

ASSESSMENT AND EVALUATION IN THIS UNIT

This document identifies the TEKS-aligned Culminating Task, Section Diagnostics, and the subsequent lessons and activities that provide practice and enrichment opportunities for students whose performance on diagnostics indicates a need for continued monitoring or additional targeted support.

ASSESSMENT OVERVIEW

The unit includes a variety of formal and informal opportunities designed to assess student learning and performance. The TEKS-aligned Culminating Task is the summative unit assessment. The TEKS-aligned Section Diagnostics are formative assessment opportunities to track student progress toward the Culminating Task. Embedded in the lessons are informal opportunities to monitor student performance.

ASSESSMENT PLAN

Monitor

Using the lesson goals, monitor students' understanding and identify the skills and knowledge that students should build. Continue monitoring student work and performance on formative assessment opportunities throughout the TEKS-aligned lessons and Section Diagnostics in order to make instructional decisions.

Diagnose

Use the **Section Diagnostic Checklists** to diagnose students' developing skills and knowledge on TEKS-aligned Section Diagnostics in preparation for the TEKS-aligned Culminating Task. Use their performance on Section Diagnostics to plan your core and optional activities in subsequent sections. Teaching notes are included to assist in planning of instruction.

Evaluate

Use the **Culminating Task Checklist** to evaluate student performance on the TEKS-aligned Culminating Task.

The **Section Diagnostic and Culminating Task Checklists** have three performance levels: Exceeds Expectations, Meets Expectations, and Below Expectations. The checklist is intended to be used along with student exemplar responses. Through benchmarking, teachers select student exemplar responses that illustrate the various performance levels on the checklists. This process ensures reliable scoring and establishes a common standard by which all student responses are measured. Scoring notes are provided for the Section Diagnostics and the Culminating Tasks. The scoring notes provide plausible responses and supporting evidence for the tasks. Note that while illustrative, the notes might not include all possible responses.

UNIT KNOWLEDGE AND SKILLS OVERVIEW

Throughout the unit, students will:

- evaluate the author's use of a first-person narrator who may or may not be reliable in his presentation of characters
- interpret figurative language and literary devices such as imagery, symbolism, and irony, as used to develop themes
- understand the novel's episodic plot structure and examine the development and sequencing of key scenes
- analyze four critical essays that present sophisticated academic arguments about the novel

The TEKS-aligned Culminating Task is a literary analysis that requires students to form claims, support a position, and write a literary analysis that presents a clear position, similar to the analyses they have analyzed.

To prepare for these challenges, students will have opportunities to practice and refine their interpretive and evaluative reading skills, acquire knowledge about literary elements and devices, form and support analytical claims about characters and scenes, and practice presenting positions in both written and oral forms. As students progress, monitor their performance and understanding, and plan instruction using core and optional activities and lessons.

CULMINATING TASK

Culminating Task TEKS Alignment

E3.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
E3.6.B	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
E3.8.E	Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.
E3.9.B.i	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: using strategic organizational structures appropriate to purpose, audience, topic, and context.
E3.9.B.ii	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
E3.10.E	Compose literary analysis using genre characteristics and craft.

Culminating Task Prompt

Central Question

How do perceptions, illusions, and dreams influence our lives?

In response to one of the questions below, write a multiparagraph literary analysis in which you state your interpretive position, and logically and sufficiently support your response with text-based claims. Develop your claims with textual evidence from the novel, and use direct quotations with parenthetical citations to cite at least one outside source. Use correct and effective language, syntax, and mechanics to clearly communicate your analysis.

1. What does *The Great Gatsby* ultimately suggest about human perception, illusions, and dreams—and potentially about the American Dream?
 - a. Take a position on this question based on your interpretation of the novel’s meaning.
 - b. Analyze how Fitzgerald uses narrative elements (such as plot structure, scene development, and characterization) and literary devices (such as imagery, symbolism, and irony) to convey a central theme in the novel related to perceptions, illusions, and dreams.
 - c. Use specific evidence from your reading and analysis of the text and at least one critical source.
2. As a narrator, is Nick Carraway the novel’s “most important character” (Mellard), a judgmental “snob” (Donaldson), or an “unreliable” voice (Boyle)? What is your own reading of Nick’s character and role in the novel?
 - a. Take a position in response to these questions based on your perceptions of Nick as a character and narrator.
 - b. Analyze Nick’s role in telling *Gatsby*’s story and in conveying a central theme in the novel related to perceptions, illusions, and dreams.
 - c. Use specific evidence from your reading and analysis of the text and at least one critical source.

Be sure to complete the following in your response:

- Respond to the specific issues framed by the question.
- Form an interpretive position and thesis (central claim).
- Gather and organize relevant and strong evidence from the novel and at least one other critical source.
- Organize your analysis into a coherent sequence of well-developed paragraphs.
- Integrate quotations from the novel and other secondary sources.
- Use academic language and demonstrate your understanding of literary elements, devices, and terminology.
- Demonstrate a clear understanding of the novel and the author’s choices in developing it.
- Use appropriate language, syntax, grammar, and mechanics.

CULMINATING TASK SCORING NOTES

Plausible Responses and Supporting Evidence

Prompt #1: What does *The Great Gatsby* ultimately suggest about human perception, illusions, and dreams—and potentially about the American Dream?

Central Claim/Thesis:

- Jay Gatsby's quest to rekindle a lost love and live out his dream of American success is "doomed from the start" (Ward, para. 8) because his perception that he can "repeat the past" (p. 110) is an illusion that blinds him to the realities of the social world he attempts to enter.

Supporting Evidence from Texts:

- Plot structure – flashback:

He talked a lot about the past, and I gathered that he wanted to recover something, some idea of himself, perhaps, that had gone into loving Daisy. His life had been confused and disordered since then, but if he could once return to a certain starting place and go over it all slowly, he could find what that thing was. (p. 110)

- Narrative point of view:

No – Gatsby turned out all right at the end; it is what preyed on Gatsby, what foul dust floated in the wake of his dreams that temporarily closed out my interest in the abortive sorrows and short-winded elations of men. (p. 2)

- Symbolism:

And as I sat there brooding on the old, unknown world, I thought of Gatsby's wonder when he first picked out the green light at the end of Daisy's dock. He had come a long way to this blue lawn, and his dream must have seemed so close that he could hardly fail to grasp it. He did not know that it was already behind him, somewhere back in that vast obscurity beyond the city, where the dark fields of the republic rolled on under the night.

Gatsby believed in the green light, the orgiastic future that year by year recedes before us. It eluded us then, but that's no matter—tomorrow we will run faster, stretch out our arms further.... And one fine morning...

So we beat on, boats against the current, borne back ceaselessly into the past. (p. 180)

- Critical interpretation:

That the very social class that embodied the dream Gatsby wanted for himself was predicated on exclusion. That Gatsby was doomed from the start. He'd been born on the outside; he would die on the outside. (Ward, para. 8)

Prompt #2: As a narrator, is Nick Carraway the novel's "most important character" (Mellard), a judgmental "snob" (Donaldson), or an "unreliable" voice (Boyle)? What is your own reading of Nick's character and role in the novel?

Central Claim/Thesis:

- Though often "unreliable" in his perceptions of characters and events in *The Great Gatsby*, Nick Carraway is ultimately the novel's "most important character" (Mellard, para. 1) not only because his narration conveys and colors the story but also because he ultimately "comes of age" and learns from Gatsby's failed dreams.

Supporting Evidence from Texts:

- Critical interpretations:

[Nick] has learned a good deal during the summer of 1922 about the power of the unrealizable dream and about the recklessness and selfishness of the very rich. (Donaldson, para. 21)
Finally, it is through Nick's enlightenment that Fitzgerald makes an ambiguous, though by no means confusing or inadequate, comment upon the pursuit of the "American Dream." (Mellard, para. 1)

*The legacy Gatsby leaves to Carraway is exactly that – a promise of life that can be redeemed in his own world and in his own terms. And *The Great Gatsby* becomes...a "poem" in praise of the quest, the quester, and the possibilities of the American Dream. (Mellard, para. 12)*

- Dialogue – Nick's final words to Gatsby:

"Well. good-by."

We shook hands and I started away. Just before I reached the hedge I remembered something and turned around

"They're a rotten crowd," I shouted across the lawn. "You're worth the whole damn bunch put together."

I've always been glad I said that. It was the only compliment I ever gave him, because I disapproved of him from beginning to end. (p. 154)

- Narrative point of view – Nick's self-revelations:

After Gatsby's death the East was haunted for me like that, distorted beyond my eye's power of correction. So when the blue smoke of brittle leaves was in the air and the wind blew the wet laundry stiff on the line, I decided to come back home. (p. 176)

- Symbolism:

And as I sat there brooding on the old, unknown world, I thought of Gatsby's wonder when he first picked out the green light at the end of Daisy's dock. He had come a long way to this blue lawn, and his dream must have seemed so close that he could hardly fail to grasp it. He did not know that it was already behind him, somewhere back in that vast obscurity beyond the city, where the dark fields of the republic rolled on under the night. (p. 180)

CULMINATING TASK CHECKLISTS

Related TEKS	Reading & Knowledge	E	M	B	
E3.6.A	How well does the student’s response analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in the text? (Prompts 1 & 2)				
E3.6.B	How well does the student’s response analyze how Nick’s behaviors and underlying motivations contribute to the plot and theme in <i>The Great Gatsby</i> ? (Prompt 2)				
E3.8.E	How well does the student’s response evaluate the use of literary devices to achieve specific purposes? (Prompt 1)				
E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations

Related TEKS	Writing	E	M	B	
E3.10.E	How well does the student’s response use genre-specific characteristics and craft of a literary analysis? (Prompts 1 & 2)				
E3.9.B.i	How well does the student’s response use strategic organizational structures appropriate to purpose, audience, topic, and context? (Prompts 1 & 2)				
E3.9.B.ii	How well does the student’s response develop an engaging idea and thoughtful analysis, with effective use of rhetorical devices, details, examples, and commentary? (Prompts 1 & 2)				
E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations

SECTION 1 DIAGNOSTIC

Section 1 Diagnostic TEKS Alignment

E3.5.C	Use text evidence and original commentary to support an analytic response.
E3.5.G	Discuss and write about the explicit and implicit meanings of text.
E3.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
E3.6.B	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.

Section 1 Diagnostic Prompt

Use your notes and materials from this section to respond to analytical questions about how Fitzgerald chooses to tell the story and develop characters. Build your response from an interpretive claim, using academic language related to literary analysis and keeping in mind the following question: How does Fitzgerald choose to tell the story and develop characters in Chapter 1 of *The Great Gatsby*?

Write a one-paragraph analysis in response to one of the following questions about point of view and character development in Chapter 1 of *The Great Gatsby*:

1. What seems to be the narrator's view of the characters and of himself in Chapter 1, and how does this influence the reader's experience? Analyze Nick Carraway's perceptions and descriptions and the effects they have on your understanding of the story.
2. What do the characters' actions, reactions, words, and interactions reveal about them and their desires, dreams, or goals? Select one character introduced in Chapter 1 and analyze that character's presentation and development.

Be sure to do the following:

- Form a central claim in response to the question.
- Gather and organize strong and relevant evidence from Chapter 1.
- Integrate specific references and quotations.
- Use academic language and demonstrate your understanding of literary elements, devices, and terminology.
- Use appropriate syntax, grammar, and mechanics.

CULMINATING TASK CONNECTIONS

Students have to think critically about the characters and the narrative perspective of the novel and be able to clearly organize their ideas in writing. They should be able to make claims and support them with evidence. They should demonstrate that they understand and can discuss the relationship among the main characters as portrayed in Chapter 1, and they should be able to

identify Nick's perspective and his influence on the reader. These responses will help pave the way for a much more comprehensive literary analysis essay in the TEKS-aligned Culminating Task and its broader questions covering the entire novel.

SECTION 1 DIAGNOSTIC SCORING NOTES

Plausible Responses and Supporting Evidence

Prompt #1: What seems to be the narrator's view of the characters and of himself in Chapter 1, and how does this influence the reader's experience? Analyze Nick Carraway's perceptions and descriptions and the effects they have on your understanding of the story.

Central Claim/Topic Sentence:

- As Nick Carraway introduces the story in Chapter 1 of *The Great Gatsby*, he reveals that he has a distorted perception of himself, is often judgmental of others, and may not be a reliable narrator.

Supporting Evidence from Texts:

- Narrative point of view – Nick's self-revelations:

In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since.

"Whenever you feel like criticizing anyone," he told me, "just remember that all of the people in this world haven't had the advantages that you've had."

He didn't say any more, but we've always been unusually communicative in a reserved way, and I understood that he meant a great deal more than that. In consequence, I'm inclined to reserve all judgments. (p. 1)

- Narrative point of view – Nick's judgments of others:

Their interest rather touched me and made them less remotely rich—nevertheless, I was confused and a little disgusted as I drove away. As for Tom...Something was making him nibble at the edge of stale ideas as if his sturdy physical egotism no longer nourished his peremptory heart. (p. 20)

Prompt #2: What do the characters' actions, reactions, words, and interactions reveal about them and their desires, dreams, or goals? Select one character introduced in Chapter 1 and analyze that character's presentation and development.

Central Claim/Topic Sentence:

- As presented in Nick Carraway's narration of chapter 1, Daisy Buchanan's movements, words, and interactions reveal that her facade of aristocratic ease has a darker underside.

Supporting Evidence from Texts:

- Narrative point of view (description):

The other girl, Daisy, made an attempt to rise—she leaned slightly forward with a conscientious

expression—then she laughed, an absurd, charming little laugh, and I laughed too and came forward into the room.

“I’m p-paralyzed with happiness.”

She laughed again, as if she’d said something very witty. (p. 8)

- Character description and interaction:

Sometimes she and Miss Baker talked at once, unobtrusively and with a bantering inconsequence that was never quite chatter, that was as cool as their white dresses and their impersonal eyes in the absence of all desire. (p. 12)

- Dialogue:

“Well. I’ve had a very bad time, Nick, and I’m pretty cynical about everything.”

Evidently she had reason to be. I waited but she didn’t say any more, and after a moment I returned rather feebly to the subject of her daughter.

“Listen Nick, let me tell you what I said when she was born... It’ll show you how I’ve gotten to feel about—things... She told me it was a girl, and so I turned my head away and wept... I hope she’ll be a fool—that’s the best thing a girl can be in this world, a beautiful little fool.” (p. 17)

SECTION 1 DIAGNOSTIC CHECKLISTS

Related TEKS	Reading & Knowledge	E	M	B	
E3.6.A	How well does the student’s response analyze relationships among characterization and point of view in Chapter 1? (Prompt 1)				
E3.6.B	How well does the student’s response analyze how characters' behaviors and underlying motivations contribute to their development in Chapter 1? (Prompt 2)				
E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations

Related TEKS	Writing	E	M	B	
E3.5.G	How well does the student’s response demonstrate understanding of explicit and implicit meanings of text? (Prompts 1 & 2)				
E3.5.C	How well does the student’s response include text evidence and original commentary to support an analysis of Chapter 1? (Prompts 1 & 2)				
E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations

OPPORTUNITIES FOR CONTINUED PRACTICE AND SUPPORT

Based on the previous TEKS-aligned Section Diagnostic, determine whether students need additional support, practice, or enrichment in reading, writing, speaking, or listening. Adjust lessons and activities in the next section to meet students' identified needs. The following lessons provide examples for continued practice and support, as well as opportunities to monitor student progress.

Location	Activity
Section 1, Lesson 7 (optional)	In this lesson, students review teacher feedback on their responses to the TEKS-aligned Section Diagnostic and use that feedback to make revisions to their work.
Section 2, Lesson 1 (optional)	In this lesson, students review feedback on their responses to the TEKS-aligned Section Diagnostic and use that feedback to make revisions to their work. The lesson also includes an optional writing activity, in which students analyze mentor sentences from the texts they are reading.
Section 2, Lessons 1 and 2	Interpret figurative language and literary devices: Assess how well students understand and apply literary concepts such as mood, imagery, and symbolism as they analyze scenes from the novel. Review their Setting Note-Taking Tools and Analyzing Relationships Tools to determine how well they are identifying and interpreting key details. See teaching notes for suggestions about additional support using reference guides and reviews of Chapter 1 examples.
Section 2, Lesson 3; Lesson 4	Evaluate the author's use of a first-person narrator: Monitor how well students can independently interpret Nick's descriptions of Gatsby (and their reliability) and then form a claim about Gatsby as a character.
Section 2, Lessons 2, 3, 4, 7	Form claims and support a position: Review the claims students develop about the mood and atmosphere of a scene (Section 2, Lesson 2) and Gatsby's character development (Section 2, Lessons 3 and 4) to see how well they are able to identify key details, interpret relationships among those details, and form an evidence-based claim. In class discussions, probe student observations and claims by asking them to cite specific supporting evidence from the text. See teaching notes about additional practice and modeling, using the Analyzing Relationships Tool and Forming Evidence-Based Claims Tool .

SECTION 2 DIAGNOSTIC

Section 2 Diagnostic TEKS Alignment

E3.5.C	Use text evidence and original commentary to support an analytic response.
E3.5.H	Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.
E3.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
E3.8.A	Analyze the author's purpose, audience, and message within a text.
E3.8.D	Evaluate how the author's use of language informs and shapes the perception of readers.
E3.8.E	Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.
E3.8.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Section 2 Diagnostic Prompt

Use your notes and materials from the previous lessons to respond to questions about Fitzgerald's use of contrasting elements, imagery, and symbolism in developing themes. Build your response from an interpretive claim, using academic language related to literary analysis and keeping the following question in mind: How does Fitzgerald use description, contrast, imagery, and symbolism to develop scenes, characters, and themes in *The Great Gatsby*?

Write a one-paragraph analysis in response to one of the following questions about the use of contrasting scenes or characters and about how literary devices are used to develop themes in Chapters 2–4 of *The Great Gatsby*:

1. How does Fitzgerald describe and contrast characters, settings, and scenes in Chapters 2–4? Analyze a set of contrasting characters or settings and scenes to explain the impact on your reading and your understanding of the novel.
2. How does Fitzgerald use description, imagery, and symbolism in a scene from Chapters 2–4 to develop a theme of the novel? Analyze a specific scene and explain how literary devices are used by the author to develop a key theme.

Be sure to do the following:

- Form a central claim in response to the question.
- Gather and organize relevant and strong evidence from Chapters 2–4.
- Integrate specific references and quotations.

- Use academic language and demonstrate your understanding of literary elements, devices, and terminology.
- Use appropriate syntax, grammar, and mechanics.

CULMINATING TASK CONNECTIONS

Students think critically about the themes and narrative structure of the novel. They form claims, develop responses, and use references to the text to support their claims. These responses will help pave the way for more comprehensive and broader questions in the TEKS-aligned Culminating Task.

SECTION 2 DIAGNOSTIC SCORING NOTES

Plausible Responses and Supporting Evidence

Prompts #1 and 2: How does Fitzgerald describe and contrast characters, settings, and scenes in Chapters 2–4? How does Fitzgerald use description, imagery, and symbolism in a scene from Chapters 2–4 to develop a theme of the novel?

Central Claim/Topic Sentence:

- Fitzgeralds’ symbolic description of the “valley of ashes” at the beginning of Chapter II presents a stark and shadowy counterpoint to the elegance and sophistication of his depictions of West Egg, underscoring the theme that the world Nick and Gatsby want to enter is superficial, illusory, and isolated from the “real world” inhabited by the Wilsons.

Supporting Evidence from Texts:

- Description and imagery:

This is a valley of ashes—a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens; where ashes take the forms of houses and chimneys and rising smoke, and finally, with a transcendent effort, of men who move dimly and already crumbling through the powdery air. (p. 23)

- Contrast:

There was music from my neighbor’s house through the summer nights. In his blue garden men and girls came and went like moths among the whisperings and the champagne and the stars. (p. 39)

- Symbolism:

But above the gray land and the spasms of bleak dust which drift endlessly over it, you perceive, after a moment, the eyes of Dr. T. J. Eckelberg... Evidently, some wild wag of an oculist set them there to fatten his practice in the borough of Queens, and then sank down himself into eternal blindness, or forgot them and moved away. But his eyes, dimmed a little by many paintless days under sun and rain, brood over the solemn dumping ground. (p. 24)

SECTION 2 DIAGNOSTIC CHECKLISTS

Related TEKS	Reading & Knowledge	E	M	B	
E3.6.A	How well does the student's response analyze relationships between characterization and setting in Chapters 2-4? (Prompt 1)				
E3.8.D	How well does the student's response evaluate how Fitzgerald's use of language informs and shapes the perception of readers? (Prompt 1)				
E3.8.A	How well does the student's response evaluate Fitzgerald's use of description, imagery, and symbolism to develop a theme in a scene from Chapters 2-4? (Prompt 2)				
E3.8.E	How well does the student's response evaluate how Fitzgerald's diction and syntax contribute to the mood, voice, and tone in Chapters 2-4? (Prompt 2)				
E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations

Related TEKS		Writing		E	M	B
E3.5.C	How well does the student’s response include text evidence and original commentary to support an analysis of Chapters 2-4? (Prompts 1 & 2)					
E3.5.H	How well does the student’s response demonstrate appropriate register and effective vocabulary, tone, and voice? (Prompts 1 & 2)					
E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations	

OPPORTUNITIES FOR CONTINUED PRACTICE AND SUPPORT

Based on the previous TEKS-aligned Section Diagnostic, determine whether students need additional support, practice, or enrichment in reading, writing, speaking, or listening, and adjust lessons and activities in the next section to meet students' identified needs. The following lessons provide examples for continued practice and support, as well as opportunities to monitor student progress.

Location	Activity
Section 2, Lesson 9 (optional)	In this lesson, students review teacher feedback on their response to the TEKS-aligned Section Diagnostic and use that feedback to make revisions to their work.
Section 3, Lessons 2 and 4	Interpret figurative language and literary devices: In Lesson 2, assess how well students understand and apply literary concepts as they analyze the scene and description in which Nick continues to characterize Gatsby. Monitor their discussions to determine how well they are identifying and interpreting key details and using them to support observations about the characters. Focus specifically on their understanding of the concept of theme in Lesson 4.
Section 3, Lessons 1, 2, 3, 4, and 6	Understand the novel's episodic plot structure and examine the development and sequencing of key scenes: Assess how well students can accomplish each of the components of the Scene Analysis section of the question sets (1. Summarize events; 2. Examine point of view; 3. Analyze characters; 4. Evaluate literary elements and devices; 5. Make comparisons; and 6. Interpret meaning). As they move from modeling in Lesson 1 to guided practice in Lesson 3 and then to independent practice in Lesson 6, provide additional support in any areas in which students evidence difficulty. See the teaching notes for all lessons, and specifically for Lesson 3. Monitor each student's presentation of their team's scene analysis during the Lesson 4 jigsaw discussions. Provide additional support for students who have difficulty before the Section Diagnostic in Lesson 6.
Section 3, Lessons 1, 3, 5 and 7	Form claims and support a position: Assess how well students can form claims about components of scene development, first in groups and then individually (Lesson 3, Activity 3). In Lesson 5, students review and revise their TEKS-aligned Section 2 Diagnostic paragraphs before moving to the TEKS-aligned Section 3 Diagnostic in the following lesson. Review their work to see how well they have addressed areas of concern, especially those related to forming, communicating, and supporting claims.

SECTION 3 DIAGNOSTIC

Section 3 Diagnostic TEKS Alignment

E3.5.C	Use text evidence and original commentary to support an analytic response.
E3.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.
E3.5.G	Discuss and write about the explicit and implicit meanings of text.
E3.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
E3.8.E	Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.
E3.8.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Section 3 Diagnostic Prompt

Write a multiparagraph essay that analyzes a key scene from the novel, focusing on its presentation, development, meaning, and significance. The essay should be organized by a thesis about the significance of the scene and developed through a series of evidence-based claims that present and explain your analysis of the scene. You should include specific references to the text and demonstrate that you can integrate quotations that support your analysis. Keep in mind the following question: How does Fitzgerald develop, contrast, and sequence scenes to complicate the plot of *The Great Gatsby* and build toward the novel's climax and resolution?

Chapters 5–7 unfold through a series of dramatic scenes and vignettes that develop and complicate the characters' stories, interactions, and conflicts and that further develop thematic threads in the novel. Select one of the listed scenes and analyze its significance in *The Great Gatsby*, considering the scene analysis questions that follow.

Choose and examine one of the following scenes:

- Chapter 5: Daisy and Gatsby are reunited at Nick's house (pp. 81–89); Gatsby shows Daisy his house and his shirts (pp. 89–92).
- Chapter 6: A flashback reveals Gatsby's past as James Gatz (pp. 97–101); another flashback reveals the moment Daisy "blossomed for Gatsby like a flower" (pp. 109–111).
- Chapter 7: Tom and Gatsby confront each other at the Plaza Hotel; they all drive "on toward death through the cooling twilight" (pp. 125–135).
- Chapter 7: The events of the accident in front of Wilson's garage are recounted; Tom and Nick discover what has happened; Tom reacts with tears and anger (pp. 136–141).
- Chapter 7: The aftermath at Tom and Daisy's house unfolds; Nick leaves and finds Gatsby outside the house; Nick observes Tom and Daisy in the kitchen and leaves Gatsby "watching over nothing" (pp. 141–145).

In your response, be sure to answer the following scene-analysis questions:

1. Summarize the scene: Where and when does the scene occur, whom does it involve, and what happens?
2. Examine the narrative point of view: How is the scene presented, and how do its narrator's perceptions and descriptions influence your reading?
3. Analyze character relationships: What do we learn about the characters and their perceptions, interactions, and conflicts?
4. Evaluate effects: How do description, imagery, symbolism, or dialogue contribute to the mood, atmosphere, and meaning of the scene?
5. Make comparisons and connections: How does the scene present a contrast, or counterpoint, to other scenes in the novel? How is it connected to other scenes in developing the story?
6. Interpret meaning: What theme or themes of the novel does the scene develop? What do you think Fitzgerald is suggesting?

CULMINATING TASK CONNECTIONS

Students have to think critically and comprehensively about the scenes, events, characters, and literary devices of the novel and be able to clearly organize their ideas in writing. They should be able to make claims and support them with evidence. They should demonstrate that they understand and can analyze the six components of a selected scene from Chapters 5-7 and its importance in developing the themes of the novel. These responses will help pave the way for a much more comprehensive literary analysis essay in the TEKS-aligned Culminating Task, with broader questions covering the entire novel.

SECTION 3 DIAGNOSTIC SCORING NOTES

Plausible Responses and Supporting Evidence

Prompt: How does Fitzgerald develop, contrast, and sequence scenes to complicate the plot of *The Great Gatsby* and build toward the novel's climax and resolution?

Central Claim/Thesis

- Nick's narration and description of the scene outside the Buchanons' house at the end of Chapter 7 reveals not only what has happened in the climactic moment of Myrtle Wilson's death but also Nick's growing cynicism about Gatsby's illusory belief that his dream of recapturing Daisy's love can be fulfilled.

Supporting Evidence from Texts:

- Narrative point of view and dialogue:

I hadn't gone twenty yards when I heard my name and Gatsby stepped from between the two bushes into the path. I must have felt pretty weird by that time, because I could think of nothing except the luminosity of his pink suit under the moon.
"What are you doing?" I inquired.
"Just standing here, old sport."

Somehow, this seemed a despicable occupation. (p. 142)

- Plot revelations through dialogue:

“How the devil did it happen?”

“Well, I tried to swing the wheel—” He broke off, and suddenly I guessed at the truth.

“Was Daisy driving?”

“Yes,” he said after a moment, “but of course I’ll say I was. You see, when we left New York she was very nervous and she thought it would steady her to drive—and this woman rushed out at us as we were passing a car coming the other way. It all happened in a minute, but it seemed to me that she wanted to speak to us, thought we were somebody she knew.” (p. 143)

- Imagery and theme:

He put his hands in his pockets and turned back eagerly to his scrutiny of the house, as though my presence marred the sacredness of the vigil. So I walked away and left him standing there in the moonlight—watching over nothing. (p. 145)

SECTION 3 DIAGNOSTIC CHECKLISTS

Related TEKS	Reading & Knowledge	E	M	B
E3.6.A	How well does the student’s response analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in the scene?			
E3.8.E	How well does the student’s response evaluate Fitzgerald’s use of description, imagery, and symbolism to develop a theme in the scene?			
E3.8.F	How well does the student’s response evaluate how Fitzgerald’s diction and syntax contribute to the mood, voice, and tone in the scene?			

E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations
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Related TEKS	Writing	E	M	B
E3.5.C	How well does the student’s response include text evidence and original commentary to support an analysis of the scene?			
E3.5.D	How well does the student’s response summarize the scene?			
E3.5.G	How well does the student’s response demonstrate understanding of explicit and implicit meanings of a scene from Chapters 5-7?			

OPPORTUNITIES FOR CONTINUED PRACTICE AND SUPPORT

Based on the previous TEKS-aligned Section Diagnostic, determine whether students need additional support, practice, or enrichment in reading, writing, speaking, or listening. Adjust lessons and activities in the next section to meet students' identified needs. The following lessons provide examples for continued practice and support, as well as opportunities to monitor student progress.

Location	Activity
Section 3, Lesson 7 (optional)	In this lesson, students review teacher feedback on their response to the TEKS-aligned Section Diagnostic and use that feedback to make revisions to their work.
Section 4, Lesson 1	Evaluate the author's use of a first-person narrator: Monitor how well each student can individually do a close reading and analysis of a description of Gatsby as perceived by Nick, using the Descriptions of Gatsby Handout in Activity 2; assess the claims and explanatory paragraphs students develop based on their analysis, and provide individual support for students who are still having difficulty using question sets to identify key details, interpret a challenging short passage from the novel, or form and explain an evidence-based claim.
Section 4, Lesson 2	Interpret figurative language and literary devices: Monitor how well students are understanding and applying the literary concepts of irony, tragedy, and theme. Assess the comparative claims they develop in Activity 1. For students who have difficulty, examine their Extending Understanding Tools to see how well they have made connections between two disparate scenes, and provide additional guided practice.
Section 4, Lessons 4, 5, and 6	Analyze critical essays: For each of the critical essays students read, monitor how well they can identify the claims made by the authors and analyze how those authors use evidence from the text to support their claims. In Lesson 4, Activity 2, monitor students' paraphrasing of a claim from Donaldson's essay and their ability to connect it to textual evidence. Provide additional individual support for students who have difficulty doing this before they write their own literary analysis in Section 5.
Section 4, Lessons 1, 2, 3, 5, 6, 7, and 8	Form claims and support a position: Monitor the specificity of, strength of, and support for claims that students develop about: Nick's perceptions of Gatsby (Section 4, Lesson 1); a thematic thread in the novel (Section 4, Lesson 2); the original cover art (Section 4, Lesson 3); the characterization of Gatsby or Nick in the style of Boyle (Section 4, Lesson 5); and Mellard's overall interpretation of the novel (Section 4 Lesson 6). In Lessons 7 and 8, monitor the claims students form and write down on their Discussion Tools . Provide additional support for students who are not yet ready to communicate and support their claims in the TEKS-aligned Section 4 Diagnostic fishbowl discussion and debate (Lesson 9).

SECTION 4 DIAGNOSTIC

Section 4 Diagnostic TEKS Alignment

E3.1.A	Engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax.
E3.4.H	Synthesize information from a variety of text types to create new understanding.
E3.5.G	Discuss and write about the explicit and implicit meanings of text.
E3.5.H	Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.
E3.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.

Section 4 Diagnostic Prompt

Participate in formal fishbowl discussions. Before these discussions, decide if you believe that the novel is primarily Gatsby's story or primarily Nick's story. Then, develop a claim that takes a position about one of the two characters and his significance in *The Great Gatsby*. Communicate and explain your position about the character, then engage in a civil debate with other students who might have taken different positions about that character. As an observer of the discussion of the character you have not chosen, take notes, submit questions to the discussion group, and evaluate the contributions of its members. Throughout the process, focus on the following questions:

1. How have literary scholars and critics analyzed Fitzgerald's development of point of view, characters, and themes in *The Great Gatsby*?
2. How do they support their positions about the importance of their chosen character in the novel?

Before discussion, decide whose story (Nick's or Gatsby's) is most central to *The Great Gatsby*. While focusing on one of the following question sets, determine the significance of that character's story in developing the narrative and themes of the novel.

Question Set A – Position: Gatsby is the central character of the novel.

1. Why is the novel primarily Gatsby's story?
2. Which other character or characters serve as a "counterpoint" to Gatsby?
3. Is Gatsby a character to be admired or pitied? Why?
4. What does Gatsby's story suggest about dreams, illusions, and the American Dream?

Question Set B – Position: Nick is the central character of the novel.

1. Why is the novel primarily Nick's story?
2. How do Nick's perceptions affect our view of the characters and events in the novel?

3. Is Nick a reliable narrator? Why or why not?
4. What does Nick's story suggest about dreams, illusions, and the American Dream?

In preparing for and participating in the discussion and debate, be sure to do the following:

- Take a position and form a set of supporting claims in response to your character's question set.
- Gather and organize relevant and strong evidence from the novel and at least one critical source.
- Present and explain specific references or quotations from the novel during the discussion and debate.
- Use academic language and demonstrate your understanding of literary elements, devices, and terminology.
- Ask questions and respond to others' ideas in a respectful manner.
- Evaluate your own participation and that of at least one other student.

CULMINATING TASK CONNECTIONS

Students continue to make claims and support their thinking with evidence from the texts, this time orally. Although they will be doing an oral diagnostic, the process of forming claims, presenting positions and citing supporting evidence will prepare them for the TEKS-aligned Culminating Task, in which they will assume and defend a critical position in a literary analysis of the novel. As they participate in the discussion and debate, students should be making strong claims, but also respecting the perspectives of other students. They should be using correct literary terms and demonstrating the habits and skills of more formal academic discussions.

SECTION 4 DIAGNOSTIC SCORING NOTES

Plausible Responses and Supporting Evidence

Question Set A: – Position: Gatsby is the central character of the novel.

Central Claim:

- *The Great Gatsby* is primarily Gatsby's story, as suggested by its ironic title, because he is the enigmatic character who not only strives for an unrealizable "American Dream" but also is tragically destroyed by his own illusions.

Supporting Evidence from Texts:

- Ward's critical interpretation and claims:

Teen readers are especially understanding of Gatsby's fixation on re-creating that moment in his life when it was most open to possibility, when he could become and do anything. When he believed that if he worked hard enough, he could remake himself. He could ascend to a different social class, a class where life seemed to be an enchanted necklace, each moment a pearl on an endless string. (Ward, para. 3)

One of the first great lessons of my adulthood as this: I change. As I grow, my dreams change as do my ideas about who I can be and what I want during the short time I am alive. Gatsby has not learned this. It is a lesson he has closed himself to. (Ward, para. 6)

Gatsby was doomed from the start. He'd been born on the outside; he would die on the outside. (Ward, para. 8)

- Narrative point of view – Nick’s commentary:

Only Gatsby, the man who gives his name to this book, was exempt from my reaction---Gatsby, who represented everything for which I have an unaffected scorn. If personality is an unbroken series of successful gestures, then there was something gorgeous about him, some heightened sensitivity to the promises of life... (p. 2)

- Symbolism:

And as I sat there brooding on the old, unknown world, I thought of Gatsby’s wonder when he first picked out the green light at the end of Daisy’s dock. He had come a long way to this blue lawn, and his dream must have seemed so close that he could hardly fail to grasp it. He did not know that it was already behind him, somewhere back in that vast obscurity beyond the city, where the dark fields of the republic rolled on under the night.

Gatsby believed in the green light, the orgiastic future that year by year recedes before us. It eluded us then, but that’s no matter—tomorrow we will run faster, stretch out our arms further.... And one fine morning—

So we beat on, boats against the current, borne back ceaselessly into the past. (p. 180)

Question Set B: Position: Nick is the central character of the novel.

Central Claim:

- The novel is primarily Nick’s story because his perceptions color the entire narrative and also reveal his own illusions and disillusionment, as underscored by critics James Mellard and Scott Donaldson.

Supporting Evidence from Texts:

- Mellard’s critical interpretation and claims:

The Great Gatsby is an initiation story and its most important character is actually its narrator, for the novel’s meaning is finally indistinguishable from Nick’s change in awareness.... Finally, it is through Nick’s enlightenment that Fitzgerald makes an ambiguous, though by no means confusing or inadequate, comment upon the pursuit of the “American Dream.” (Mellard, para. 1)

- Donaldson’s critical interpretation and claims:

[Nick] has learned a good deal during the summer of 1922 about the power of the unrealizable dream and about the recklessness and selfishness of the very rich. Yet aside from a diminished curiosity that desires “no more riotous excursions with privileged glimpses into the human heart” (5), Nick’s basic way of life seems unlikely to change. (Donaldson, para. 21)

- Nick’s narrative point of view:

And as I sat there brooding on the old, unknown world, I thought of Gatsby’s wonder when he first

picked out the green light at the end of Daisy's dock. He had come a long way to this blue lawn, and his dream must have seemed so close that he could hardly fail to grasp it. He did not know that it was already behind him, somewhere back in that vast obscurity beyond the city, where the dark fields of the republic rolled on under the night. (p. 180)

SECTION 4 DIAGNOSTIC CHECKLISTS

Related TEKS		Reading & Knowledge		E	M	B
E3.4.H	How well does the student synthesize information from literary scholars and critics?					
E3.5.G	How well does the student discuss explicit and implicit meanings in the text?					
E3.6.A	How well does the student analyze how themes are developed through characterization and point of view?					
E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations	

Related TEKS	Speaking & Listening	E	M	B	
E3.1.A	How well does the student engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message?				
E3.5.H	How well does the student respond orally with appropriate register and effective vocabulary, tone, and voice?				
E	Exceeds Expectations	M	Meets Expectations	B	Below Expectations

OPPORTUNITIES FOR CONTINUED PRACTICE AND SUPPORT

Based on the previous TEKS-aligned Section Diagnostic, determine whether students need additional support, practice, or enrichment in reading, writing, speaking, or listening. Adjust lessons and activities in the next section to meet students' identified needs. The following lessons provide examples for continued practice and support, as well as opportunities to monitor student progress.

Location	Activity
Section 4, Lesson 10 (optional)	In this lesson, students review teacher feedback on their response to the TEKS-aligned Section Diagnostic and use that feedback to make revisions to their work.
Section 5, Lessons 1, 2, 3	Analyze critical essays: Monitor how well students are able to identify and paraphrase the positions taken by the four literary critics (Section 5, Lesson 1), how well they can identify and analyze the claims communicated and supported by one of the authors (Section 5, Lesson 2), and how well they can analyze and model a claim-based paragraph written by Donaldson (Section 5, Lesson 3).
Section 5, Lessons 1, 2, 3	Form claims and support a position: Review students' Learning Logs to see how well they are synthesizing their understandings of the novel, the question, and the task into a position for their literary analysis (Section 5, Lesson 1). Monitor the practice claims they form in Lesson 2, and identify students who still need additional support before beginning to write their essays. Review the claim-based paragraphs they write in Lesson 3, modeled after Donaldson.
Section 5, All Lessons	Write a literary analysis that presents a clear position: Carefully monitor students' progress during all writing workshop lessons, particularly Lessons 3 and 4, and provide additional support or intervention for students who are not progressing toward producing a literary analysis that meets the expectations of the assignment. For students who are really struggling, suggest and scaffold an alternative approach modeled after Jesmyn Ward's more personal reading and interpretation of the novel.