent
Provincial
Din

Fluctuate
Sporadic
Divine retribution
Rajah
Elicit
Valour
Somnambulatory
Denizen
Jauntily

Chapter 5

Rout
Suppressed
Innumerable
Ecstatic
Reproach
Serf
Obstinate
Exultation
Hulking
Nebulous

Insidious
Repose
Debauch
Antecedent
Ingratiate
Perturb
Dilatory
Desolate
Elusive

Chapter 7

Lapse
Insistent
Tentative
Abrupt
Tumult
Portentous
Irreverent
Vicarious
Rancor
Formidable

Indiscernible
Settee
In cahoots
Divot
Garrulous
Incoherent
Conceivable
Forlorn
Laden

Chapter 9

Pasquinade
Derange
Surmise
Superfluous
Elocution
Unutterable
Subtle
Orgastic
Borne
Ceaselessly

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LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:

 - Lesson #2 Summary:

 - Lesson #3 Summary:
-

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - Lead –in

 - Step by step

 - Closure

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**