

Unit Alignment

This Unit Alignment document provides an overview of the unit TEKS and ELPS alignment. The tables provide TEKS alignment for each lesson, Section Diagnostic, and the Culminating Task, as well as ELPS alignment at the lesson level. Overviews for the Unit, Sections, and Lessons, and the texts for each lesson are provided to facilitate planning.

Lessons are aligned to TEKS in two categories: Focus TEKS and Supporting TEKS. Focus TEKS are defined as the TEKS that most closely align to the instruction students receive in the lesson. Supporting TEKS, while important to the alignment of the lesson, are defined as the TEKS that are aligned to instruction that students may tangentially receive during the lesson. Supporting TEKS highlight opportunities for continued monitoring and student practice. The Lesson Goals are derived from the Focus TEKS but are contextualized to reflect the specific content and instruction in the lesson.

ELPS alignment is determined by the content and the student support and differentiation included in each Lesson. While multiple ELPS may align to a lesson, consideration is given to the scaffolding of ELPS throughout the Unit, as well as achieving a wide breadth of coverage to monitor student progress.

In addition to being listed in this document, the Lesson Goals, and Focus TEKS, Supporting TEKS, and ELPS alignment can also be found on their respective tabs on the website.

Section Diagnostics and the Culminating Task are aligned to Focus TEKS, which indicate the primary standards that will be assessed on each task. The Focus TEKS in a Section Diagnostic appear as Focus TEKS in a Lesson in that Section; Focus TEKS that appear on a Culminating Task appear as Focus TEKS within the Unit. In addition to being listed on this document, the TEKS alignment for Section Diagnostics and the Culminating Task can also be found in the Evaluation Plan, and are identified as “related TEKS” on the Section Diagnostic and Culminating Task checklists.

Unit Overview

Section 1 Overview

Exposition and Narrative Perspective

We will begin reading Chapter 1 of *The Great Gatsby*, focusing our attention on the narrator's reliability, the development of the central characters, and the author's use of descriptive language to set the groundwork for a close study of the novel. As background, we will read and watch supplemental materials to further our understanding of the relationship of *The Great Gatsby* to the American Dream and American culture in the 1920s.

Section 1 - Lesson 1 Overview

We will think about the unit's Central Question and make connections to our personal experiences. We will learn some initial information about the novel's author, F. Scott Fitzgerald. We will then preview vocabulary for Chapter 1 in order to prepare for our first *The Great Gatsby* reading homework assignment.

Lesson 1 Texts

Core

- "F. Scott Fitzgerald - Mini Biography", Biography.com Editors, A&E Television Networks, April 2, 2014
- *The Great Gatsby*, F. Scott Fitzgerald, Scribner, 1925

Optional

- "F. Scott Fitzgerald to His 11-Year-Old Daughter in Camp," excerpt from *A Life in Letters*, F. Scott Fitzgerald, Scribner, a division of Simon & Schuster, Inc., 1994

Lesson 1 Goals and Alignment

Lesson 1 Goals

- Students will use print or digital resources to clarify and validate their understanding of words from Chapter 1.
- Students will establish the purpose for reading the unit texts.
- Students will make connections to personal experiences, ideas in other texts, and society.
- Students will use techniques to learn new vocabulary. (ELPS)

Focus TEKS

E3.2.A	Use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary.
E3.4.A	Establish purpose for reading assigned and self-selected texts.
E3.4.E	Make connections to personal experiences, ideas in other texts, and society.

Focus ELPS

c1C	Use techniques to learn new vocabulary.
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Section 1 - Lesson 2 Overview

As a whole class and then in small groups, we will closely reread and analyze the first five pages of Chapter 1 with an emphasis on Nick's monologue and his reliability as a narrator. We will begin to examine how literary scholars and critics analyze *The Great Gatsby* and its characters—in this case, Nick.

Lesson 2 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925
- "The Trouble With Nick: Reading *Gatsby* Closely," excerpt from *Fitzgerald and Hemingway: Works and Days*, Scott Donaldson, Columbia University Press, 2009

Lesson 2 Goals and Alignment

Lesson 2 Goals

- Students will analyze relationships between characterization and point of view in Chapter 1.
- Students will synthesize information about Nick from the novel and from a critical essay to create new understanding.
- Students will analyze how Nick's behaviors and underlying motivations contribute to his development in Chapter 1.
- Students will expand their repertoire of language learning strategies. (ELPS)

Focus TEKS

E3.4.H	Synthesize information from a variety of text types to create new understanding.
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.

Focus ELPS

c1H	Expand repertoire of language learning strategies.
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Section 1 - Lesson 3 Overview

We will discuss and analyze narrative details and dialogue in the dinner party scene from Chapter 1 of *The Great Gatsby* and then analyze the relationships of the characters and the perceptions of them provided through Nick's narration. We will study Fitzgerald's use of description and imagery and his use of punctuation in dialogue.

Lesson 3 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 3 Goals and Alignment

Lesson 3 Goals

- Students will participate collaboratively in a jigsaw discussion, offering ideas or judgments and asking relevant and insightful questions.
- Students will use text evidence and original commentary to write a claim and paragraph about a character.
- Students will analyze the behaviors of Daisy, Tom, Jordan, and Nick and their motivations in the dinner party scene from Chapter 1.
- Students will write using a variety of sentence structures and words. (ELPS)

Focus TEKS

E3.1.D	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
E3.5.C	Use text evidence and original commentary to support an analytic response.
E3.6.B	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.

Focus ELPS

c5F	Write using a variety of sentence structures and words.
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Section 1 - Lesson 4 Overview

We will continue to study the depiction of characters at the end of Chapter 1 and the influence of Nick's narration on our views of those characters. We will read what critic Scott Donaldson has to say about these issues in a second excerpt from his critical essay, "The Trouble With Nick: Reading *Gatsby* Closely." We will then examine the cryptic evidence that introduces us to Gatsby in Chapter 1 and speculate about where his story may go.

Lesson 4 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925
- "The Trouble With Nick: Reading *Gatsby* Closely," excerpt from *Fitzgerald and Hemingway: Works and Days*, Scott Donaldson, Columbia University Press, 2009

Lesson 4 Goals and Alignment

Lesson 4 Goals

- Students will evaluate details read in a critical essay to understand key ideas.
- Students will analyze relationships among characters and Nick's point of view in Chapter 1.
- Students will evaluate how Fitzgerald's diction and syntax contribute to the mood, voice, and tone of the novel.
- Students will use prereading supports. (ELPS)

Focus TEKS

E3.4.G	Evaluate details read to understand key ideas.
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.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Focus ELPS

c4D	Use prereading supports.
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Section 1 - Lesson 5 Overview

We will begin preparing our responses for the Section Diagnostic. We will review our **Character Note-Taking Tools**, our **Forming Evidence-Based Claims Tools**, and the paragraphs we have written in previous lessons. In response to the task questions on the Section Diagnostic, we will draft our claims and find supporting evidence that we can use to develop those claims into well-developed paragraphs.

Lesson 5 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 5 Goals and Alignment

Lesson 5 Goals

- Students will analyze relationships between characterization and point of view in Chapter 1.
- Students will analyze how characters' behaviors and underlying motivations contribute to their development in Chapter 1.
- Students will plan a piece of writing for the Section Diagnostic by reviewing their previous tools, notes, and writing to generate ideas on the Forming Evidence-Based Claims and Organizing Evidence Tools.
- Students will use accessible language to learn new language. (ELPS)

Focus TEKS

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.
E3.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

Focus ELPS

c1F	Use accessible language to learn new language.
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Section 1 - Lesson 6 Overview

Section Diagnostic

Using our notes and materials from the previous lessons, we will demonstrate our understanding of the characters and narrator in Chapter 1 of *The Great Gatsby* by writing a short response to one of the Section 1 Diagnostic prompts about Fitzgerald’s use of narrative point of view and characterization.

Lesson 6 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 6 Goals and Alignment

Lesson 6 Goals

- Students will write a response to demonstrate their understanding of explicit and implicit meanings in Chapter 1.
- Students will use text evidence and original commentary to support an analysis about character development and point of view in Chapter 1.
- Students will narrate, describe, and explain in writing. (ELPS)

Focus TEKS

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.

Focus ELPS

c5G	Narrate, describe, and explain in writing.
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Section 1 - Lesson 7 Overview

We will review feedback on the Section Diagnostic. We will use the feedback to make revisions to our work.

Lesson 7 Texts

- There are no texts for this lesson.

Lesson 7 Goals and Alignment

Lesson 7 Goals

- Students will revise their Section Diagnostic to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
- Students will edit writing. (ELPS)

Focus TEKS

E3.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
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Focus ELPS

c5D	Edit writing.
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Section 1 - Lesson 8 Overview

We will commence an Independent Reading Program in which we choose texts to read independently as we progress through the unit. We will learn how to choose texts, what activities we may complete, about the final task, and about any materials we will use as we read our independent reading texts. We will begin by reading our texts, using tools to help us take notes and analyze important textual elements.

Lesson 8 Texts

- There are no texts for this lesson.

Lesson 8 Goals and Alignment

Lesson 8 Goals

- Students will self-select text and read independently for a sustained period of time.
- Students will establish a purpose for self-selected texts.
- Students will read silently with comprehension. (ELPS)

Focus TEKS

E3.3	Self-select text and read independently for a sustained period of time.
E3.4.A	Establish purpose for reading assigned and self-selected texts.

Focus ELPS

c4H	Read silently with comprehension.
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Section 1 Diagnostic Alignment

TEKS	
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 2 Overview

Complication and Counterpoint

We will read Chapters 2–4 of the novel, in which the narrative is further developed and complicated. As we attend to Fitzgerald’s depiction of settings, scenes, and characters, we will study his use of literary devices, specifically imagery, symbolism, and motif. We will also begin to address themes of the novel, considering how Fitzgerald may be portraying the American Dream in relation to others’ ideas about America. We will begin to study the portrayal and idealization of the past as related by several of the novel’s characters and analyze how Nick’s narration affects the reader’s interpretation of the novel.

Section 2 - Lesson 1 Overview

We will focus on close reading and analysis of passages from Chapter 2 of *The Great Gatsby*. We will review the concepts of imagery, symbolism, and motif and examine how these literary devices are used in the novel.

Lesson 1 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 1 Goals and Alignment

Lesson 1 Goals

- Students will evaluate how different literary elements shape Fitzgerald's portrayal of the plot.
- Students will evaluate Fitzgerald’s use of literary devices to achieve specific purposes.
- Students will evaluate how Fitzgerald's diction and syntax contribute to the mood, voice, and tone of a text.
- Students will use and reuse new basic and academic language to internalize language. (ELPS)

Focus TEKS

E3.6.C	Evaluate how different literary elements shape the author's portrayal of the plot.
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.

Focus ELPS

c1E	Use and reuse new basic and academic language to internalize language.
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Section 2 - Lesson 2 Overview

We will study the character development of Myrtle and George and consider how they contrast to other characters in the novel. We will use the **Setting Note-Taking Tool** and a set of analytical questions as we closely read and discuss the scene at Tom and Myrtle's apartment. We will contrast this scene with the scene of Gatsby's party as described in Chapter 3.

Lesson 2 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 2 Goals and Alignment

Lesson 2 Goals

- Students will interact with sources in meaningful ways, such as by notetaking and annotating.
- Students will analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in Chapters 2-3.
- Students will evaluate how the author's diction and syntax contribute to the mood, voice, and tone of Chapter 3.
- Students will understand general meaning, main points, and details. (ELPS)

Focus TEKS

E3.5.E	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Focus ELPS

c2G	Understand general meaning, main points, and details.
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Section 2 - Lesson 3 Overview

We will read and discuss Chapter 3 of *The Great Gatsby*, further analyzing the description and mood of the party scene and examining the initial development of Gatsby's character.

Lesson 3 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 3 Goals and Alignment

Lesson 3 Goals

- Students will analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in Chapter 3.
- Students will evaluate how different literary elements shape Fitzgerald's portrayal of the plot.
- Students will evaluate how Fitzgerald's diction and syntax contribute to the mood, voice, and tone of Chapter 3.
- Students will show comprehension through analytical skills. (ELPS)

Focus TEKS

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.C	Evaluate how different literary elements shape the author's portrayal of the plot.
E3.8.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Focus ELPS

c4K	Show comprehension through analytical skills.
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Section 2 - Lesson 4 Overview

We will read and analyze Chapter 4 and examine the development of Gatsby's character. We will study the shift in narrative point of view as Jordan recounts details from Daisy's and Gatsby's past.

Lesson 4 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Optional

- "The Man Who Rigged the World Series", AMC, 2015

Lesson 4 Goals and Alignment

Lesson 4 Goals

- Students will analyze relationships among thematic development, characterization, and point of view in Chapter 4.
- Students will analyze how specific characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme in Chapter 4.
- Students will evaluate how Fitzgerald's diction and syntax contribute to the mood, voice, and tone of Chapter 4.
- Students will show comprehension through inferential skills. (ELPS)

Focus TEKS

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.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Focus ELPS

c4J	Show comprehension through inferential skills.
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Section 2 - Lesson 5 Overview

We will discuss our perceptions of the American Dream, how it has been depicted in various decades, and how *The Great Gatsby* might offer thematic commentary on that dream. We will also read and analyze a nonfiction essay from the 19th century about American prosperity and restlessness, making connections to the novel and to our current society.

Lesson 5 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925
- "Why the Americans Are so Restless in the Midst of Their Prosperity," excerpt from *Democracy in America*, Alexis de Tocqueville, Public Domain, 1835

Lesson 5 Goals and Alignment

Lesson 5 Goals

- Students will participate collaboratively in a jigsaw activity, offering ideas or judgments that are purposeful in moving the team toward goals and asking relevant and insightful questions.
- Students will respond orally with appropriate register and effective vocabulary, tone, and voice.
- Students will analyze how the historical, social, and economic contexts of settings influence the plot, characterization, and theme of the novel.
- Students will express opinions, ideas, and feelings. (ELPS)

Focus TEKS

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.
E3.5.H	Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.
E3.6.D	Analyze how the historical, social, and economic contexts of settings influence the plot, characterization, and theme.

Focus ELPS

c3G	Express opinions, ideas, and feelings.
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Section 2 - Lesson 6 Overview

In light of our examination of the American Dream and character as they relate to *The Great Gatsby*, we will examine how the novel depicts people from other racial or ethnic backgrounds than those of the main characters and Fitzgerald himself. We will then read and analyze an opposed view of race in America written by African American poet Langston Hughes.

Lesson 6 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925
- "I, Too," excerpt from *The Collected Poems of Langston Hughes*, Langston Hughes, Estate of Langston Hughes. Used by permission of Alfred A. Knopf, an imprint of the Knopf Doubleday Publishing Group, a division of Penguin Random House LLC., 1994

Lesson 6 Goals and Alignment

Lesson 6 Goals

- Students will make connections to personal experiences, ideas in other texts, and society.
- Students will evaluate how Fitzgerald and Hughes use language to inform and shape the perception of readers.
- Students will analyze Hughes's purpose, audience, and message within the poem.
- Students will show comprehension of English text individually and in groups. (ELPS)

Focus TEKS

E3.4.E	Make connections to personal experiences, ideas in other texts, and society.
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.

Focus ELPS

c4G	Show comprehension of English text individually and in groups.
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Section 2 - Lesson 7 Overview

We will prepare for the Section 2 Diagnostic.

Lesson 7 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 7 Goals and Alignment

Lesson 7 Goals	
<ul style="list-style-type: none">• Students will analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in the novel.• Students will evaluate Fitzgerald’s use of literary devices to achieve specific purposes.• Students will plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.• Students will narrate, describe, and explain in writing. (ELPS)	
Focus TEKS	
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.
E3.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
Focus ELPS	
c5G	Narrate, describe, and explain in writing.

Section 2 - Lesson 8 Overview

Section Diagnostic

We will use our notes and materials from the previous lessons to respond to questions about Fitzgerald's use of contrasting elements, imagery, and symbolism in order to develop themes, building our responses from interpretive claims and using academic language related to literary analysis.

Lesson 8 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 8 Goals and Alignment

Lesson 8 Goals

- Students will write responses that demonstrate understanding of explicit and implicit meanings in the novel.
- Students will use text evidence and original commentary to support an analytic response of the novel.
- Students will analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in the novel.
- Students will write using newly acquired vocabulary. (ELPS)

Focus TEKS

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.

Focus ELPS

c5B	Write using newly acquired vocabulary.
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Section 2 - Lesson 9 Overview

We will review feedback on the Section Diagnostic. We will use the feedback to make revisions to our work.

Lesson 9 Texts

- There are no texts for this lesson.

Lesson 9 Goals and Alignment

Lesson 9 Goals

- Students will revise their Section Diagnostics to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
- Students will edit writing. (ELPS)

Focus TEKS

E3.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
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Focus ELPS

c5D	Edit writing.
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Section 2 - Lesson 10 Overview

We will share the understanding we have gained through our independent reading and continue reading our texts.

Lesson 10 Texts

- There are no texts for this lesson.

Lesson 10 Goals and Alignment

Lesson 10 Goals

- Students will read independently for a sustained period of time.
- Students will paraphrase and summarize their independent reading texts.
- Students will interact with their independent reading texts in meaningful ways, such as by notetaking and annotating.
- Students will read silently with comprehension. (ELPS)

Focus TEKS

E3.3	Self-select text and read independently for a sustained period of time.
E3.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.
E3.5.E	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Focus ELPS

c4H	Read silently with comprehension.
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Section 2 Diagnostic Alignment

TEKS	
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.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 3 Overview

Rising Action and Climax

We will study the rising action of the novel presented through a series of dramatic scenes and vignettes in Chapters 5–7. We will examine how Fitzgerald—through Nick’s narration—develops conflicts, tension, suspense, and thematic threads in these chapters, leading to the novel’s climactic events at the end of Chapter 7.

Section 3 - Lesson 1 Overview

We will closely reread key scenes from Chapter 5 and analyze the events, character relationships, use of literary devices, narrative point of view, and potential meaning in those scenes.

Lesson 1 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 1 Goals and Alignment

Lesson 1 Goals

- Students will participate collaboratively, asking relevant and insightful questions, and tolerating a range of positions.
- Students will paraphrase and summarize Chapter 5.
- Students will analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in Chapter 5.
- Students will use new vocabulary in stories, descriptions, and classroom communication. (ELPS)

Focus TEKS

E3.1.D	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
E3.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.
E3.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.

Focus ELPS

c3B	Use new vocabulary in stories, descriptions, and classroom communication.
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Section 3 - Lesson 2 Overview

We will reread and analyze the flashback vignette about Gatsby that begins Chapter 6, then prepare to do a full analysis of other key scenes from Chapters 6–7 in the next lessons.

Lesson 2 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 2 Goals and Alignment

Lesson 2 Goals

- Students will analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in Chapter 6.
- Students will evaluate how different literary elements shape Fitzgerald's portrayal of the plot.
- Students will evaluate how Fitzgerald's diction and syntax contribute to the mood, voice, and tone of Chapter 6.
- Students will monitor language with self-corrective techniques. (ELPS)

Focus TEKS

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.C	Evaluate how different literary elements shape the author's portrayal of the plot.
E3.8.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Focus ELPS

c1B	Monitor language with self-corrective techniques.
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Section 3 - Lesson 3 Overview

We will work in reading teams to do deep analyses of key scenes from Chapters 5-7.

Lesson 3 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 3 Goals and Alignment

Lesson 3 Goals

- Students will analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in Chapters 5-7.
- Students will evaluate how Fitzgerald's diction and syntax contribute to the mood, voice, and tone of Chapters 5-7.
- Students will speak using grade-level content area vocabulary in context. (ELPS)

Focus TEKS

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.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Focus ELPS

c3D	Speak using grade-level content-area vocabulary in context.
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Section 3 - Lesson 4 Overview

We will form home groups and participate in a jigsaw discussion to compare what we have learned about key scenes in Chapters 5-7.

Lesson 4 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 4 Goals and Alignment

Lesson 4 Goals

- Students will participate collaboratively in a jigsaw activity, offering ideas that are purposeful in moving the team toward goals, asking relevant and insightful questions, and tolerating a range of positions.
- Students will make and correct or confirm predictions about what will happen next in the novel using text features, characteristics of genre, and structures.
- Students will analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in the novel.
- Students will share in cooperative groups. (ELPS)

Focus TEKS

E3.1.D	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
E3.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.
E3.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.

Focus ELPS

c3E	Share in cooperative groups.
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Section 3 - Lesson 5 Overview

We will discuss the climactic scenes of the novel, considering what they suggest about the characters, their fates, and the meaning of the story. We will then begin a writing workshop session in which we will start outlining our Section 3 Diagnostic and forming our claims.

Lesson 5 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 5 Goals and Alignment

Lesson 5 Goals

- Students will analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in the novel.
- Students will evaluate Fitzgerald's use of literary devices to achieve specific purposes in the novel.
- Students will plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies, such as brainstorming, journaling, reading, or discussing.
- Students will show comprehension through basic reading skills. (ELPS)

Focus TEKS

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.
E3.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

Focus ELPS

c4l	Show comprehension through basic reading skills.
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Section 3 - Lesson 6 Overview

Section Diagnostic

We will write multiparagraph responses that analyze key scenes from the novel and then discuss their presentation, development, meaning, and significance. The responses should be organized by a thesis about the significance of the scene chosen and developed through a series of evidence-based claims that present and explain an analysis of the scene.

Lesson 6 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 6 Goals and Alignment

Lesson 6 Goals

- Students will write responses that demonstrate understanding of explicit and implicit meanings of the novel.
- Students will use text evidence from the novel and original commentary to support an analytic response.
- Students will analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in the novel.
- Students will edit writing. (ELPS)

Focus TEKS

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.

Focus ELPS

c5D	Edit writing.
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Section 3 - Lesson 7 Overview

We will review feedback on the Section Diagnostic. We will use the feedback to make revisions to our work.

Lesson 7 Texts

- There are no texts for this lesson.

Lesson 7 Goals and Alignment

Lesson 7 Goals

- Students will revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
- Students will evaluate how Fitzgerald's diction and syntax contribute to the mood, voice, and tone of the novel.
- Students will edit writing. (ELPS)

Focus TEKS

E3.8.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.
E3.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.

Focus ELPS

c5D	Edit writing.
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Section 3 - Lesson 8 Overview

We will share the understanding we have gained through our independent reading and continue to read our texts.

Lesson 8 Texts

- There are no texts for this lesson.

Lesson 8 Goals and Alignment

Lesson 8 Goals

- Students will self-select text and read independently for a sustained period of time.
- Students will paraphrase and summarize their independent reading texts.
- Students will interact with sources in meaningful ways, such as by notetaking and annotating.
- Students will read silently with comprehension. (ELPS)

Focus TEKS

E3.3	Self-select text and read independently for a sustained period of time.
E3.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.
E3.5.E	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Focus ELPS

c4H	Read silently with comprehension.
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Section 3 Diagnostic Alignment

TEKS	
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 4 Overview

Critical Views of *The Great Gatsby*

We will read Chapters 8–9 and the resolution of the novel’s story, study examples of literary criticism, and compare four interpretations of the novel. We will analyze the arguments presented in these literary analyses, the ways in which their authors present interpretive claims and support them with evidence cited from the text, and how they respond to others’ critical interpretations. We will demonstrate our understanding through a formal fishbowl discussion in which we take a position on whether *Gatsby* or Nick is the novel’s central character and present claims about each character’s meaning and importance in the novel.

Section 4 - Lesson 1 Overview

We will discuss and analyze Chapter 8, considering how the events of the novel come together. We will also listen to a podcast about the “harsh new reality” of the modern American Dream and make connections to *Gatsby*’s American Dream.

Lesson 1 Texts

Core

- "The American Dream Faces Harsh New Reality", Ari Shapiro, National Public Radio, May 29, 2012
- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 1 Goals and Alignment

Lesson 1 Goals

- Students will synthesize information from *The Great Gatsby* and a podcast to create new understanding.
- Students will analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in *The Great Gatsby*.
- Students will analyze how the historical, social, and economic contexts of settings influence the plot, characterization, and theme of *The Great Gatsby*.
- Students will derive meaning from a variety of media. (ELPS)

Focus TEKS

E3.4.H	Synthesize information from a variety of text types to create new understanding.
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.D	Analyze how the historical, social, and economic contexts of settings influence the plot, characterization, and theme.

Focus ELPS

c2F	Derive meaning from a variety of media.
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Section 4 - Lesson 2 Overview

We will discuss Chapter 9 and its final resolution of Gatsby's story. We will discuss the concepts of irony, tragedy, and theme in relation to how the story ends. We will read and analyze two passages that present the story's ending and determine what theme the novel might be addressing about human dreams and illusions.

Lesson 2 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Optional

- "Celestial Eyes: From Metamorphosis to Masterpiece", Charles Scribner III, Princeton University Library, 1992
- "Faults", Sara Teasdale, Public Domain, 1907

Lesson 2 Goals and Alignment

Lesson 2 Goals

- Students will evaluate how different literary elements shape Fitzgerald's portrayal of the plot.
- Students will analyze Fitzgerald's purpose, audience, and message within a text.
- Students will evaluate the use of irony in Chapter 9.
- Students will speak using grade-level content-area vocabulary in context. (ELPS)

Focus TEKS

E3.6.C	Evaluate how different literary elements shape the author's portrayal of the plot.
E3.8.A	Analyze the author's purpose, audience, and message within a text.
E3.8.E	Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.

Focus ELPS

c3D	Speak using grade-level content-area vocabulary in context.
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Section 4 - Lesson 3 Overview

We will examine the cover art for the original publication of *The Great Gatsby* and consider alternative titles that Fitzgerald considered for the novel.

Lesson 3 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925
- "Jay Gatsby: A Dreamer Doomed to Be Excluded. The Novelist Jesmyn Ward Explains.", Jesmyn Ward, The New York Times Company, 2018

Optional

- "Celestial Eyes: From Metamorphosis to Masterpiece", Charles Scribner III, Princeton University Library, 1992

Lesson 3 Goals and Alignment

Lesson 3 Goals

- Students will use text evidence and original commentary to support claims about the graphic art and title of the novel.
- Students will evaluate how different literary elements shape Fitzgerald's portrayal of the plot.
- Students will evaluate the use of the original cover design for *The Great Gatsby* to deepen their understanding of the text.
- Students will use visual and contextual supports to read text. (ELPS)

Focus TEKS

E3.5.C	Use text evidence and original commentary to support an analytic response.
E3.6.C	Evaluate how different literary elements shape the author's portrayal of the plot.
E3.8.C	Evaluate the author's use of print and graphic features to achieve specific purposes.

Focus ELPS

c4F	Use visual and contextual supports to read text.
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Section 4 - Lesson 4 Overview

We will examine various perspectives from which readers and literary critics have studied *The Great Gatsby* and compare their critical interpretations and arguments. We will note how writers of literary analyses make claims, support them with textual evidence, and cite the sources of that evidence.

Lesson 4 Texts

Core

- "Jay Gatsby: A Dreamer Doomed to Be Excluded. The Novelist Jesmyn Ward Explains.", Jesmyn Ward, The New York Times Company, 2018
- Excerpt from "Unreliable Narration in *The Great Gatsby*", Thomas E. Boyle, Rocky Mountain Modern Language Association, 1969
- "The Trouble With Nick: Reading *Gatsby* Closely," excerpt from *Fitzgerald and Hemingway: Works and Days*, Scott Donaldson, Columbia University Press, 2009
- "Interpretive Claims," excerpt from *Fitzgerald and Hemingway: Works and Days*, Scott Donaldson, Columbia University Press, 2009

Lesson 4 Goals and Alignment

Lesson 4 Goals

- Students will synthesize information from multiple literary analyses to create new understanding of *The Great Gatsby*.
- Students will analyze characteristics and structural elements of argumentative texts, including clear arguable theses, evidence, and reasoning.
- Students will analyze literary critics' purposes and messages within essays.
- Students will show comprehension through analytical skills. (ELPS)

Focus TEKS

E3.4.H	Synthesize information from a variety of text types to create new understanding.
E3.7.E.i	Analyze characteristics and structural elements of argumentative texts, such as clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action.
E3.8.A	Analyze the author's purpose, audience, and message within a text.

Focus ELPS

c4K	Show comprehension through analytical skills.
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Section 4 - Lesson 5 Overview

We will extend our understanding by reading and discussing another critical interpretation of the novel, Thomas Boyle's essay "Unreliable Narration in *The Great Gatsby*." We will make connections between the ideas presented in this essay and our previous knowledge of the novel.

Lesson 5 Texts

Core

- "Counterpoint as Technique in *The Great Gatsby*", James M. Mellard, National Council of Teachers of English, 1966
- Excerpt from "Unreliable Narration in *The Great Gatsby*", Thomas E. Boyle, Rocky Mountain Modern Language Association, 1969

Lesson 5 Goals and Alignment

Lesson 5 Goals

- Students will synthesize information from multiple literary analyses to create a new understanding of *The Great Gatsby*.
- Students will analyze characteristics and structural elements of argumentative texts, such as various types of evidence and treatment of counterarguments.
- Students will evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.
- Students will use techniques to learn new vocabulary. (ELPS)

Focus TEKS

E3.4.H	Synthesize information from a variety of text types to create new understanding.
E3.7.E.ii	Analyze characteristics and structural elements of argumentative texts, such as various types of evidence and treatment of counterarguments, including concessions and rebuttals.
E3.8.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Focus ELPS

c1C	Use techniques to learn new vocabulary.
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Section 4 - Lesson 6 Overview

We will extend our understanding by reading and discussing another critical interpretation of *The Great Gatsby*, James Mellard's essay titled "Counterpoint as Technique in *The Great Gatsby*." We will make connections between the ideas presented in this essay and our previous knowledge of the novel.

Lesson 6 Texts

Core

- "Counterpoint as Technique in *The Great Gatsby*", James M. Mellard, National Council of Teachers of English, 1966
- Central Claims and Conclusions, excerpt from "Counterpoint as Technique in *The Great Gatsby*", James M. Mellard, National Council of Teachers of English, 1966

Lesson 6 Goals and Alignment

Lesson 6 Goals

- Students will synthesize information from multiple literary analyses to create a new understanding of *The Great Gatsby*.
- Students will analyze relationships among thematic development, characterization, and point of view in *The Great Gatsby*.
- Students will analyze characteristics and structural elements of argumentative texts, such as clear arguable thesis, structure of the argument, and convincing conclusion.
- Students will write using newly acquired vocabulary. (ELPS)

Focus TEKS

E3.4.H	Synthesize information from a variety of text types to create new understanding.
E3.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
E3.7.E.i	Analyze characteristics and structural elements of argumentative texts, such as clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action.

Focus ELPS

c5B	Write using newly acquired vocabulary.
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Section 4 - Lesson 7 Overview

We will consider an interesting question about the novel: whose story is it? Gatsby's or Nick's? Then we will begin forming claims and building arguments for our Section 4 Diagnostic, in which we will focus on one of those two characters.

Lesson 7 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925
- "Counterpoint as Technique in *The Great Gatsby*", James M. Mellard, National Council of Teachers of English, 1966
- Excerpt from "Unreliable Narration in *The Great Gatsby*", Thomas E. Boyle, Rocky Mountain Modern Language Association, 1969
- "The Trouble With Nick: Reading *Gatsby* Closely," excerpt from *Fitzgerald and Hemingway: Works and Days*, Scott Donaldson, Columbia University Press, 2009

Lesson 7 Goals and Alignment

Lesson 7 Goals

- Students will 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.
- Students will synthesize information from multiple literary analyses to create a new understanding of *The Great Gatsby*.
- Students will analyze literary critics' purposes and messages within a text.
- Students will adapt spoken language for formal and informal purposes. (ELPS)

Focus TEKS

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.
E3.8.A	Analyze the author's purpose, audience, and message within a text.

Focus ELPS

c3I	Adapt spoken language for formal and informal purposes.
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Section 4 - Lesson 8 Overview

We will continue forming claims and collecting evidence to prepare for our Section Diagnostic. We will have a chance to practice discussing with a group, to give each other peer feedback, and to consult with the teacher.

Lesson 8 Texts

Core

- "Counterpoint as Technique in *The Great Gatsby*", James M. Mellard, National Council of Teachers of English, 1966
- Excerpt from "Unreliable Narration in *The Great Gatsby*", Thomas E. Boyle, Rocky Mountain Modern Language Association, 1969
- "The Trouble With Nick: Reading *Gatsby* Closely," excerpt from *Fitzgerald and Hemingway: Works and Days*, Scott Donaldson, Columbia University Press, 2009

Lesson 8 Goals and Alignment

Lesson 8 Goals

- Students will participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward its goal by exchanging ideas and giving feedback about claims, evidence, and readiness to participate in an academic discussion and debate.
- Students will use text evidence and original commentary to support their position and claims in preparation for the debate.
- Students will discuss and write about the explicit and implicit meanings of texts while preparing for the debate.
- Students will share in cooperative groups. (ELPS)

Focus TEKS

E3.1.D	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
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.

Focus ELPS

c3E	Share in cooperative groups.
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Section 4 - Lesson 9 Overview

Section Diagnostic

We will participate in a formal fishbowl discussion based on whether we believe that *The Great Gatsby* is mostly Gatsby's story or mostly Nick's story. We will communicate an evidence-based claim that takes a position about one of the two characters and his significance in the novel.

Lesson 9 Texts

Core

- "Counterpoint as Technique in *The Great Gatsby*", James M. Mellard, National Council of Teachers of English, 1966
- Excerpt from "Unreliable Narration in *The Great Gatsby*", Thomas E. Boyle, Rocky Mountain Modern Language Association, 1969
- "The Trouble With Nick: Reading *Gatsby* Closely," excerpt from *Fitzgerald and Hemingway: Works and Days*, Scott Donaldson, Columbia University Press, 2009

Lesson 9 Goals and Alignment

Lesson 9 Goals

- Students will 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.
- Students will use text evidence and original commentary to support their position and claims in preparation for the debate.
- Students will respond orally or in writing with appropriate register and effective vocabulary, tone, and voice when participating in the observational or discussion groups.
- Students will narrate, describe, and explain. (ELPS)

Focus TEKS

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.
E3.5.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.

Focus ELPS

c3H	Narrate, describe and explain.
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Section 4 - Lesson 10 Overview

We will review the teacher’s feedback on our Section Diagnostic and will use the feedback to make revisions to our work.

Lesson 10 Texts

- There are no texts for this lesson.

Lesson 10 Goals and Alignment

Lesson 10 Goals

- Students will monitor comprehension and make adjustments, such as rereading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
- Students will reflect on and adjust responses when valid evidence warrants.
- Students will use new vocabulary in stories, descriptions, and classroom communication. (ELPS)

Focus TEKS

E3.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
E3.5.I	Reflect on and adjust responses when valid evidence warrants.

Focus ELPS

c3B	Use new vocabulary in stories, descriptions, and classroom communication.
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Section 4 - Lesson 11 Overview

We will share the analyses we have made about our independent reading texts and make connections to the unit. We will plan a final product to share our experiences from reading independently and the knowledge we have gained.

Lesson 11 Texts

- There are no texts for this lesson.

Lesson 11 Goals and Alignment

Lesson 11 Goals

- Students will self-select text and read independently for a sustained period of time.
- Students will paraphrase and summarize texts in ways that maintain meaning and logical order.
- Students will interact with sources in meaningful ways, such as by note-taking and annotating.
- Students will read silently with comprehension. (ELPS)

Focus TEKS

E3.3	Self-select text and read independently for a sustained period of time.
E3.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.
E3.5.E	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Focus ELPS

c4H	Read silently with comprehension.
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Section 4 Diagnostic Alignment

TEKS	
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 5 Overview

Culminating Task

We will review what we have learned from our study of *The Great Gatsby* and demonstrate our understanding by writing a literary analysis essay. To find models for our own writing, we will study how literary critics develop their analyses. We will take a position in response to a literary analysis question, develop claims, gather evidence that supports our analysis, then draft, revise, peer edit, and edit our Culminating Task essays. Finally, we will publish our essays, reflect on our accomplishments, and discuss how to extend our learning based on what we have studied, experienced, and discovered in this unit.

Section 5 - Lesson 1 Overview

We will prepare to write a literary analysis that takes a critical position on the novel and defends it using evidence from the novel and other texts from the unit. We will read and unpack the Culminating Task questions. To think about what taking an interpretive position and writing a literary analysis entails, we will review the four essays we have previously studied.

Lesson 1 Texts

Core

- "Counterpoint as Technique in *The Great Gatsby*", James M. Mellard, National Council of Teachers of English, 1966
- Excerpt from "Unreliable Narration in *The Great Gatsby*", Thomas E. Boyle, Rocky Mountain Modern Language Association, 1969
- "The Trouble With Nick: Reading *Gatsby* Closely," excerpt from *Fitzgerald and Hemingway: Works and Days*, Scott Donaldson, Columbia University Press, 2009

Lesson 1 Goals and Alignment

Lesson 1 Goals

- Students will synthesize information from texts they have read throughout the unit to create new understanding about how authors develop arguments.
- Students will analyze characteristics and structural elements of argumentative texts, such as a clear arguable thesis.
- Students will plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies, such as brainstorming, journaling, reading, or discussing.
- Students will monitor understanding and seek clarification. (ELPS)

Focus TEKS

E3.4.H	Synthesize information from a variety of text types to create new understanding.
E3.7.E.i	Analyze characteristics and structural elements of argumentative texts, such as clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action.
E3.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

Focus ELPS

c2D	Monitor understanding and seek clarification.
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Section 5 - Lesson 2 Overview

We will think about how analytical claims are built from textual evidence and how writers then support their claims with evidence. We will analyze claims and their explanations from Donaldson's essay "The Trouble with Nick: Reading *Gatsby* Closely."

Lesson 2 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925
- "The Trouble With Nick: Reading *Gatsby* Closely," excerpt from *Fitzgerald and Hemingway: Works and Days*, Scott Donaldson, Columbia University Press, 2009

Lesson 2 Goals and Alignment

Lesson 2 Goals

- Students will evaluate details from previously read texts to deepen their understanding of key ideas.
- Students will analyze characteristics and structural elements of argumentative texts.
- Students will plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies, such as brainstorming, journaling, reading, or discussing.
- Students will show comprehension through analytical skills. (ELPS)

Focus TEKS

E3.4.G	Evaluate details read to understand key ideas.
E3.7.E.i	Analyze characteristics and structural elements of argumentative texts, such as clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action.
E3.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

Focus ELPS

c4K	Show comprehension through analytical skills.
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Section 5 - Lesson 3 Overview

We will analyze how one writer has built an evidence-based paragraph to support his claims, and we will develop a claim-based paragraph to express, explain, and support our position.

Lesson 3 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925
- "The Trouble With Nick: Reading *Gatsby* Closely," excerpt from *Fitzgerald and Hemingway: Works and Days*, Scott Donaldson, Columbia University Press, 2009

Lesson 3 Goals and Alignment

Lesson 3 Goals

- Students will use text evidence and original commentary to support an analytic response.
- Students will analyze characteristics and structural elements of argumentative texts.
- Students will compose literary analyses using genre characteristics and craft.
- Students will employ complex grammatical structures. (ELPS)

Focus TEKS

E3.5.C	Use text evidence and original commentary to support an analytic response.
E3.7.E.i	Analyze characteristics and structural elements of argumentative texts, such as clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action.
E3.10.E	Compose literary analysis using genre characteristics and craft.

Focus ELPS

c5E	Employ complex grammatical structures.
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Section 5 - Lesson 4 Overview

We will expand from the claim-based paragraph we have written to develop a draft of our literary analysis, either through free-writing, building on claims and evidence we have identified, or extending writing we have done within previous lessons and Section Diagnostics.

Lesson 4 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 4 Goals and Alignment

Lesson 4 Goals

- Students will develop drafts into a focused, structured, and coherent piece by using strategic organizational structures appropriate to purpose, audience, topic, and context.
- Students will develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought, with effective use of rhetorical devices, details, examples, and commentary.
- Students will compose literary analyses using genre characteristics and craft.
- Students will narrate, describe, and explain in writing. (ELPS)

Focus TEKS

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.

Focus ELPS

c5G	Narrate, describe, and explain in writing.
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Section 5 - Lesson 5 Overview

We will continue drafting our Culminating Task literary analysis essay and continue our writing workshop-style mini-conferences with our teacher. We will give and receive peer feedback about our thesis, claims, arguments, quotes, and evidence.

Lesson 5 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 5 Goals and Alignment

Lesson 5 Goals

- Students will develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought, with effective use of rhetorical devices, details, examples, and commentary.
- Students will revise their drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
- Students will compose literary analyses using genre characteristics and craft.
- Students will edit writing. (ELPS)

Focus TEKS

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.
E3.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
E3.10.E	Compose literary analysis using genre characteristics and craft.

Focus ELPS

c5D	Edit writing.
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Section 5 - Lesson 6 Overview

We will work on introductions and conclusions for our literary analysis essays.

Lesson 6 Texts

Core

- "Counterpoint as Technique in *The Great Gatsby*", James M. Mellard, National Council of Teachers of English, 1966
- Excerpt from "Unreliable Narration in *The Great Gatsby*", Thomas E. Boyle, Rocky Mountain Modern Language Association, 1969
- "The Trouble With Nick: Reading *Gatsby* Closely," excerpt from *Fitzgerald and Hemingway: Works and Days*, Scott Donaldson, Columbia University Press, 2009

Lesson 6 Goals and Alignment

Lesson 6 Goals

- Students will analyze characteristics and structural elements of argumentative texts, such as clear arguable thesis, structure of the argument, and convincing conclusion.
- Students will compose literary analyses using genre characteristics and craft.
- Students will show comprehension of English text individually and in groups. (ELPS)

Focus TEKS

E3.7.E.i	Analyze characteristics and structural elements of argumentative texts, such as clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action.
E3.10.E	Compose literary analysis using genre characteristics and craft.

Focus ELPS

c4G	Show comprehension of English text individually and in groups.
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Section 5 - Lesson 7 Overview

We will review, revise, and edit our Culminating Task literary analysis essays, focusing on our use of verbs as well as correct punctuation and citation of quotations. We will make final edits to formatting so we can publish and submit our essays to fulfill the expectations of the Culminating Task.

Lesson 7 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 7 Goals and Alignment

Lesson 7 Goals

- Students will edit their drafts to demonstrate a command of standard English conventions, using a style guide as appropriate.
- Students will publish their written work for appropriate audiences.
- Students will display academic citations, including for paraphrased and quoted text, and will use source materials ethically to avoid plagiarism.
- Students will edit writing. (ELPS)

Focus TEKS

E3.9.D	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
E3.9.E	Publish written work for appropriate audiences.
E3.11.H	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

Focus ELPS

c5D	Edit writing.
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Section 5 - Lesson 8 Overview

We will finish the unit by engaging in a written self-reflection and then a whole-class discussion of *The Great Gatsby*. We will reflect on what we have learned and what we found challenging or easy in the unit. We will think about possible research avenues for the Application Unit.

Lesson 8 Texts

Core

- *The Great Gatsby*, F. Scott Fitzgerald, Scribner , 1925

Lesson 8 Goals and Alignment

Lesson 8 Goals

- Students will generate questions about the novel after reading to deepen their understanding of the central question of the unit.
- Students will make connections to personal experiences, ideas in other texts, and society.
- Students will reflect on and adjust responses when valid evidence warrants.
- Students will share in cooperative groups. (ELPS)

Focus TEKS

E3.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.
E3.4.E	Make connections to personal experiences, ideas in other texts, and society.
E3.5.I	Reflect on and adjust responses when valid evidence warrants.

Focus ELPS

c3E	Share in cooperative groups.
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Section 5 - Lesson 9 Overview

In a culminating activity, we share the knowledge we have gained and the connections we have made by reading our independent reading texts.

Lesson 9 Texts

- There are no texts for this lesson.

Lesson 9 Goals and Alignment

Lesson 9 Goals

- Students will self-select text and read independently for a sustained period of time.
- Students will make connections between their independent reading texts and personal experiences, ideas in other texts, and society. (ELPS)

Focus TEKS

E3.4.E	Make connections to personal experiences, ideas in other texts, and society.
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Focus ELPS

c4H	Read silently with comprehension.
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Culminating Task Alignment

TEKS	
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.